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SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

1379

2005 HOUSE EDUCATION

HB 1379

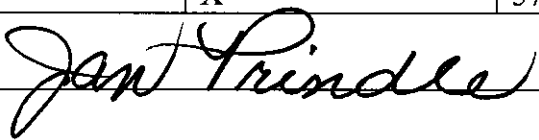
2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. **HB 1379**

House Education Committee

☐ Conference Committee

Hearing Date **2 February 05**

Tape Number	Side A	Side B	Meter #
1	X		2100 - end
		X	0 end
2	X		0 - 940
		X	575 - 1376
Committee Clerk Signature 			

Minutes:

Chairman Kelsch opened the hearing on HB 1379.

Rep. Margaret Sitte, District 35, introduced the bill. **(Testimony Attached.)** During the course of her presentation she introduced an e-mail forwarded to her by **Gary Gronberg, DPI,** concerning the alignment of the ACT test to the ND standards assessment. **(Copy Attached.)**

She also distributed a copy of the North Dakota English Language Arts Content Standards compare with the ACT Assessment. **(Copy Attached.)**

Chairman Kelsch: Just so I'm clear, the ACT would be given by the school district so it wouldn't be as it traditionally is where kids sign up and go to place of testing? The school district would set a specific date when they would take it, it would be to all students, and the school district would pay for it rather than the student?

Rep. Sitte: The state would pay for the test, not the school district.

Rep. Wall: Rep. Sitte, in your testimony you mention we have the twelfth grade standards developed by the DPI telling what their students should be able to do by the time they graduate from high school. These standards were not dictated to high school teachers. High school teachers wrote the test.

Rep. Sitte: There was input from teachers in writing those standards, but what we have found that ND standards are at one level and the college expectations are at another level. As you go through the ACT, they are quantifying that and qualifying that gap. So we see exactly what it is that are students aren't getting. There is a real gap between what the high school teachers think they need to have and what the college teachers think they need to have.

Rep. Wall: The teachers who wrote these standards included college professors. I was one of the people involved. Colleges welcomed this opportunity because their English teachers said they had never been in a room together discussing their expectations of graduating seniors.

Rep. Sitte: Twenty-seven percent of our students are going to remedial classes at college level. We think we taught, but did the kids really learned it. That's what ACT tests, what students have learned.

Rep. Norland: I like the idea of testing with the ACT in 11th grade. Most of the students that decided they are going to go on to college will do that. Statistics show that only 20% of the workforce out there needs a college degree. In ND we send about 60% of our students to college. I'm not sure that the other 40% need to take the test. They align themselves with basic courses. So now when they are a junior they are forced into taking that ACT when they really don't want to. They're not going to college. It's not going to serve a purpose for them. It may tell them if they want to work with ideas or things or people. That's important. Their course

work has not prepared them to take the ACT. I'm a little hesitant to force that group of students to that.

Rep. Sitte: When we look at these students who have their life all decided sometimes all it takes is a year or two of hard work at a minimum wage job and at age 20 they come back to college with a whole new attitude. You see "C" students in high school turn into "A" students in college.

Rep. Herbel: If we already know that 27% are taking remedial in the areas math, science, English, why not address the real problem instead of testing them again to show they are doing poorly. Why not get them involved in the subject areas that would bring them up to the level they need to be so they aren't part of that 27%.

Rep. Sitte: I agree with you and I think this test is going to help them to see that. If they see that the average student that took only geometry has this level of a score and that if you want to have a certain level of score, you have to take more advanced math. They're going to see the wisdom of taking more rigorous classes and that is exactly what they found in other states. Students are stepping up to the plate and senioritis is starting to disappear.

Rep. Wall: Do you think the results of the ACT test can drive the curriculum. For instance the public has demanded for the past two decades a great deal of more writing and composition in the schools. The state test really addresses student's writing. When they take the ACT test they don't have to write. Are we then going to revert back against the wishes of the public.

Rep. Sitte: ACT gives you a piece that requires fine tuning of writing skill. ACT is the single biggest predictor of success in college.

Ernest Valdez, ACT West Region Office, Sacramento CA office, and

Ashley Peterson, director of Post Secondary Services for ACT, Denver CO office, provided information in support of HB 1379. **(Testimony attached.)**

Rep. Horter: In Colorado and Illinois are there students that are exempt from taking the test such as Special Ed Students?

Peterson: Colorado and Illinois both have under NCLB a certain sub group of students who are exempt from the test. It's a low percentage and it's based on that state's formula. There is also some accommodation for hearing impaired or students needing interpretation.

Rep. Hawken: Mr. Valdez, what do you do with children who actually don't score that well and are told that maybe they aren't set for college. Is one test score really a valid indicator of college preparedness?

Valdez: As a sole indicator it is an important factor because students and parents recognize how colleges use that information in the admission decision-making process. That validates it. The ACT has become that much more important as an admission process.

Rep. Herbel: I have two questions here. Is it a little bit late for students if you wait until the junior year to be able to recover? Are there any states that are giving this test at an earlier stage so they can make that recovery?

Valdez: Most students across the country take the ACT exam for the first time spring semester of their junior year and results are reported in 4 - 6 weeks. There is a year remaining for adjustment in their classes. The ideal would be to use E-PASS to get to students earlier at the eighth grade.

Rep. Herbel: If you have what you call E-PASS intervention earlier, do you have information do any information that shows that earlier intervention has been more successful than later.

Valdez: We do not have that information with us today. The earlier we are able to get to students and assess where they are the better we are able to intervene and help them to the next step progression as it relates to college readiness. That's why it's critical to benchmark these students to show they are moving towards that direction.

Greg Gallagher, director of Standards and Achievement, DPI, provided background information for HB 1379. **(Testimony attached.)**

Rep. Norland: If a district with a high school in it chose to pay the bill the bill themselves to test their students with whatever they wanted to, they could do that couldn't they.

Gallagher: Absolutely there is the complete latitude of the school district to choose. There is nothing that prohibits them from doing so.

Rep. Meier: You made reference that ACT did not submit proposal. Do you know the reason why?

Gallagher: No. When we offer out RFPs we do not inquire why vendors did or did not submit a proposal.

Rep. Sitte: It's interesting that you are not aware of why they did not submit a proposal. We will ask them why they did not submit. It's interesting that when I was talking to Mr. James Pound about the ITBS, when I was looking for a math component for my basic literacy bill, he told me that the reason they did not submit is because the RFP was so carefully crafted to eliminate other vendors that it was obvious which vendor you had in mind from the beginning

and there was no one who was going to meet those specifications. I could get Mr. Pound to verify that.

Chairman Kelsch: Rep Sitte, we need to make sure we stay with the testimony on this bill.

Rep. Haas: I would like to make a comment about that if I might, please. The DPI asked me to sit on the committee that made the determination and awarded those bids. If I recall we had three bids isn't that right Greg?

Gallagher: Four and one was immediately disqualified.

Rep. Haas: We had three bids that met the qualifications to a greater or lesser degree so it is not true that the specifications were so narrowly crafted that it automatically eliminated some vendors. I don't believe that's true.

Gallagher: I would welcome a conversation with any vendor company. I find that contemptuous.

Rep. Hawken: In Rep. Sitte's testimony it says the cost of the ACT is \$28 and in your testimony it says it's \$44.

Gallagher: We included the writing option that were alluded to earlier. There is increasing interest at campuses to look at the ACT core and the optional writing component. You will note in the fiscal note that we would administer it much as the ACT and SAT. The Department now has to take responsibility for administering, training, proctoring and the like. In testimony we hear that it must be administered in one day for test security reasons. That's a legitimate concern on the part of the vendor for a tool like that. We now administer the test over the course of a 3-week span. We feel very comfortable with it. It allows for the highest participation rate as

possible. If we were to look at administering it all in one day as testified, I would almost have to yank back the fiscal note because the ground has shifted substantially.

Chairman Kelsch: In earlier testimony we heard that 27% of our high school graduates have to go to remedial courses of some kind. Does the 11th grade assessment address the weaknesses? Are students made aware of their weaknesses? It's still be administered in the fall? Are those students or their counselors told how to get those individuals to bring their scores up so they have their senior year to prepare for college.

Gallagher: That is determined at the school level. A fall assessment in this regard makes it easier to move toward remediation and make that senior year a meaningful year. We've also had discussions with the university system of what those scores mean and how to translate this better at the university level and what students can do to remove the prospect of remedial courses. It's something we absolutely must do.

Chairman Kelsch: Should it all be the responsibility of the school district or should some leadership come from the Department regarding that 27%. I still believe the DPI should be the one really focuses on that. It may be a black eye on the school district, but ultimately it's a black eye on the DPI.

Gallagher: Absolutely. It's something we all share. We see this in our current state assessment results as well. If we can get them into the value courses. It's a policy level for the state as well as the school districts. It's important for the parents too who are paying for those remedial courses without the student earning college credit.

Doug Johnson, ND Council of Education Leaders, testified in opposition to the bill. I think we need to look at three issues talked about here: (1) the purpose of the bill, (2) need for the bill,

and (3) value of this bill in the assessment arena. Is the assumption that we want all our students in ND to go to college and not be in remediation, is that the question? Or is the question that we want at least 60% of our students to go to college and not need remediation? Or is the real question here that we need to identify the students who need remediation and provide intervention for them so that they are prepared to go to college and be successful. To me the bill is not clear as to what it does. Is there a need for the test. When I first read the bill I assumed this was going to be in addition to the current assessment that's done at 11th grade. I understand from Rep. Sitte's testimony that is not the intent of the bill. If you want to use this for remediation it's too late in the spring of the junior year. You need to start working with those kids and helping them earlier than that. Finally, Value. According to the testimony of the ACT representative, 81% of the students are already taking the assessment. They are paying for that assessment. In the 10th year we currently have 8495 students, it's estimated that will drop in '05 to 8137 students. If you take out the 81% of those you have approximately 1400 students we are assessing. We are going to take that fiscal note to assess 1400 students. I think that is a value issue.

Nancy Sand, NDEA, testified in opposition of the bill. I am concerned about the cost to school districts. I wish all of our students would aspire to go to college. I totally agree that some years down the road some of young people do decide to come back to college and work hard and are successful. I wonder about requiring the ACT test in the timelines set out. We need early conversations to help young people chart their careers. I wonder about college entrance requirements. If college entrance requirements are not high enough then the students think they

can get in and they will provide the remediation. We need to bring colleges into this discussion.

The hearing was closed.

At a later time **Chairman Kelsch opened discussion of HB 1379.** She asked the wishes of the Committee:

Rep. Haas: I move a Do Not Pass

Rep. Herbel: I second.

Rep. Haas: I feel the ACT test is not useful due the late time it is administered. I also resent getting a sales pitch to sell us a testing program. We allow flexibility at the local level if school districts want to provide the test. ACT can also put in a bit the next time the RFP is let.

Rep. Sitte: I spoke to the ACT about the RFP. They said it was a grade level specific proposal.

We can continue to fund remedial or we can face the issue. We need to look at ND standards and tests.

Rep. Herbel: I have a problem with the timing issue. You cannot catch up in the last year. We must test earlier.

Rep. Sitte: We currently test in the sophomore year. Very few students are mature enough at that time to get serious. They get serious at the end of their junior year.

Rep. Hanson: If 81% are currently taking the test, why force the other 19% to take it?

Rep. Herbel: I taught sophomores for 33 years and found that a goof off in the sophomore year was a goof off in the senior year.

A roll call vote was taken.

Yes: 12 No: 2 Absent: 0 The Do Not Pass motion passed.

Rep. Herbel will carry the bill.

FISCAL NOTE

Requested by Legislative Council
01/14/2005

Bill/Resolution No.: HB 1379

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2003-2005 Biennium		2005-2007 Biennium		2007-2009 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$810,000	\$0	\$820,000	\$0
Appropriations	\$0	\$0	\$810,000	\$0	\$820,000	\$0

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

2003-2005 Biennium			2005-2007 Biennium			2007-2009 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$810,000	\$0	\$0	\$820,000

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

HB 1379 provides for the annual administration of curriculum-based achievement college entrance examinations for all grade eleven students, excluding students with substantial disabilities. These examinations are to be centered on the disciplines of reading, English, and mathematics. The State Superintendent will administer the examination and local schools will report certain performance and participation data.

In the preparation of this fiscal note, the Department of Public Instruction assumes that the term "curriculum-based achievement college entrance examination" does not imply anything other than the typical college entrance examination, e.g., the ACT or the SAT, currently in use nationwide. It is presumed, furthermore, that these "curriculum-based" assessments are not to be aligned to the North Dakota state content and achievement standards in reading, English language arts, and mathematics. If it is the intent of the legislative assembly that these examinations are to be "standards-based", then this fiscal note will require further amendment and result in an anticipated increased cost.

Current costs for the administration of a college entrance examination include \$44/student for the ACT and \$48/student for the SAT. Any selection of an appropriate assessment vendor would be determined by the State's procurement rules for the issuance and award of a Request for Proposals. For the purposes of this fiscal note, it is assumed that a reasonable future cost/student would approximate \$45/student. It is assumed, furthermore, that the administration of any college entrance examinations would be conducted according to current practice, where the vendor assumes responsibility for all ordering, scheduling, proctoring, processing, and reporting. The State would assume no responsibilities for any administration duties aside from those prescribed in HB 1379 regarding reporting.

The biennial expenditures are calculated on the following formula:

$$(9000 \text{ students/year}) \times (2 \text{ years/biennium}) \times (\$45/\text{student}) = \$810,000/\text{biennium}.$$

This fiscal note presumes a limited increase in costs during the 2007-09 biennium.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and*

fund affected and any amounts included in the executive budget.

N/A

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

HB 1379 requires the projected expenditure of \$810,000 during the 2005-07 biennium and \$820,000 during the 2007-09 biennium.

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

HB 1379 requires a projected state appropriation of \$810,000 during the 2005-07 biennium and \$820,000 during the 2007-09 biennium.

The Department is available to answer any questions regarding this fiscal note.

Name:	Greg Gallagher	Agency:	Public Instruction
Phone Number:	328-1838	Date Prepared:	01/20/2005

Date: 2 Feb
Roll Call Vote #: 1

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1379

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken do. Not Pass

Motion Made By Haas Seconded By Herbel

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep. Hanson	✓	
Vice Chairman Johnson	✓		Rep. Hunsakor	✓	
Rep. Haas	✓		Rep. Mueller	✓	
Rep. Hawken	✓		Rep. Solberg	✓	
Rep. Herbel	✓				
Rep. Horter	✓				
Rep. Meier		✓			
Rep. Norland	✓				
Rep. Sitte		✓			
Rep. Wall	✓				

Total (Yes) 12 No 2

Absent 0

Floor Assignment Herbel

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE (410)
February 2, 2005 5:33 p.m.

Module No: HR-22-1748
Carrier: Herbel
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HB 1379: Education Committee (Rep. R. Kelsch, Chairman) recommends DO NOT PASS
(12 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). HB 1379 was placed on the
Eleventh order on the calendar.

2005 TESTIMONY

HB 1379

Testimony on House Bill 1379—curriculum-based achievement college entrance exam

Madame Chairwoman and members of the committee, I am Representative Margaret Sitte, from District 35 in central Bismarck. North Dakota has a learning gap. We have the 12th grade standards developed by the Department of Public Instruction, telling high school teachers what their students should be able to do by the time they graduate from high school. Then we have the colleges receiving these students and placing 27 percent of them in remedial classes because the college admissions standards are considerably higher than the high school graduation standards.

How can the state be assured that students are prepared for college and that the academics in high school are rigorous enough to challenge students of all ability levels? How can North Dakota get a better test at a lower cost than what we are currently using? Most important how can we help student be better prepared for college? Several states have turned to the ACT for their 11th grade assessment, and they have been most impressed with the results. Here are some of the benefits other states have found.

First, the test will boosts access for all students to take the college entrance exam. Some students, who because of cost or family background may have been hesitant to take the ACT are finding that they scored better than they thought, and it has encouraged minorities to attend college.

Second, the ACT score reports demonstrate how those who take core classes and rigorous classes score higher on the ACT and therefore avoid remediation in college, providing an incentive for seniors to take rigorous classes their last year in school.

Third, the ACT measures college readiness. Colleges in the Midwest use the ACT as the most valid and reliable predictor of success in college. Many colleges use portions of the test as placement tests in math and English, and the test is not only criterion referenced to certain standards, but it is also norm-referenced to use in nationwide comparisons.

The data can be used to extrapolate information about student/group growth over time including special needs, low income, minority, and gender data.

The data derived from the test is diagnostic, so that students and schools can see where their strengths and weaknesses lie. The data is also prescriptive, so that students and schools have an idea of what the students need to do to improve. The data is also specific enough to provide interventions for each student.

Taking the ACT as a state assessment has maximized attendance on testing day. Since 80.7 percent of North Dakota students take the ACT already, students will realize that they are saving themselves \$28 by showing up on the test day, and they are motivated to get rest the night before and to do their best because they realize that scholarships and entrance to the colleges they dream of attending depend upon their scores. Parents are also supportive because they realize the importance of the test.

ACT is in the process of aligning with state standards so teachers can better understand the relationship between the DPI standards and the college admissions standards. The Language Arts standards have already been aligned, and I have provided a copy for you. The standards in reading, math and science will be aligned sometime this month.

In North Dakota's adequacy lawsuit, the state will be showing that it is making a good-faith effort to ensure that all students receive an adequate education, no matter where they live. What indicator is more highly regarded and universally accepted than the ACT?

The ACT streamlines testing time. Currently, schools take three half-days for testing in the fall, and because of the disruption throughout the school, often three full days of instruction are lost to the test. The ACT takes four hours one afternoon in late April, and the results will be completely compiled and returned to parents and schools by June 1.

Finally, if the state would replace the 11th grade assessment with the ACT, the estimated savings would be \$179, 000. The cost per test of the current assessment is \$51.78. The cost of the ACT is \$28.

The ACT also will help the state communicate to high school teachers what it is that the colleges expect because the minimum core coursework is outlined by the Standards for Transition developed by ACT. Oklahoma studied its decline in remediation after having used the ACT for 12 years, and the state concluded that for every dollar they spend in testing, they save \$6 in remediation.

What have the critics said in other states prior to implementation? They worried that statewide ACT test averages would decrease significantly and would hurt those who were going to college. The evidence shows little statistical decline.

They worried that teachers could not administer the test without security issues and uniformity. Conversely, teachers have become excited partners in the process.

They complained that the ACT was not aligned with the state standards. Yet the alignment is being completed even as we speak.

They said that not all students should be considered college material. True, but some who didn't consider themselves college worthy have definitely changed their minds.

They said changing to the ACT would affect the state's current State Application Accountability Workbook for No Child Left Behind. The Department can submit an amended plan and do what best for the students of this state.

To save money, to inspire teachers to stretch their students' wings, to inspire students to reach for the best they can become, I ask for your favorable consideration of HB 1379.

Cost/Benefit Analysis: Pricing

Projected pricing of proposed options and current grade-level testing:

ESTIMATED PRICES RELATED TO N.D. STATE EPAS ADOPTION						
*Note: Quotes are based on current pricing available and best projected estimates.						
**Final costs to be verified upon Statewide EPAS agreement.						
***Suggest checking with Department of Education for cost by grade/student count.						
State	Program	Grade 8	Grade 9	Grade 10	Grade 11	Totals:
N.Dakota	NDSA	Required	Not required	Not required	Required	
Costs	NDSA	360,958.38			390,214.08	\$751,172.46
Enrollment		6,971	7,114	7,334	7,536	28,955
Required		read/math/la			read/math/la	0
	EXPLORE	33,112.25	33,791.50	0	0	66,903.75
	PLAN	0	0	56,839		56,839
	ACT	0	0	0	211,008	211,008
Total EPAS, Grades 8-11						
		EXPLORE	EXPLORE	PLAN	ACT	
or		33,112.25	33,791.50	56,839	211,008	334,750.25
EPAS at grades 8, 9 & 10 only						
		33,112.25	33,791.50	56,839		123,742.25
Option 1: Replace NDSA with EPAS at grades 8, 9, 10 & 11:						
						334,750.25
	Current NDSA cost estimate, grades 8 & 10					\$751,172.46
	Difference/Savings to ND:				SAVINGS	416,422.21
	Add: Existing costs of EXPLORE & PLAN (below)					34,324.75
	Final Savings if EPAS to replace NDSA at grades 8, 9, 10 & 11					450,746.96
Option 2: Enhance NDSA by adding EPAS in grades 8, 9, 10 & 11						
	Additional cost to ND:					334,750.25
Option 3: Replace/add 11th Grade NDSA test with ACT Assessment						
	Current ACT estimate:					211,008
	Current 11th grade NDSA estimate:					390,214.08
	Final Savings for ND to use ACT:					179,206.08
If taken into account current PLAN and EXPLORE testing paid out-of-pocket from schools/districts, then an additional \$34,324.75 can be saved.						
EXPLORE		0				0.00
PLAN				4,429		34,324.75
ACT		2004 Grads	# Tested:	6,730	% Tested:	80.7% (est.)
Total Currently spent on EXPLORE and PLAN in North Dakota:						34,324.75
Estimates based on using information gathered from the ND Department of Education and internet posting. A actual current costs of per student to all testing fees per grade level should be verified and re-calculated, if necessary for accuracy. NDSA estimate based on quote of approximately \$17.26 per test as per CTB McGraw-Hill. NDSA requires students be tested separately in reading, math, and language arts at grade levels 8 and 11. Beginning 2007, students at grades 8 and 11 will also be required to take a science exam. A additional cost of science test approximately \$17.26, so total cost per student estimated to rise to \$69.04.						
NDSA	\$51.78	total = 17.26. Per test x 3 tests(reading/math/language) x student headcount				
EPAS Costs: Per Student based on proposed 2006-2007 implementation.						
EXPLORE		4.75	grades 8/9	(Includes 4 tests: Eng/Reading/Math/Science)		
PLAN		7.75	grade 10	(Includes 4 tests: Eng/Reading/Math/Science)		
ACT		28	(current price)	(Includes 4 tests: Eng/Reading/Math/Science)		

Cost/Benefit Analysis: Qualitative

TEST COMPONENTS	NDSA	ACT/EPAS	NCLB
North Dakota/EPAS Alignment Study	YES-Language Arts, final due in March 2005	YES	—
At least one test in high school (in grades 10-12)	YES	YES ACT for 11/12th PLAN for grade 10	YES
At least one test in grades 6-9	YES	YES EXPLORE-grades 8 and 9	YES
Measure reading, writing, math and science sequenced within discipline, embedded with depth & breadth of core curriculum	YES	YES EPAS measures English (writing), math, reading and science embedded with core	YES
Follows fairness testing practices	YES	YES	YES
Curriculum/standards-based	YES	YES	YES
Norm-referenced	YES	YES - national & local	YES
Dissaggregated by subgroup (gender, race/ethnicity, disability, income, migrant status)	YES	YES EPAS by subgroups: gender, race/ethnicity, disability, income, custom option for migrant status	YES
Diagnostic/prescriptive info	YES	YES	YES
Data for state, district, school, student-level reporting and accountability	YES	YES Delivered approximately 3-8 weeks after testing	YES
Privacy for student-level data	YES	YES	YES
Accommodations for disabled students	YES	YES	YES
Informs teaching/professional development	YES	YES Standards-based instructional tools & workshops	YES
Involves parents	Y/N	YES Interpretive materials in English/Spanish	YES
Post-HS grad/Career planning survey	?	YES	YES
Determines college readiness	NO	YES	YES
Scientifically-based research	YES	YES (45+ years)	YES
Preparation for College Admission Examination	?	YES EXPLORE & PLAN prep for ACT	N/A
Accepted for National College Admission	Y/N	YES	N/A
Cost per student - Grade 8	\$51.78	* EXPLORE @ \$4.75	—
Cost per student - Grade 9	N/A	* EXPLORE @ \$4.75	—
Cost per student - Grade 10	N/A	* PLAN @ \$7.75	—
Cost per student - Grade 11	\$51.78	* ACT @ \$28.00	—
* All costs are estimates based on 2006-07 EPAS pricing and include all materials, scoring, reporting services, and tools for administrative training and interpretation. NDSA costs are 2003-2004 estimates. Additional value-added resources are embedded into statewide agreements.			

TABLE 4 ACT SCORE DISTRIBUTIONS, CUMULATIVE PERCENTAGES, AND AVERAGES
FOR ALL STUDENTS (NUMBER OF STUDENTS = 6730)

STD SCORE	ACT ENGLISH		ACT MATHEMATICS		ACT READING		ACT SCIENCE		ACT COMPOSITE	
	FREQ	CP	FREQ	CP	FREQ	CP	FREQ	CP	FREQ	CP
36	4	99	9	99	39	99	17	99	1	99
35	26	99	26	99	62	99	15	99	3	99
34	50	99	47	99	73	98	47	99	15	99
33	53	99	38	99	114	97	27	99	30	99
32	63	98	53	98	50	96	47	98	56	99
31	85	97	66	97	108	95	25	98	89	98
30	88	96	115	96	174	93	62	97	126	97
29	160	95	174	95	187	91	110	96	136	95
28	209	92	202	92	318	88	176	95	200	93
27	138	89	334	89	253	83	178	92	225	90
26	267	87	352	84	245	80	406	90	287	87
25	356	83	370	79	265	76	328	84	360	83
24	297	78	528	73	457	72	551	79	455	77
23	322	73	403	66	371	65	430	70	494	71
22	404	69	343	60	489	60	689	64	584	63
21	507	63	387	55	390	52	735	54	512	55
20	538	55	439	49	542	47	763	43	616	47
19	461	47	508	42	450	39	607	32	571	38
18	521	40	548	35	351	32	420	23	529	29
17	353	32	559	27	322	27	388	16	458	21
16	413	27	530	18	388	22	218	11	351	15
15	433	21	406	10	347	16	177	7	265	9
14	294	15	189	4	279	11	141	5	192	5
13	204	10	73	2	266	7	63	3	107	3
12	134	7	26	1	113	3	52	2	55	1
11	117	5	5	1	45	1	34	1	8	1
10	84	3	0	1	14	1	12	1	5	1
9	73	2	0	1	12	1	8	1	0	1
8	56	1	0	1	2	1	3	1	0	1
7	17	1	0	1	3	1	1	1	0	1
6	3	1	0	1	1	1	0	1	0	1
5	0	1	0	1	0	1	0	1	0	1
4	0	1	0	1	0	1	0	1	0	1
3	0	1	0	1	0	1	0	1	0	1
2	0	1	0	1	0	1	0	1	0	1
1	0	1	0	1	0	1	0	1	0	1

NUMBER AND PERCENTAGE OF STUDENTS IN THE STANDARDS FOR TRANSITION SCORE RANGES

33-36	133	2	120	2	288	4	106	2	49	1
28-32	605	9	610	9	837	12	420	6	607	9
24-27	1058	16	1584	24	1220	18	1463	22	1327	20
20-23	1771	26	1572	23	1792	27	2617	39	2206	33
16-19	1748	26	2145	32	1511	22	1633	24	1909	28
13-15	931	14	668	10	892	13	381	6	564	8
11-12	484	7	31	0	190	3	110	2	68	1
AVG(SD)	20.2(5.5)		21.3(4.8)		21.5(5.6)		21.4(4.3)		21.2(4.5)	

NOTE: CP IS THE CUMULATIVE PERCENT OF STUDENTS AT OR BELOW A SCORE POINT (SEE APPENDIX).

TABLE 9 HIGH SCHOOL GPAS AND AVERAGE ACT SCORES BY COMMON COURSE PATTERNS
(TOTAL)

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	2494	3.28	20.5	21.5
ENG 9, ENG 10, ENG 11, ENG 12	3549	3.09	20.1	21.2
LESS THAN 4 YEARS OF ENGLISH	390	3.06	19.1	20.6
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	297	---	18.9	20.1

MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	187	3.61	26.1	25.1
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	432	3.42	24.3	23.7
ALG 1, ALG 2, GEOM, TRIG	351	3.14	22.1	22.2
ALG 1, ALG 2, GEOM, OTHER ADV MATH	1238	3.22	22.7	22.4
ALG 1, ALG 2, GEOM	1732	2.55	19.4	19.8
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	984	3.49	25.3	24.3
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	295	3.18	22.3	22.3
LESS THAN 3 YEARS OF MATH	1186	2.23	17.4	17.8
NO MATH COURSE/GRADE INFORMATION REPORTED	325	---	20.0	20.0

SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	116	3.16	20.2	20.1
US HIST, WORLD HIST, AM GOVT	472	3.11	20.7	20.8
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	3037	3.34	22.1	21.7
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	2204	3.21	21.4	21.2
LESS THAN 3 YEARS OF SOC SCI	585	2.95	20.0	19.9
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	316	---	20.7	20.3

NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCIENCE	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	1861	3.55	23.6	23.7
BIOLOGY, CHEMISTRY, PHYSICS	27	3.37	22.5	22.7
GEN SCIENCE, BIOLOGY, CHEMISTRY	2743	3.09	21.4	21.2
OTHER COMBINATIONS OF 3 YEARS NAT SCI	239	3.21	21.9	21.7
LESS THAN 3 YEARS OF NAT SCI	1539	2.59	18.9	18.3
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	321	---	20.6	20.3



CLASS OF 2004 - COLLEGE READINESS SUMMARY

Overall Academic Performance for NORTH DAKOTA

	Year	*Graduates	Tested	% Tested	Composite	Core	Non-Core
N. Dakota	2002	8,934	6,947	77.8%	21.2	22.7	18.9
N. Dakota	2003	8,890	7,098	79.8%	21.3	22.8	19.0
N. Dakota	2004	8,337	6,730	80.7%	21.2	22.6	19.1
West	2004	734,168	226,203	30.8%	21.5	22.6	20.2
National	2004	2,958,908	1,171,460	39.6%	20.9	21.9	19.4

Differential Performance in Mean Scores for NORTH DAKOTA

	Tested	English	Math	Reading	Science	Composite	(National)
Males	3,206	19.3	21.6	21.1	21.7	21.0	21.0
Females	3,493	21.0	21.0	21.9	21.2	21.4	20.9
Core	4,023	21.6	22.9	22.7	22.6	22.6	21.9
Non-Core	2,418	17.8	18.8	19.5	19.6	19.1	19.4

Number of 12th Graders Ready for College by Selectivity Ranges

Based on common national selectivity categories. Colleges & Universities may vary by score recommendations.

	Open 17 or below (at risk)	Liberal 18-19	Traditional 20-22	Selective 23-27	Highly Selective 28-36
Total Tested: N= 6,730					
Composite	1,441	1,100	1,712	1,821	656

Percent & Number of Students On Target for College Readiness

Based on ACT's national college readiness benchmarks in grades 8 (EXPLORE), 10 (PLAN or "pre-ACT"), and 12 (ACT). Benchmarks reflect students' expected growth from EXPLORE to PLAN to ACT and assume academic effort in high school.

Course	8 th Grade		10 th Grade		12 th Grade	
	National	State	National	State	National	State
Total Tested:	362,073	I/D	784,909	4,429	1,171,460	6,730
College English Composition	63%	-	73%	78%	68%	68%
College Algebra	34%	-	36%	43%	40%	45%
College Biology	12%	-	24%	29%	26%	30%

(I/D= insufficient data)

In-state College Choice

Top Majors

Most Recently Tested

In-state College Choice	Top Majors	Grade	Number	Score
1. University of North Dakota	1. Health Sciences			
2. North Dakota State University	2. Undecided	Soph	12	21.9
3. Bismarck State College	3. Business & Management	Junior	2,427	21.7
Out-of-state: Minn St U/Moorhead	4. Social Sciences	Senior	4,053	20.9

* Estimated number of high school graduates is based on 2004 data obtained from WICHE (December 2003)

• Definition of Core:

4 years English (English 9, English 10, English 11, English 12)

3 years Math (Algebra I, Algebra II, Geometry, Trigonometry, Calculus)

3 years Social Sciences (American History, World History, American Government, Economics, Geography, Psychology)

3 years or more Natural Sciences (General/Physical/Earth Science, Biology, Chemistry, and Physics)

HB1379
2 Feb 05

Gronberg, Gary W.

From: Julie Schepp [julie.schepp@ndus.nodak.edu]
To: Tuesday, December 14, 2004 3:45 PM
Cc: Gronberg, Gary W.; Gallagher, Greg F.
Subject: Hillman, Michel G.
Fwd: North Dakota State Match Document



North Dakota
Match1.doc

m.sittle@state.nd.us

RE: ACT alignment to K-12 standards.

Gary and Greg,
I have attached the ACT alignment of English to K-12 standards and am sending them to you for review.
The working group of the NDUS competency-based admission task force has been given the task of developing a recommendation to the task force on competency-based admission. Working group members did not feel they had adequate data to make this recommendation and therefore requested the following additional data: 1) predictors, 2) how many students a move like this would affect if it were in place today, and 3) an alignment of ACT to K-12 standards. Members of this group said that the K-12 standards were written to meet high school graduation requirements, and were not at college admission level - as a result, the alignment will be extremely important to us and this group. At this point, ACT has provided only the English alignment and expects to get the others to us in a few months.

you will see in the attached report, there is evidence that the standards are not at college admission level.

Julie

Julie Schepp
Academic Affairs Associate and Director of Research
North Dakota University System
600 E Boulevard Ave Dept 215
Bismarck ND 58505-0230
(701) 328-4136 Fax (701) 328-2961
julie.schepp@ndus.nodak.edu

Appendix D

ACT Assessment English Test Standards for Transition

Appendix D illustrates the agreement between the North Dakota Standards and the ACT Assessment English Standards for Transition. The ACT Assessment English Standards for Transition that are highlighted were judged as being subsumed in the North Dakota Standards and Benchmarks for Grades 11 and 12. The ACT Assessment score scale is 1–36.

The highlights are based on ACT's interpretation of the North Dakota Standards and Benchmarks. In judging each statement, ACT looked for corresponding skills in the North Dakota document at the corresponding grade level or below that were either an explicitly stated skill or an implied prerequisite skill.

ACT Assessment English Test Standards for Transition by Strand and Score Range

The statements below describe what students who score in the specified score ranges are *likely* to know and to be able to do.

	Topic Development in Terms of Purpose and Focus (TOD)	Organization, Unity, and Coherence (OUC)	Word Choice in Terms of Style, Tone, Clarity, and Economy (WCH)
13–15		201. Recognize blatantly illogical conjunctive adverbs	201. Revise sentences to correct awkward and confusing arrangements of sentence elements 202. Revise ambiguous pronouns that create obvious sense problems (e.g., meaning or logic)
16–19	301. Identify the basic purpose or role of a specified phrase or sentence 302. Delete obviously irrelevant material from an essay	301. Select the most logical place to add a sentence in a paragraph	301. Delete obviously synonymous and wordy material in a sentence 302. Revise expressions that violate the essay's tone 303. Revise phrases to provide the most specific detail
20–23	401. Identify the main theme or topic of a straightforward piece of writing 402. Determine relevancy when presented with a variety of sentence-level details	401. Use a conjunctive adverb or phrase to express a straightforward logical relationship, such as chronology 402. Decide the most logical place to add a sentence in an essay 403. Add a sentence that introduces a simple paragraph	401. Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") 402. Use the word or phrase most consistent with the style and tone of a fairly straightforward essay 403. Determine the clearest and most logical conjunction to link clauses
24–27	501. Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal 502. Delete material primarily because it disturbs the flow and development of the paragraph 503. Add a sentence to introduce or summarize the essay and to accomplish a fairly straightforward purpose such as illustrating a given statement	501. Use conjunctive adverbs or phrases to create subtle logical connections between sentences, such as cause-effect 502. Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic 503. Provide a transition between paragraphs when the essay is fairly straightforward	501. Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence 502. Identify and correct vague pronoun references 503. Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
28–32	601. Identify both the focus and purpose of a fairly involved essay, applying that knowledge to determine the rhetorical effect of a new or existing sentence, or the need to add supporting detail or delete plausible but irrelevant material 602. Add a sentence to accomplish a subtle purpose such as emphasis and to express meaning through connotation	601. Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs 602. Rearrange sentences to improve the logic and coherence of a complex paragraph 603. Add a sentence to introduce or conclude a fairly complex paragraph	601. Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint") 602. Correct vague and wordy or clumsy and confusing writing containing sophisticated language
33–36	701. Determine whether a complex essay has accomplished a specific purpose 702. Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	701. Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay	701. Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole

ACT Assessment English Test Standards for Transition by Strand and Score Range

	Sentence Structure and Formation (SST)	Conventions of Usage (COU)	Conventions of Punctuation (COP)
13–15	<p>201. Use conjunctions or punctuation to join simple clauses</p> <p>202. Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p>201. Solve such basic usage problems as whether to use a comparative or a superlative adjective and which word to use in such pairs as <i>past</i> or <i>passed</i></p>	<p>201. Delete commas that create basic sense problems (e.g., between two parts of a compound noun, between verb and direct object)</p>
16–19	<p>301. Use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments</p> <p>302. Correct glaringly inappropriate shifts in verb tense or voice</p>	<p>301. Solve such basic grammatical problems as whether to use an adverb or an adjective form, how to form comparative and superlative adjectives, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and when to use the contraction <i>it's</i></p>	<p>301. Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>302. Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>
20–23	<p>401. Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing relative pronouns, dangling or misplaced modifiers)</p>	<p>401. Identify the past and past participle forms of irregular but commonly used verbs and identify when prepositions are idiomatically appropriate to their context</p> <p>402. Ensure that a verb agrees with its subject when there is some text between the two</p>	<p>401. Use commas to set off simple parenthetical phrases</p> <p>402. Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p>
24–27	<p>501. Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>502. Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>501. Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>502. Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>	<p>501. Use punctuation to set off complex parenthetical phrases</p> <p>502. Recognize and delete unnecessary commas based on a careful reading of the entire sentence (e.g., between the elements of a compound subject or a compound verb)</p> <p>503. Use apostrophes to indicate simple possessive nouns</p> <p>504. Recognize inappropriate uses of colons and semicolons</p>
28–32	<p>601. Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>602. Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>	<p>601. Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronoun <i>who</i> rather than <i>whom</i></p> <p>602. Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>	<p>601. Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>602. Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>603. Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>604. Use a semicolon to indicate a relationship between closely related independent clauses</p>
33–36	<p>701. Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>701. Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>702. Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>701. Use a colon to introduce an example or an elaboration</p>

North Dakota English Language Arts Content Standards

Compared with the

ACT Assessment[®]

ACT

November 18, 2004

Appendix A

North Dakota English Language Arts Content Standards

The following section provides a detailed match between the North Dakota English Language Arts Content Standards for Grades 11 and 12 and the ACT Assessment English and Reading Tests, and the respective Standards for Transition. Column 1 (left column) is a duplicate of the North Dakota document. The Reading Standards and Benchmarks that are highlighted are those that are measured by the ACT Assessment Reading Test. The English (writing) Standards and Benchmarks that are highlighted are those that are measured by the ACT Assessment English Test.

Column 2 (right column) lists the specific ACT Assessment English or Reading Standards for Transition that are a match to the North Dakota document.

**NORTH DAKOTA Grade 12 English Language Arts
Content Standards and Benchmarks, January 2004****ACT Assessment Reading
Standards for Transition**

Standard 2: Students engage in the reading process	All Reading ACT Assessment Standards for Transition
LITERARY GENRES	
12.2.1. Identify satire and allegory	
INFORMATIONAL GENRES	
12.2.2. Critique details, facts, and concepts from nonfiction genres	<p>MID 301. Draw simple conclusions about the main points and people in uncomplicated passages</p> <p>MID 401. Draw simple conclusions using details that support the main points of more challenging passages</p> <p>MID 501. Identify a clear main idea in any paragraph or paragraphs in uncomplicated passages</p> <p>MID 502. Infer the main idea of some paragraphs in more challenging passages</p> <p>MID 503. Summarize basic events and ideas in more challenging passages</p> <p>MID 601. Infer the main idea of a passage, paragraph, or paragraphs in more challenging passages</p> <p>MID 602. Summarize events and ideas in virtually any passage</p> <p>MID 701. Identify main ideas of passages and paragraphs in complex passages</p> <p>SDE 201–702 Significant Details strand—all Standards for Transition</p> <p>SOE 201. Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>SOE 501. Order sequences of events in uncomplicated passages</p> <p>SOE 601. Order sequences of events as they occur in more challenging passages</p> <p>SOE 701. Order sequences of events in complex passages</p> <p>CRE 401. Identify comparative relationships between ideas and people in uncomplicated passages</p> <p>CRE 501. Have a sound grasp of relationships between people and ideas in uncomplicated passages</p> <p>CRE 601. Reveal an understanding of the dynamics between people and ideas in more challenging passages</p> <p>CRE 701. Make comparisons, conclusions, and generalizations that reveal a feeling for the subtleties in relationships between people and ideas in virtually any passage</p> <p>CER 201. Recognize cause-effect relationships explicitly described within a single sentence in a passage</p> <p>CER 401. Identify clearly stated cause-effect relationships in uncomplicated passages</p> <p>CER 501. Identify subtly stated cause-effect relationships in uncomplicated passages</p> <p>CER 502. Identify clearly stated cause-effect relationships in more challenging passages</p>

**ORTH DAKOTA Grade 12 English Language Arts
Standards and Benchmarks, January 2004**

**ACT Assessment Reading
Standards for Transition**

CER 601. Identify implied or subtly stated cause-effect relationships in more challenging passages

CER 701. Identify implied, subtle, or complex cause-effect relationships in virtually any passage

MOW 201–701 Meanings of Words strand—all Standards for Transition

GEN 401. Make more specific generalizations about people and ideas in uncomplicated passages

GEN 502. Make generalizations about people and situations in more challenging passages

GEN 601. Use information from different sections of more challenging passages to make generalizations about people and situations

GEN 701. Make complex or subtle generalizations about people, ideas, and situations, often by synthesizing information from different portions of the passage

AVM 301. Recognize clear relationships between a part of a passage and the whole passage or another part in uncomplicated passages

AVM 401. Make generalizations about the author's or narrator's attitude toward his or her subject in uncomplicated passages

AVM 402. Understand the overall approach taken by an author or narrator, including point of view, in uncomplicated informational passages

AVM 601. Understand how one part of a passage functions in relation to the whole passage or another part in uncomplicated passages

AVM 602. Understand the overall approach taken by an author or narrator, including point of view, in virtually any passage

AVM 701. Understand how one part of a passage functions in relation to the whole passage or another part when the relationship is subtle or complex

AVM 702. Identify and then generalize about an author's or narrator's attitude or point of view toward his or her subject in virtually any passage

**READING STRATEGIES FOR INTERPRETING MEANING
OF TEXTS**

12.2.3. Identify techniques used in persuasive writing such as fallacies of logic, faulty reasoning, and manipulative language

MOW 201–701 Meanings of Words strand—all Standards for Transition

AVM 201–702 Author's Voice and Method strand—all Standards for Transition

PURPOSES FOR READING

12.4. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.

**NORTH DAKOTA Grade 12 English Language Arts
Content Standards and Benchmarks, January 2004**

**ACT Assessment Reading
Standards for Transition**

LITERARY ELEMENTS AND TECHNIQUES

12.2.5. Interpret author's use of figurative language including allusion, imagery, and symbolism

MOW 301. Use context clues to understand basic figurative language

MOW 401. Use context clues to define some words and interpret some figurative language in uncomplicated passages

MOW 601. Determine the appropriate meanings of words, phrases, or statements from figurative or somewhat technical contexts

MOW 701. Determine, even in situations where the language is richly figurative and the vocabulary is difficult, the meanings of context-dependent words, phrases, or statements in virtually any passage

AVM 301. Recognize clear relationships between a part of a passage and the whole passage or another part in uncomplicated passages

AVM 601. Understand how one part of a passage functions in relation to the whole passage or another part in uncomplicated passages

AVM 701. Understand how one part of a passage functions in relation to the whole passage or another part when the relationship is subtle or complex

12.2.6. Interpret author's use of syntax and word choice/diction

MOW 201–701 Meanings of Words strand—all Standards for Transition

AVM 301. Recognize clear relationships between a part of a passage and the whole passage or another part in uncomplicated passages

AVM 601. Understand how one part of a passage functions in relation to the whole passage or another part in uncomplicated passages

AVM 701. Understand how one part of a passage functions in relation to the whole passage or another part when the relationship is subtle or complex

12.2.7. Critique literary merit of a work of literature

VOCABULARY

12.2.8. Use technical language/jargon to decipher meaning

MOW 601. Determine the appropriate meanings of words, phrases, or statements from figurative or somewhat technical contexts

MOW 701. Determine, even in situations where the language is richly figurative and the vocabulary is difficult, the meanings of context-dependent words, phrases, or statements in virtually any passage

SOUTH DAKOTA Grade 12 English Language Arts Content Standards and Benchmarks, January 2004	ACT Assessment English Standards for Transition
Standard 3: Students engage in the writing process	
INFORMATIVE WRITING	
12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint	
LITERARY/NARRATIVE WRITING	
9.3.2.* Write descriptive and narrative compositions; e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry	
PERSUASIVE WRITING	
12.3.2. Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases; e.g., editorials, critical reviews	
PREWRITING	
12.3.3. Organize the ideas and details of a composition according to purpose	<p>TOD 301. Identify the basic purpose or role of a specified phrase or sentence</p> <p>TOD 302. Delete obviously irrelevant material from an essay</p> <p>TOD 402. Determine relevancy when presented with a variety of sentence-level details</p> <p>TOD 502. Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>TOD 601. Identify both the focus and purpose of a fairly involved essay, applying that knowledge to determine the rhetorical effect of a new or existing sentence, or the need to add supporting detail or delete plausible but irrelevant material</p> <p>OUC 301. Select the most logical place to add a sentence in a paragraph</p> <p>OUC 402. Decide the most logical place to add a sentence in an essay</p> <p>OUC 502. Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>OUC 602. Rearrange sentences to improve the logic and coherence of a complex paragraph</p>
12.3.4. Use a variety of sources for supporting details	

**NORTH DAKOTA Grade 12 English Language Arts
 Content Standards and Benchmarks, January 2004**

12.1.1 Edit and revise compositions for unity, coherence, clarity, and fluency

**ACT Assessment English
 Standards for Transition**

TOD 302. Delete obviously irrelevant material from an essay

TOD 402. Determine relevancy when presented with a variety of sentence-level details

TOD 502. Delete material primarily because it disturbs the flow and development of the paragraph

TOD 601. Identify both the focus and purpose of a fairly involved essay, applying that knowledge to determine the rhetorical effect of a new or existing sentence, or the need to add supporting detail or delete plausible but irrelevant material

OUC 201–701 Organization, Unity, and Coherence strand—all Standards for Transition

WCH 201. Revise sentences to correct awkward and confusing arrangements of sentence elements

WCH 202. Revise ambiguous pronouns that create obvious sense problems (e.g., meaning or logic)

WCH 301. Delete obviously synonymous and wordy material in a sentence

WCH 401. Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)

WCH 403. Determine the clearest and most logical conjunction to link clauses

WCH 501. Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence

WCH 502. Identify and correct vague pronoun references

WCH 601. Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)

WCH 602. Correct vague and wordy or clumsy and confusing writing containing sophisticated language

WCH 701. Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole

**North Dakota Grade 12 English Language Arts
Standards and Benchmarks, January 2004**

**ACT Assessment English
Standards for Transition**

12.3.10. Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement

SST 202. Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences

SST 302. Correct glaringly inappropriate shifts in verb tense or voice

SST 502. Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence

SST 602. Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole

SST 701. Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses

COU 301. Solve such basic grammatical problems as whether to use an adverb or an adjective form, how to form comparative and superlative adjectives, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and when to use the contraction *it's*

COU 402. Ensure that a verb agrees with its subject when there is some text between the two

COU 602. Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)

COU 702. Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb

12.3.11. Edit and revise compositions for the use of proper clausal and phrasal patterns

WCH 403. Determine the clearest and most logical conjunction to link clauses

SST 201. Use conjunctions or punctuation to join simple clauses

SST 301. Use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments

SST 401. Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing relative pronouns, dangling or misplaced modifiers)

SST 501. Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems

SST 601. Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs

PUBLISHING

12.3.* Incorporate visual aids; e.g., graphs, tables, and pictures, into written work to enhance meaning

**NORTH DAKOTA Grade 12 English Language Arts
Content Standards and Benchmarks, January 2004**

**ACT Assessment
Standards for Transition**

Standard 4: Students engage in the speaking and listening process

This content is not measured by the ACT Assessment English or Reading Tests.

Standard 5: Students understand media

**ACT Testimony
North Dakota State Legislature
Wednesday, February 2, 2005
Presented on this date by Ernest Valdez**

Thank you, Chairman and distinguished members of the legislature. My name is Ernest Valdez and it is my pleasure to provide information regarding the ACT Assessment and the role it plays in improving both college readiness and in contributing to a bright economic forecast that is currently under consideration in North Dakota. I hope this information will provide you some background and insight into the statewide experience of an ACT test and what you might expect if adopted through HB 1379.

Before I begin I would like to briefly share my professional experience. My background in education began eighteen years ago as director of matriculation at a community college serving seven additional rural college centers in California. My responsibility was to deliver all services including admission, enrollment, and course placement for a full two-year degree program, albeit in places where farming was the primary economic force in the community. I know first-hand the challenges for students who aspire to earn a degree in places where geography can be one of the biggest challenges of all. I joined ACT in 1991 and am currently the Assistant Vice President of ACT's 16-state West Region. I have frontline responsibility for Colorado's statewide ACT testing program and will share successful outcomes from this and other state testing models emerging from across the country.

Your committee and this legislation position North Dakota well in the context of national and global trends in education. President Bush has placed the re-design of American high schools in the #1 position on his education agenda and the investment in high school transition programs such as proposed in HB 1379 will secure the high-quality workforce that North Dakota - and the world - will require of this and future generations. Several other states, like Montana, are considering similar legislation in addition to those that currently offer statewide testing like Colorado, Illinois, Tennessee and Oklahoma.

My purpose here today is to answer North Dakota's most pressing issues surrounding college readiness and how the ACT can help support more students to be prepared for life after high school:

1. **What is college readiness?**
College readiness should be an expectation not only for traditional college-bound high school students, but also for all students at the high school level.
2. **Our nation is in a college readiness crisis - what does this mean to North Dakota?**
Too few students are prepared to enter the workforce or postsecondary education without additional training or remediation when they graduate from high school. As a consequence, first-year students are dropping out in alarming numbers: one in four freshmen at four-year institutions and one in two freshmen at two-year institutions fails to return for a sophomore year.

Through extensive research, ACT has identified certain specific courses--College Biology, College Algebra, and College English Composition at the freshmen level, and benchmarked a student's ACT scores with their likelihood to pass the course. Nationally, these benchmarks reveal that only 22% of 1.3 million ACT-tested graduates in 2004 were actually ready for these college courses. In North Dakota, the 2004 graduates fared only slightly better with 25% of all ACT-tested students demonstrating they are ready to pass these courses.

One state, Oklahoma, saw its own college readiness crisis looming a decade ago and instituted early preparation measures to alleviate remediation. The state took proactive measures and adopted ACT programs that have since proven highly successful. For example:

Oklahoma

- Oklahoma increased the proportion of public school graduates who are college-ready
- Oklahoma's largest minority group is American Indian and the proportion of American Indian public school graduates taking the ACT *increased* two percentage points from 1993 to 2003 AND their average ACT Composite score *increased*
- The number of Native American students who took rigorous core courses in high school jumped from 38% to 46%

3. How are ACT standards aligned with North Dakota standards?

ACT standards are closely matched to state standards, though they go beyond to highlight the achievement gaps between what is expected to be ready for college and work. ACT standards, called "Standards for Transition," provide a common language for educators, students, parents, and employers to know what a student can do with what they know. The ACT provides a systemic way to help students be recruited for college scholarships and admission and helps parents and teachers in the process of supporting students in their transition from high school to college.

Nationally, over 1.3 million high school graduates take the ACT which is accepted at thousands of colleges across the country, including the Ivy Leagues. Here in North Dakota, the ACT is also accepted at all colleges and universities. Your Class of 2004 tested 6,730 high school graduates who presented a collective composite score of 21.2, just above the national average. North Dakota teachers can be assured that if they are teaching to standards, they are best preparing the Class of 2005 without need to "teach to the test." Additionally, more rigorous coursework patterns parallel achievement on the ACT - note that core reported students in North Dakota scored 3.5 points higher than non-core students.

4. Which states require the ACT, and how are they using the tests and results?

The states of Colorado and Illinois have required the ACT for all high school juniors since 2000, and the Michigan legislature just passed similar legislation. The results are used with four purposes in mind: 1) to open access to college for all students; 2) to better articulate high school, college, and workforce standards; 3) to boost college enrollment; and 4) to reduce remediation. Results in Colorado and Illinois were nothing less than astonishing. Both states experienced boosts in college enrollment near 34% and admission was more evenly distributed across all groups of students and colleges. Low income and minority students represented the greatest increases, with the most dramatic increase among Native American students. High schools use the test results for diagnosing strengths and weaknesses in core curriculum and to counsel students into core courses that lead to success in college. Both states have dispelled the myths surrounding students who typically did not go on to college: scores took only a small dip when moving to all student-testing, and last year, BOTH states experienced an actual INCREASE in scores, moving from a composite of 20.1 to 20.3!

Illinois:

- Included in the increased college enrollments in 2002 were 15 percent of the ACT-tested students who said they did not intend to go to college when they took the PSAT as high school juniors.
- The number of in-state, ACT-tested fall freshmen enrolled in Illinois colleges in 2002 (the first graduating class affected by PSAT testing) was up by 24 percent compared to the previous year.
- The number of these college freshmen from families earning \$30,000 per year or less was up by 8 percent compared to 2001.

Colorado:

- Prior to statewide testing, 64% of graduates took the ACT voluntarily, now 99%. Currently North Dakota tests ~~56%~~ ^{80.7%} of graduates through self-selection and would see an increase, though not as dramatic as Colorado, should statewide testing be offered to students on a voluntary basis.
- Annual last-minute "surge" in enrollments - students who didn't have a plan!
- Teachers now teaching to standards, not "to the test"
- 99% annual participation rate - students are motivated to do well!

5. Does ACT meet the NCLB requirements?

Yes. The ACT includes all requirements as outlined by NCLB including norm and criterion-referencing, scientifically-based research, valid and reliable practices for fairness, protection of student privacy, disaggregated reporting, diagnostic and prescriptive data, student-through-state level reporting, and preparation for college.

6. What is the positive impact that using the ACT has with community colleges, technical schools, as well as four year colleges and universities?

The data shows that benefits of statewide testing extend to both four and two-year colleges. Specifically, community colleges use ACT scores for course placement which contributes to student success by properly advising students in their college programs. Workforce training programs in community colleges use ACT scores to inform potential

employers about a student's ability to read, write, and solve math problems - all important skills in college AND the in the workplace. Employment projections for the future are clear: our students will seek further training beyond high school for the jobs of tomorrow. Four year college benefits are currently under research as the first co-hort of mandatory tested students approaches their graduation from college in June 2005.

7. What is the expected added-value of ACT in economic terms?

The state of Oklahoma has conducted a return on investment study which documents that for every \$1.00 spent on the ACT, a \$6.00 gain has been realized by measuring the reduction in the number of students needing college remediation.

8. What should North Dakota expect with statewide ACT testing?

Based on four years' proven experience with statewide testing, you should expect:

- a) Increased levels of college readiness
- b) Maximum student motivation on test day
- c) Record participation levels
- d) Minimal decrease in ACT scores, if at all
- e) Increased parent involvement
- f) Higher postsecondary enrollment across all groups
- g) Savings to parents and state

In closing, I would like to thank you for the opportunity to share this important information with you today and offer ACT's support of North Dakota's initiatives to help more students be better prepared to contribute in meaningful ways to the state's educational and economic success.

Respectfully,

Ernest Valdez

The ACT Assessment is a curriculum-based achievement, college admissions examination designed to provide meaningful academic, career planning, and scholarship information for students and for the educators they serve. The test is developed as a result of the only National Curriculum Survey, conducted every 2-3 years, which reviews all state standards and content required for success in college freshman-level courses. The test consists of 4 multiple subject matter tests: English, math, reading and science. Scores are reported in both norm and criterion-referenced formats and follow a score scale of 1-36. ACT posts the test blueprint, or "Standards for Transition" so that educators can document the alignment between state standards and college readiness standards.

Crisis at the Core

Preparing All Students for College and Work

Executive Summary for North Dakota

National Results

Our nation is in a college readiness crisis. Too few of our students are prepared to enter the workforce or postsecondary education without additional training or remediation when they graduate from high school. And far too many have to take remedial courses as part of their postsecondary education. As a consequence, first-year students are dropping out of school in alarming numbers: one in four freshmen at four-year institutions and one in two freshmen at two-year institutions fails to return for a sophomore year.

ACT research shows that far too few members of the graduating class of 2004 are ready for college-level work in English, math, or science—or for the workplace, where the same skills are now being expected of those who do not attend college. This deficiency is evident among both males and females and among all racial and ethnic groups. And, at present, it does not look as though students already in the pipeline are likely to fare much better.

Improving college readiness is crucial to the development of a diverse and talented labor force that is able to maintain and increase U.S. economic competitiveness throughout the world. What can be done to remedy the situation? How can we help to ensure that more of our students are ready to make the most of the college experience?

ACT research confirms the results and benefits of a rigorous core preparation curriculum for all students, whether they plan to go on to college or to work after high school. However, our research has also led us to rethink whether the core curriculum—as traditionally defined in terms of numbers of courses—adequately prepares students for success after high school.

Despite the overall stasis or decline in college readiness over the last decade, a strong positive relationship exists between the amount and kind of high school coursework students take and their readiness for college. The more courses students take and the more challenging those courses, the more likely these students will be college ready and will persist to a college degree.

Furthermore, certain specific courses—such as Biology, Chemistry, Physics, and upper-level mathematics courses beyond Algebra II—have a startling effect on student performance and college readiness. ACT calls these courses the *Courses for Success*, and recommends that every high school student who is heading to college or the workplace take the *Courses for Success*.

North Dakota Results

Important information concerning the current state of college readiness of North Dakota's students is highlighted in the following pages.



NORTH
DAKOTA

North Dakota's Participation in the ACT Assessment

Following findings are based on the performance of North Dakota's students who took the ACT Assessment®. For North Dakota, this represents a subgroup of the total high school graduating class. The ACT participation rate is also an indicator of the extent to which students are encouraged to consider, and are provided opportunities to prepare for, postsecondary education.

In 2003–2004, approximately 6,700 high school graduates in North Dakota took the ACT Assessment, a figure representing about 81 percent of the North Dakota graduating class of 2004. Following are the college readiness results for these ACT-tested graduates, accompanied in many cases by the national results as a basis for comparison.*

Coverage of College Readiness Skills by North Dakota's Standards

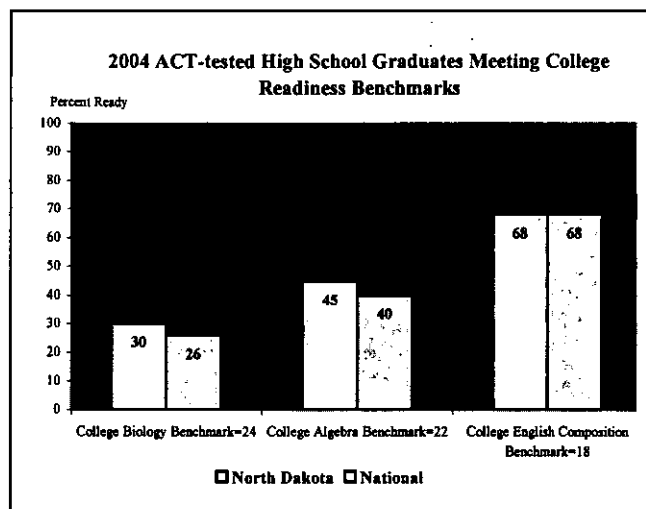
The ACT Assessment is a curriculum-based college readiness test. Its specifications are based on ACT's National Curriculum Survey™, which is conducted every two to three years. The results of the Survey define what is taught in high schools that is deemed important for success in entry-level college coursework, and these skills are reflected in ACT's Standards for Transition, which describe what students need to know to be ready for college. As of November 2004, ACT has compared its Standards for Transition to the state standards for grades 11 and 12 in thirty-three states.

The results of this study identified a number of college readiness skills that are not covered by many of the state standards in English/language arts, mathematics, and science. These college readiness skills are necessary for students to acquire if they are to be ready for college-level coursework.

In order to measure the effectiveness of your state's standards at preparing your students to learn the skills necessary for success in college and the workplace, you may wish to consider having ACT conduct a study comparing your state standards to ACT's Standards for Transition. To learn more about how to take advantage of this opportunity, please contact ACT at statematch@act.org.

Analysis of National and North Dakota Performance

1. Nationally, too many high school students are not ready for either college or work. And we've made virtually no progress in the last ten years helping them to become ready.
- Even though most of North Dakota's students will go on to some form of postsecondary education, not enough of North Dakota's students are ready for college-level coursework based on ACT's national readiness indicators. A mere 30 percent of ACT-tested North Dakota high school graduates met ACT's College Readiness Benchmark demonstrating their readiness for their first credit-bearing college course in Biology, based upon the 2004 results of the ACT Assessment. Just 45 percent are ready for their first course in college Algebra, and, while better, still only 68 percent are ready for college coursework in English Composition.



- North Dakota's minority students are much less likely to be college ready. North Dakota's Native Americans are about three and a half times less likely than the total state population to be ready for college Algebra. And while Asian American and Caucasian students in North Dakota met the ACT Benchmark for college English Composition in proportions greater than all ACT-tested North Dakota students, Native Americans were about two times less likely to meet this benchmark than all ACT-tested North Dakota students.

* Throughout this document, some data may be missing due to the lack of sufficient numbers of students on which to base reliable conclusions. To learn more about ACT's national college readiness results, please consult the report entitled *Crisis at the Core: Preparing All Students for College and Work*. You may access the report on line at http://www.act.org/path/policy/pdf/crisis_report.pdf or contact ACT at (319) 337-1353 for a paper copy.

- Even fewer of North Dakota's students are ready for college and work in all three academic areas—English, mathematics, and science. The percentage of ACT-tested high school graduates in North Dakota who met or exceeded all three College Readiness Benchmarks is 25 percent of the approximately 6,700 students tested in 2004, compared to 22 percent of the 1.2 million students tested in 2004 nationally.

2. Nationally, it looks like the students already in the college preparation pipeline will not be any more ready for college and work than the class of 2004 unless something is done now.

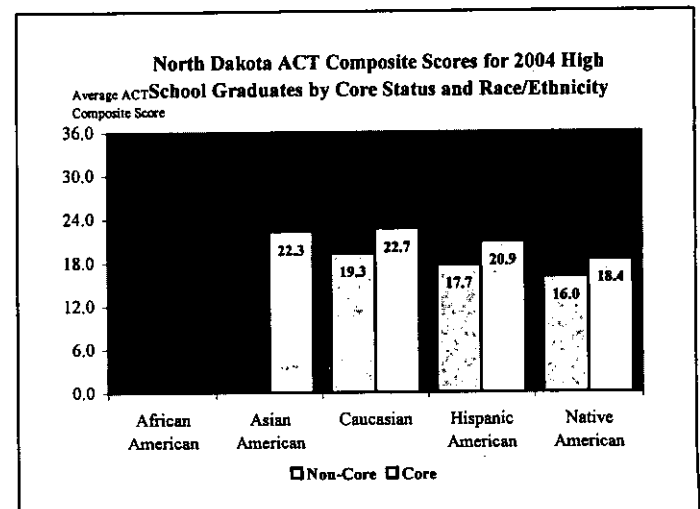
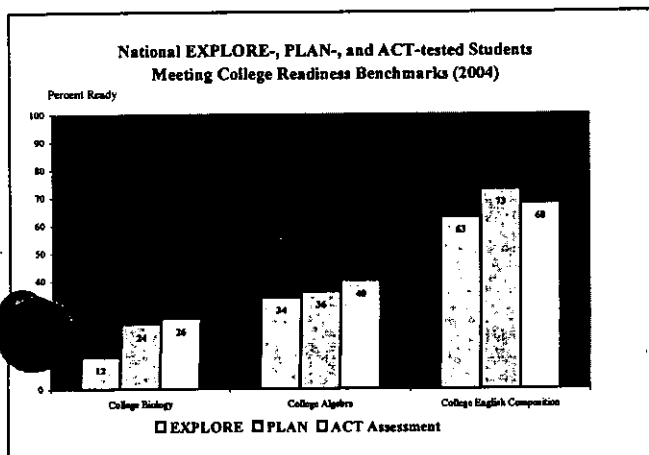
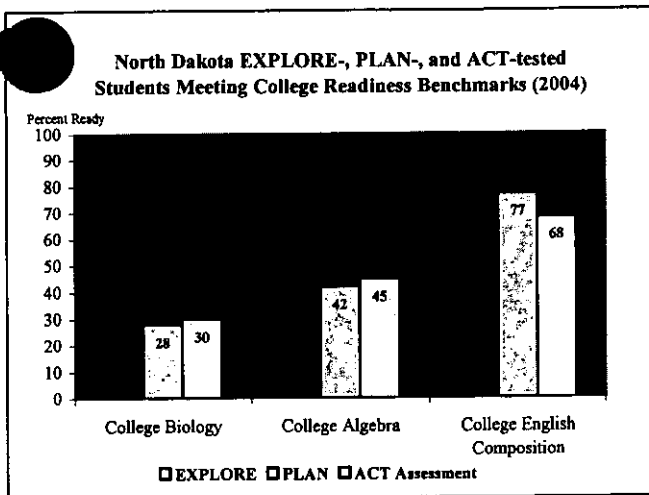
- The students in North Dakota who took EXPLORE or PLAN and comprise the classes of 2006 and 2008 still have a way to go to be ready for college and work. In 2004, approximately 100 North Dakota eighth-graders took EXPLORE and about 4,700 tenth-graders took PLAN, programs designed to address college and work readiness at an early stage. The pattern of percentages of North Dakota's tenth-graders demonstrating likely readiness for college coursework in 2006 generally exceeds those seen nationally, as shown in the two figures below. However, there are still students in the

pipeline who are not on course to be ready unless action is taken now.

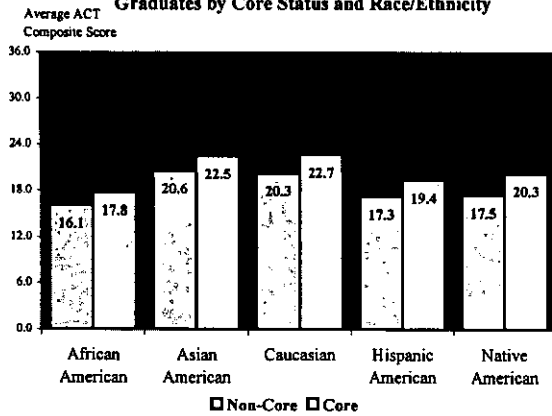
Note that the percentage of students in North Dakota likely to meet the benchmarks decreases between tenth and twelfth grades in English, suggesting that students may not be taking the type of rigorous courses needed to prepare for college and work during the last two years of high school or the courses they are taking are not of sufficient rigor.

3. Nationally, for nearly two decades we've recommended that, to be ready for college, students take a specific minimum number of high school courses: four years of English and three years each of math, science, and social studies. But in 2004, only 56 percent of students nationally are taking this recommended core. And we now know that simply taking core is not enough. It's the nature and the quality of the courses students take, not only the number, that determine if they will be ready for college and work.

- North Dakota students who reported taking at least the minimum core curriculum score consistently higher on the ACT Assessment than those who reported taking less than core. ACT has long championed the benefits of the core curriculum, in particular its direct positive impact on ACT Assessment performance. The results for the North Dakota class of 2004 continue to bear this out: the 60 percent of North Dakota students who took or exceeded a minimum core curriculum in 2004 attained higher average ACT Assessment composite scores than those who take less than core. The benefits of the minimum core curriculum hold true for all racial and ethnic groups for which data are available. Note that the average ACT scores attained by Hispanic Americans taking core in North Dakota



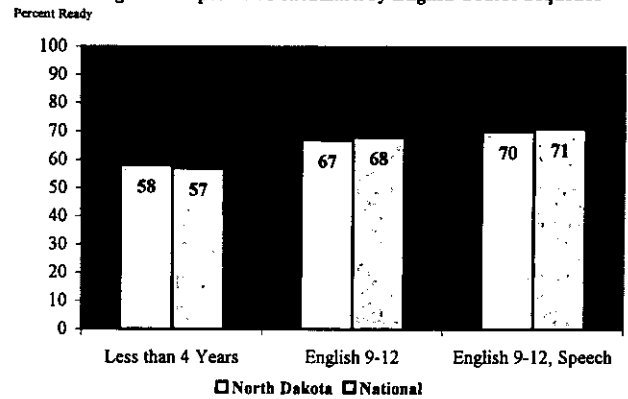
National ACT Composite Scores for 2004 High School Graduates by Core Status and Race/Ethnicity



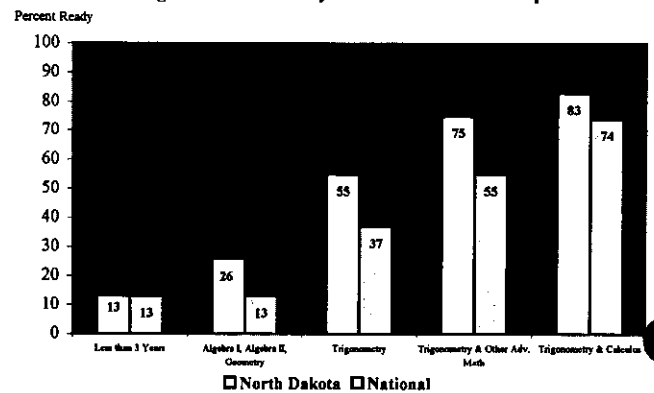
- Despite the long-recommended benefits of taking a core curriculum, not enough North Dakota students take a core curriculum. Since 1994, the overall percentage of students taking a core curriculum in North Dakota has decreased by 5 percent, from 65 to 60 percent. The percentages of core-takers among males, females, and all racial-ethnic groups for which data are available have also decreased between 1994 and 2004, with decreases by as much as 30 percentage points.

ACT Assessment results show the benefits of taking the core curriculum. But they also show the even greater benefits accrued by North Dakota students who take *more* than the core curriculum. Even if North Dakota students take the minimum number of courses as defined by the core curriculum, it will not necessarily guarantee that they are college ready. While taking a core curriculum certainly helps students raise their level of academic preparation and meet high school graduation requirements, it does not necessarily mean that a student is ready for college-level work. Obviously, the rigor of these courses is a strong determiner in preparing students for college and work. But, as the following figures show, North Dakota students who took one or more courses beyond core met or exceeded the College Readiness Benchmarks in markedly greater percentages than students taking only core. Note that the college readiness of North Dakota students greatly exceeds that of students nationally in most course sequences in math and science.

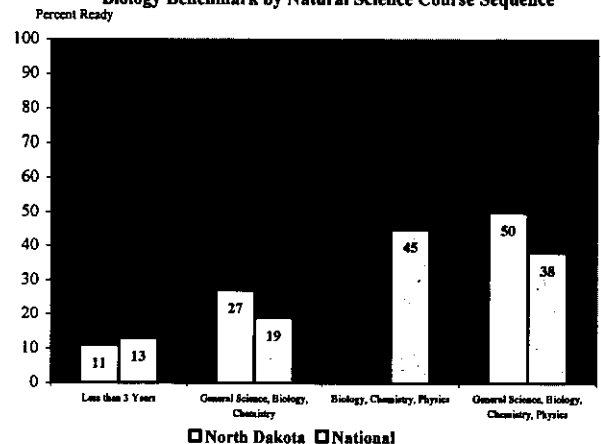
2004 ACT-tested High School Graduates Meeting College English Composition Benchmark by English Course Sequence



2004 ACT-tested High School Graduates Meeting College Algebra Benchmark by Mathematics Course Sequence



2004 ACT-tested High School Graduates Meeting College Biology Benchmark by Natural Science Course Sequence



- **North Dakota students gain from taking more rigorous courses *regardless* of their achievement level.** The average score increase for North Dakota students who take additional science courses beyond Biology is 2.2 score points on the Science Test, and on the Mathematics Test is 5 score points for students who take additional mathematics courses beyond Algebra I, Algebra II, and Geometry. And these are substantial gains since the ACT score scale is 36 points. These gains hold true for all students, low achievers as well as high achievers.

Value Added by Science Courses When Achievement is Controlled		
Course Sequence	North Dakota Average ACT Science Score	Cumulative Value Added by Course in North Dakota
Biology, Chemistry, Physics	21.4	
		2.2
Biology, Chemistry	20.5	
		1.3
Biology Only	19.2	

Value Added by Mathematics Courses When Achievement is Controlled		
Course Sequence	North Dakota Average ACT Mathematics Score	Cumulative Value Added by Course in North Dakota
Calculus	25.8	
		5
Trigonometry	24.4	
		3.6
Other Advanced Math	23	
		2.2
Algebra I, II, Geometry	20.8	

In summary, what does this mean? North Dakota students who take a minimum core curriculum are more likely to be ready for college-level work than are students who do not take the core. But North Dakota students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college. And North Dakota students whose beyond-core coursework includes courses in advanced mathematics beyond Algebra II (such as Trigonometry), as well as Biology, Chemistry,

Biology, Chemistry, and Physics, are *likeliest of all* to be college ready. And this is true of students at all levels of achievement, not just the high achievers.

We are not saying that a concerted effort to improve the rigor of the core courses wouldn't help. It most certainly would. However, our data are based on the realities of the quality and content of the core courses as they currently exist. Without any improvement in the rigor of the core courses, additional higher-level courses are necessary for students to be prepared.

4. **Nationally, there are actions we can take now that can make a difference for those students now in the pipeline.** To be ready for college and work, high school students should be prepared and encouraged to take and do well in rigorous *Courses for Success* that include one or more advanced mathematics courses beyond Algebra II (e.g., Trigonometry) as well as Biology, Chemistry, and Physics.

Students who are ready for college-level work are more successful in college than those who are not. Our research consistently shows a strong, positive relationship between performance on the ACT tests and college success. Students who obtain higher scores on the ACT are more likely to earn higher grade-point averages in college and stay in college. Moreover, our research shows that when students meet or exceed *all three* of the ACT College Readiness Benchmarks, a clear majority of these students (83 percent) returns to college after the first year—the year in which the national collegiate dropout rates are the highest. When students take one or more *Courses for Success*, including advanced mathematics courses beyond Algebra II as well as Biology, Chemistry and Physics, they have the best chance to be ready to enter college and work without need for remediation.

- **North Dakota's students should be prepared and encouraged to take the *Courses for Success*.** Students don't have to take honors or advanced placement courses to be college ready. The high school core curriculum, defined in terms of minimum numbers of courses students need to take to be ready for college and work, is not sufficient given the quality and the intensity of the core courses students are now taking in high school. Our research data show that when students take the *Courses for Success*, they all benefit, regardless of achievement level, and are much better prepared for college and work.

Summary

Something can be done for each and every student in North Dakota. Based on its 2004 ACT-tested high school graduates:

- **One in 4 of North Dakota's students are ready for college and work.** Twenty-five percent of the ACT-tested students in North Dakota met or exceeded all three College Readiness Benchmarks. These students likely entered high school with the requisite foundational skills, took rigorous courses, worked hard in those courses, and are now ready to enter college and work. There are likely more students in North Dakota who are ready for college and work but who didn't take the ACT Assessment. In Illinois and Colorado, where the ACT is now administered to all 11th-grade students, 10 to 20 percent more college- and work-ready students were identified in the first year who had not yet considered postsecondary education as a viable option.
- **Almost half of North Dakota's students are nearly ready for college and work.** About 47 percent of the ACT-tested students in North Dakota met one or two of the benchmarks but did not meet all three. By doing just a little bit more—taking an additional math course beyond Algebra II and taking Chemistry and Physics in addition to Biology—they will be much better prepared to succeed in college or work.
- **Approximately 3 in 10 of North Dakota's students are not yet, but could be, ready for college and work.** We estimate that there are still far too many of North Dakota students—at least 28 percent who took the ACT and did not meet any of the benchmarks, plus an undefined percentage in North Dakota's 2004 graduating class who did not take the ACT—who are not ready for college or work. These students likely lack the foundational skills when they enter high school and need to be identified for intervention much earlier, certainly before middle school, so that they can strengthen their foundational skills.

For more information about *Crisis at the Core* or about ACT's programs, please contact ACT's regional office in Rancho Cordova, CA, at (916) 631-9200 or ACT's national office at (319) 337-1353.

ACTION PLAN

What, then, can be done to ensure that all students have the opportunity to be ready for college and work? Detailed recommendations for action are provided in *Crisis at the Core* for educators and policymakers and business and community leaders. An overview of the vital action steps in these plans is provided next.

- **Create a Common Focus.** Establish collaborative partnerships between secondary and postsecondary educators to come to a shared understanding of what students need to know for college and workplace readiness. Use the Standards for Transition and the ACT Assessment as a common language to define readiness.
- **Establish High Expectations for All.** Identify and communicate the need for all students to meet College Readiness Benchmarks—in addition to state standards—so that all high school graduates are prepared for college-entry courses and the workplace without remediation.
- **Require a Rigorous Curriculum.** Increase core course requirements. Review and evaluate the rigor and alignment of courses offered in high school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses. Contact ACT for more information about these services.
- **Provide Student Guidance.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program. Programs like EXPLORE, PLAN, and the ACT Assessment provide a strong guidance foundation.
- **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN, and the ACT Assessment. Student achievement in meeting college readiness standards should begin at least in the eighth grade and continue throughout high school. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

ACT stands ready to work in partnership with states to achieve the goal of preparing all students for college and work. Positive results have already been achieved by schools and districts across the country.

Together, we can make it happen.

HB 1379
2 Feb 05

TESTIMONY on HB 1379
By Greg Gallagher
Department of Public Instruction
February 1, 2005

Madam Chair and Members of the House Education Committee,

I am Greg Gallagher, Director of Standards and Achievement within the Department of Public Instruction. I am here on behalf of the Department to provide background information regarding HB 1379.

HB 1379 requires the State Superintendent to administer a curriculum-based achievement college entrance examination in the areas of reading, English, and mathematics to eleventh grade public school students in April of each school year. HB 1379 requires schools to report annually to the State Superintendent student participation rates and the mean student achievement scores. HB 1379 provides for an exemption for students with a significant disability.

It is the understanding of the Department of Public Instruction that this curriculum-based achievement college entrance examination is independent of the state's assessment, administered to all eleventh graders as provided under NDCC 15.1-21-08. It is the understanding of the Department of Public Instruction that the administration of this curriculum-based achievement college entrance examination will constitute a second, separate assessment for all eleventh grade students, excepting students with a significant disability. Furthermore, it is the understanding of the Department of Public Instruction that HB 1379 effectively transfers responsibility for the voluntary election and payment of a college entrance examination away from parents and students to the state.

HB 1379 is silent regarding the manner of selection or administration of the examination. In the absence of any stated examination selection criteria, whether the selection of an examination vendor be through a Request for Proposals method or a payment voucher, the Department of Public Instruction presumes that it is the intent of the bill that the Department issue a Request for Proposals, as required under NDCC 54-44-04, to determine the best assessment vendor.

HB 1379 is silent regarding the definition of a "curriculum-based achievement college entrance examination." The Department of Public Instruction is uncertain regarding the breadth or depth of this examination in order to properly interpret an appropriate selection of a vendor. In the absence of any state examination selection

criteria, the Department presumes that it is the intent of the bill that this examination reflects a traditional college entrance examination provided by several current vendors.

HB 1379 is oblique regarding the public reporting of any student achievement information, with the exception of a mean student achievement score submitted to the State Superintendent by schools. The bill implies a public reporting by its restriction on public reporting for fewer than five students. The Department of Public Instruction infers that it would be acceptable to report any mean school achievement results to the public.

HB 1379 restricts any public reporting for schools with fewer than five students. The selection of fewer than five students is less than the state's current practice of restricting reporting with fewer than ten students.

The Department has prepared a fiscal note for HB 1379 and is prepared to address any questions associated with it.

Madam Chair, this completes my testimony. I am available for any questions from the Committee. Thank you.



Today's forecast
Nice and quiet
weather with
a light breeze
55/39
Details, 16A

Wednesday,
October 27, 2004

Bismarck-Mandan, North Dakota

THE BISMARCK TRIBUNE

Founded in 1873

www.bismarcktribune.com

Unsure about testing

"They said don't screw around and fill in answers — do your best," said Steven Pfaff, 17, a junior at Century High School, about the North Dakota State Assessment. "I'll try my best. I don't want to screw around on it."



MIKE McCLEARY/Tribune

Despite lectures, students uncertain about purpose of state assessment

By SHEENA DOOLEY
Bismarck Tribune

As educators geared up for the most important test of the year, many students were in the dark about its purpose and significance. The only thing they knew for sure was they had to take it.



Platt

Counselors, teachers and administrators at Bismarck and Century high schools met with 11th-graders multiple times since September to prepare them for the North Dakota State Assessment. They gave students practice questions, fliers with test-taking tips and information on the importance of the test. Assistant principals went room-to-room giving pep talks. But when the Tribune talked to 12 random juniors, many were uncertain about

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the test. This is the second time juniors have taken the test. They first took it in eighth grade.

"It (the score) is put on your GPA and if you're planning to go to college they look at it," said Bismarck junior Amanda Platt. "I think it impacts how well teachers are teaching us. I have no idea."

Bismarck and Century juniors took part of the state reading and math test Tuesday and will finish it today and Thursday. The state will use their scores to determine whether the school made adequate gains

required by the federal No Child Left Behind Act. The law orders schools to ensure all children achieve regardless of race, ethnicity or income. Both high schools were labeled as underperforming the last two years.

"We walk a tightrope," said Ken Erickson, BHS principal. "We don't want to create a situation where they are feeling overly anxious, but we want them to know the importance. We try to get across that adults in the building care very much about how they do."

Century counselor Connie Armstrong said educators in the school told students the test was part of NCLB and explained how they were scored. They also made sure students knew their test results didn't have an effect on college admission or graduation from high school.

"The last class we went into the teacher came out of the classroom and said, 'I think

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Testing: Students told of importance

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they are really listening and they get it in terms of what this is all about and what it means to us," Armstrong said.

When asked what the test's purpose was, many students the Tribune talked to said it was to prepare them for the ACT next year. Some said it affected their school's funding. Only one student had the correct answer.

"It's like we take it to see how well we are doing and what we're being taught," said Sherry Anderson, a Bismarck junior. "It's a statewide test."

Anderson also was one of the only students who knew what subjects the test covered. Answers varied among students but most included reading, math, social studies and science. Students are only tested in reading and math.

Every student the Tribune talked to said they heard about the test from their English or math teachers. They said teachers told them to take the test seriously and get plenty of rest the night before. They also told them there was no way to study for the test because it gauges what they already know.

"They said don't screw around

and fill in answers — do your best," said Steven Pfaff, a Century junior. "I'll try my best. I don't want to screw around on it."

When asked if the assessment had anything to do with No Child Left Behind, some students took a firm stand saying no, while most said they thought it might.



Anderson

"CHS is not meeting their goals," said Century junior Chelsey Gravseth. "I think the hope of the test is to see if juniors meet the goal. I don't know if

there are really any consequences though."

For the most part, students said the test had no impact on them or their school. A majority said their scores would be used to see where North Dakota students are compared to the rest of the country. There aren't consequences for individual students who fail the test, but their school and the whole district could be held accountable if the state deems them as underper-

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Bismarck was put on districtwide program improvement this year after failing to make adequate gains in student achievement for the last two years.

"They want to get every kid to learn and do good," Anderson said. "This is an evaluation of what they are learning. They're seeing how well we are doing so it would be important to do well."

(Reach reporter Sheena Dooley at 250-8225 or sheenadooley@ndonline.com.)