Guide to Using Results

ACT® Engage®
Grades 10–12

Contact Information

For assistance, call ACT Engage Customer Service at 319.337.1893, 8:30 a.m. – 5:00 p.m., central time, Monday through Friday, or email engage@act.org.

Resources

To access User Guides, Resources for Students and Parents, Research, and Case Studies, visit act.org/engage/downloads.html and http://www.act.org/engage/10-12_materials.html.

Guide to Interpreting and Using ACT Engage® Grades 10–12 Reports

By using ACT Engage Grades 10–12, students and school personnel can identify student strengths and areas for improvement in student motivation, social engagement, and self-regulation, all of which are related to student academic success. Scores on ACT Engage scales provide an avenue for identifying and intervening with students who may be at academic risk. Further, each ACT Engage scale yields results that can be used in specifying appropriate interventions for students and for identifying areas where school interventions may be needed.

Reports

ACT Engage provides several reports:

- a Student Report that includes a student's scores and interpretative statements.
- an Advisor Report that includes the same information as the Student Report, as well as the Academic Success and Retention indices.
- a Roster Report that includes all ACT Engage scores and demographic information for students who took ACT Engage.
- School and District Aggregate Reports (discussed in more detail later).

Student Report

This report features a student's summary profile of ACT Engage scores (expressed as both scale scores and percentile scores), prior grades, and information on how to understand the scores. Further, the Student Report provides interpretive feedback for each ACT Engage scale. The scores are sorted into three categories that help to emphasize the developmental aspect of the feedback:

- Capitalize on Your Strengths, which includes high scores (i.e., those at or above the 76th percentile)
- Continue to Develop Your Skills, which includes moderate scores (i.e., those between the 26th and the 75th percentiles)
- Make Plans for Improvement, which includes low scores (i.e., those less than or equal to the 25th percentile).

Finally, the Student Report provides a Recommended Plan of Action to help students get started with their developmental plans. See Figure 1 for a sample Student Report.
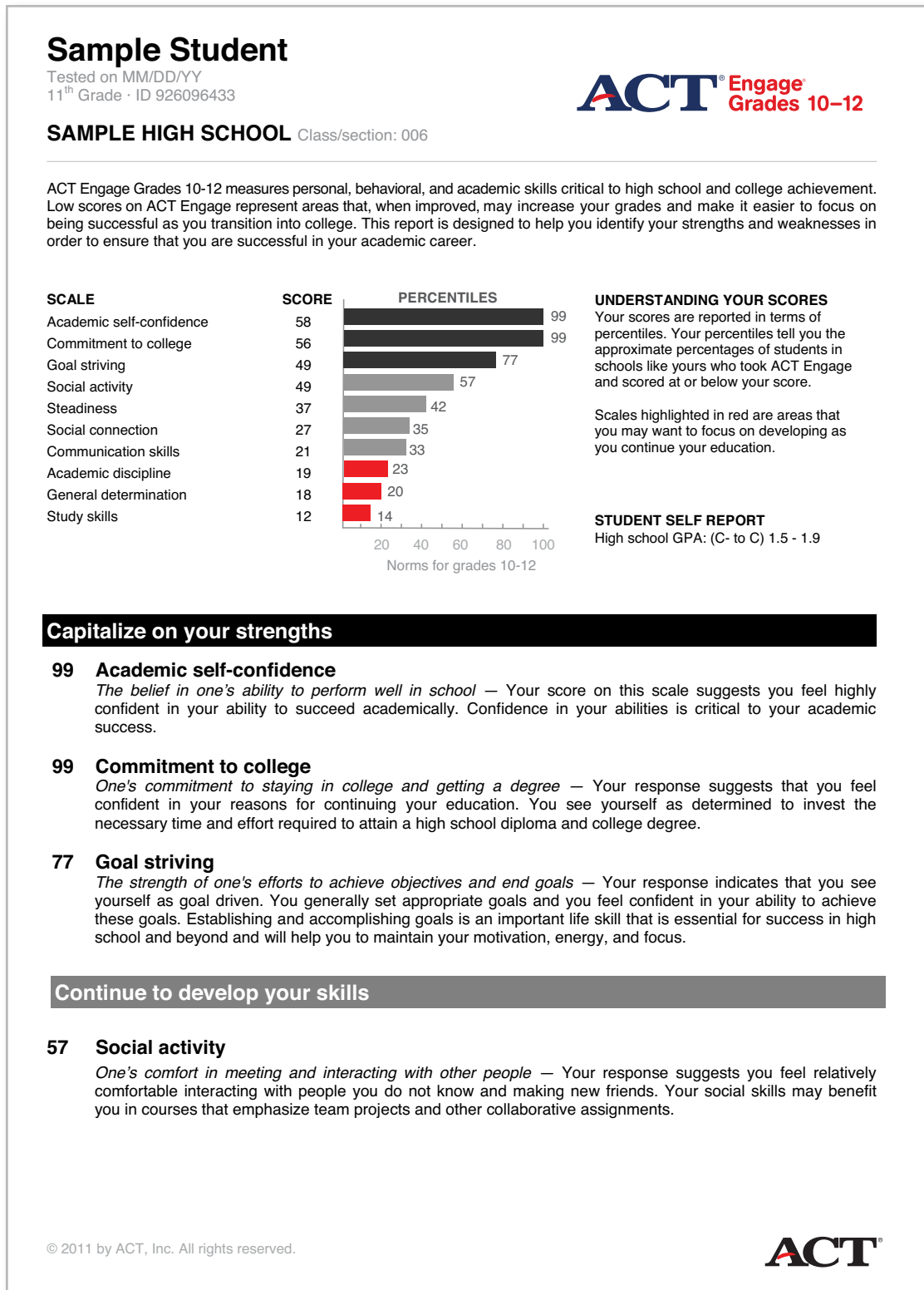
Figure 1 Student Report, front

Sample Student
Tested on MM/DD/YY
11th Grade · ID 926096433

SAMPLE HIGH SCHOOL Class/section: 006

ACT Engage Grades 10-12 measures personal, behavioral, and academic skills critical to high school and college achievement. Low scores on ACT Engage represent areas that, when improved, may increase your grades and make it easier to focus on being successful as you transition into college. This report is designed to help you identify your strengths and weaknesses in order to ensure that you are successful in your academic career.

SCALE	SCORE	PERCENTILES
Academic self-confidence	58	99
Commitment to college	56	99
Goal striving	49	77
Social activity	49	57
Steadiness	37	42
Social connection	27	35
Communication skills	21	33
Academic discipline	19	23
General determination	18	20
Study skills	12	14

Norms for grades 10-12

UNDERSTANDING YOUR SCORES
Your scores are reported in terms of percentiles. Your percentiles tell you the approximate percentages of students in schools like yours who took ACT Engage and scored at or below your score.

Scales highlighted in red are areas that you may want to focus on developing as you continue your education.

STUDENT SELF REPORT
High school GPA: (C- to C) 1.5 - 1.9

Capitalize on your strengths

99 Academic self-confidence
The belief in one's ability to perform well in school — Your score on this scale suggests you feel highly confident in your ability to succeed academically. Confidence in your abilities is critical to your academic success.

99 Commitment to college
One's commitment to staying in college and getting a degree — Your response suggests that you feel confident in your reasons for continuing your education. You see yourself as determined to invest the necessary time and effort required to attain a high school diploma and college degree.

77 Goal striving
The strength of one's efforts to achieve objectives and end goals — Your response indicates that you see yourself as goal driven. You generally set appropriate goals and you feel confident in your ability to achieve these goals. Establishing and accomplishing goals is an important life skill that is essential for success in high school and beyond and will help you to maintain your motivation, energy, and focus.

Continue to develop your skills

57 Social activity
One's comfort in meeting and interacting with other people — Your response suggests you feel relatively comfortable interacting with people you do not know and making new friends. Your social skills may benefit you in courses that emphasize team projects and other collaborative assignments.

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Figure 1 Student Report, back

42   Steadiness
One's responses to and management of strong feelings — Your response indicates that you see yourself as capable of effectively controlling your emotions. You feel as though you do not often lose your temper and you manage frustration well. You are fairly effective in keeping emotions from affecting your academic performance and other important activities in your life.

35   Social connection
One's feelings of connection and involvement with the college community — Your response suggests you see yourself as connected with your school and its student body. Your involvement in school activities will provide a valuable source of stress relief and social interaction that will serve to enhance feelings of connection.

33   Communication skills
Attentiveness to others' feelings and flexibility in resolving conflicts with others — Your score on this scale suggests that you tend to see yourself as fairly comfortable when communicating with others, handling interpersonal conflicts, and working collaboratively with others. These skills will help you in learning and work environments as you effectively exchange information, cooperate with others, and work as a team member.

Make plans for improvement

23   Academic discipline
The amount of effort a student puts into schoolwork and the degree to which a student is hardworking and conscientious — Your response suggests you frequently approach academic related tasks with less enthusiasm and effort than other students. You may frequently rush through your homework without giving much attention to detail, turn in poor or incomplete work, or give up on difficult tasks or problems.

20   General determination
The extent to which one strives to follow through on commitments and obligations — Your score on this scale suggests that you see yourself as someone who often has difficulty fulfilling your assigned responsibilities or duties. If something more interesting presents itself, you may pursue that interest rather than uphold your prior obligations and/or tend to your commitments. Other people may not be able to depend on you to fulfill your promises.

14   Study skills
The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments — Your response indicates that you feel you lack good study skills, problem-solving skills, and learning strategies. Like academic abilities, these skills are important in predicting your success in high school and beyond.

Recommended plan of action

Your ACT Engage scores provide information that can help you develop your personal and academic-related skills, which in turn can help you to perform well in high school and facilitate your transition to college. By focusing on building those skills for which you obtained relatively lower scores, you can derive maximum benefit from the learning and growth opportunities available to you.

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Advisor Report

The Advisor Report (See Figure 2) contains the same information as the Student Report, as well as the Academic Success and Retention indices. Each index is based on a probability score ranging from .01 to .99, with larger values representing increased likelihood of success (i.e., less risk of dropping out or of poor academic performance—GPA < 2.0).

Schools can use ACT Engage Success indices to proactively identify students who may have academic difficulty and/or drop out as they transition to college. Although cutoffs for identifying these students have been initially set at the lowest quartile (e.g., lower probabilities of retention and academic success), a school may choose to modify this cutoff depending on (a) the portion of students the school wishes to target and (b) resources available for intervening with such students.

These indices incorporate information from the different ACT Engage scales and self-reported behavioral and achievement information (e.g., coming to class without homework, current school grades) that are most predictive of student success into a single number that can facilitate identification of those students most at risk. You may find the following score ranges useful as broad guidelines for sorting students into various levels of risk:

Academic Success or Retention Index Percentile Score	Interpretation
Low (≤ 25 percentile)	A low percentile score suggests a higher probability of risk
Moderate (26–75 percentile)	A moderate percentile score suggests a moderate probability of risk
Low (≥ 75 percentile)	A high percentile score suggests a lower probability of risk

Since baseline academic performance and retention rates vary across schools, these indices should not be interpreted as explicit predicted probabilities of retention or academic performance for an individual student; rather, these indices are approximate measures of how each student's psychosocial factors lend themselves to persistence and academic performance through the first year of college.

The ACT Engage Advisor Report also provides checks for scoring issues in each student's report. Checks are in place to flag response inconsistencies and lack of variability, as detailed below. To check for response inconsistencies, we use forward and reverse keyed items (e.g., answering "I like school" versus "I cannot stand school" should elicit responses from different parts of the score scale). Implementing both forward and reverse keyed items enables us to more accurately report when there are response inconsistencies. To check for lack of variability across items, we compare all of a student's responses. When a student provides the same answer (or nearly the same answer) to many or all ACT Engage items, the lack of variability flag is triggered. When either scoring issue occurs, there will be an additional note, prior to the interpretive portion of the report, that indicates a student presented an unusual response pattern (e.g., the student was using the same response option regardless of content, was responding randomly). Therefore, scores based on these responses may not be accurate. Since this occurrence may be in itself a red flag concerning a student's likely success, the student's advisor may want to follow up with questions, such as:

- Were you distracted while taking ACT Engage?
- Were you motivated to complete ACT Engage?
- Did you understand the questions in ACT Engage?
- Do you understand the purposes of ACT Engage?
- Did you complete ACT Engage accurately and honestly?
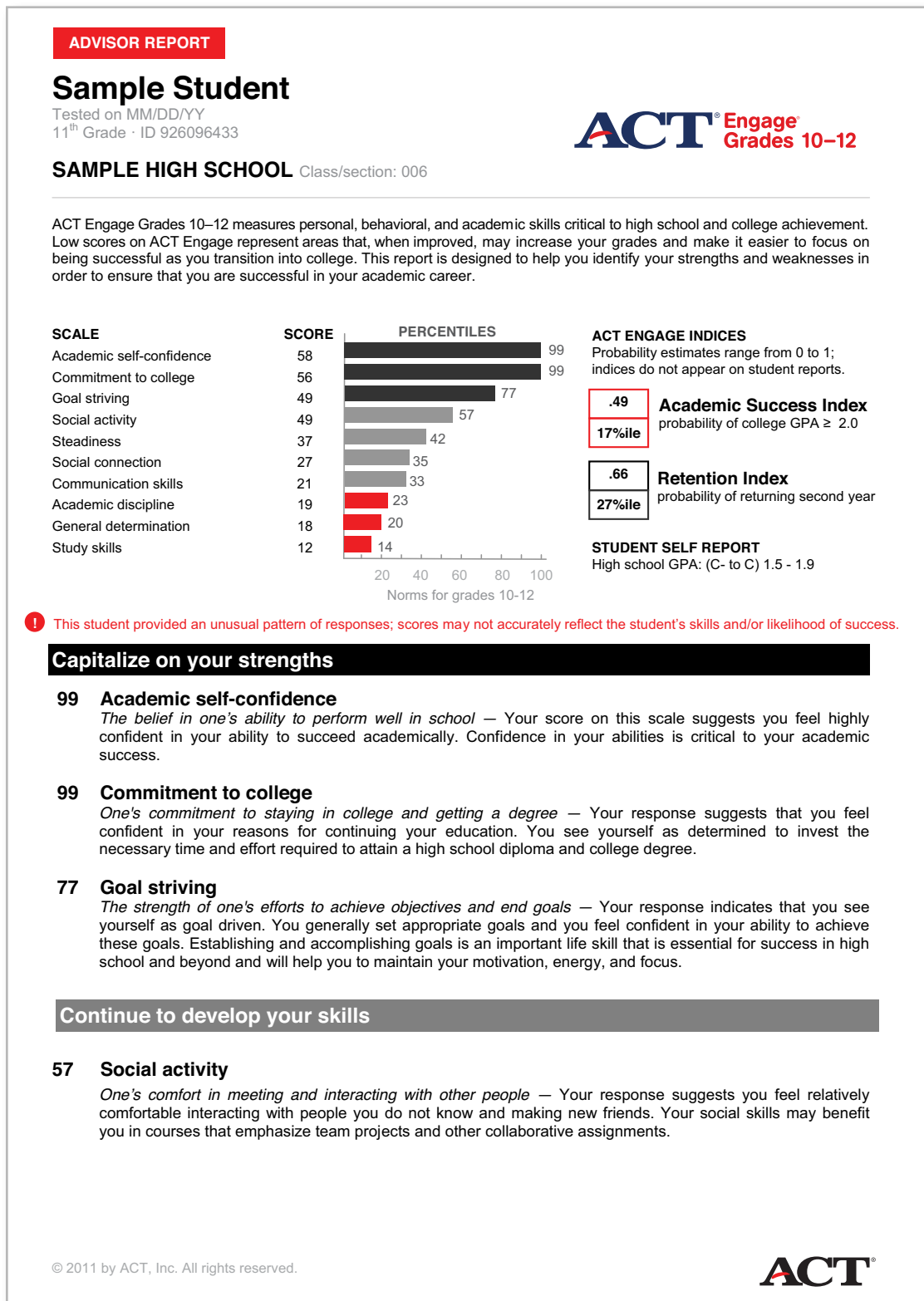
Figure 2 Advisor Report, front

ADVISOR REPORT

Sample Student
Tested on MM/DD/YY
11th Grade · ID 926096433

ACT ® Engage® Grades 10–12

SAMPLE HIGH SCHOOL Class/section: 006

ACT Engage Grades 10–12 measures personal, behavioral, and academic skills critical to high school and college achievement. Low scores on ACT Engage represent areas that, when improved, may increase your grades and make it easier to focus on being successful as you transition into college. This report is designed to help you identify your strengths and weaknesses in order to ensure that you are successful in your academic career.

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General determination	18	20
Study skills	12	14

Norms for grades 10-12

ACT ENGAGE INDICES
Probability estimates range from 0 to 1; indices do not appear on student reports.

.49 | **17%ile**
Academic Success Index
probability of college GPA ≥ 2.0

.66 | **27%ile**
Retention Index
probability of returning second year

STUDENT SELF REPORT
High school GPA: (C- to C) 1.5 - 1.9

⚠ This student provided an unusual pattern of responses; scores may not accurately reflect the student's skills and/or likelihood of success.

Capitalize on your strengths

99   Academic self-confidence
The belief in one's ability to perform well in school — Your score on this scale suggests you feel highly confident in your ability to succeed academically. Confidence in your abilities is critical to your academic success.

99   Commitment to college
One's commitment to staying in college and getting a degree — Your response suggests that you feel confident in your reasons for continuing your education. You see yourself as determined to invest the necessary time and effort required to attain a high school diploma and college degree.

77   Goal striving
The strength of one's efforts to achieve objectives and end goals — Your response indicates that you see yourself as goal driven. You generally set appropriate goals and you feel confident in your ability to achieve these goals. Establishing and accomplishing goals is an important life skill that is essential for success in high school and beyond and will help you to maintain your motivation, energy, and focus.

Continue to develop your skills

57   Social activity
One's comfort in meeting and interacting with other people — Your response suggests you feel relatively comfortable interacting with people you do not know and making new friends. Your social skills may benefit you in courses that emphasize team projects and other collaborative assignments.

ACT ®

Figure 2 Advisor Report, back

42   Steadiness

One's responses to and management of strong feelings — Your response indicates that you see yourself as capable of effectively controlling your emotions. You feel as though you do not often lose your temper and you manage frustration well. You are fairly effective in keeping emotions from affecting your academic performance and other important activities in your life.

35   Social connection

One's feelings of connection and involvement with the college community — Your response suggests you see yourself as connected with your school and its student body. Your involvement in school activities will provide a valuable source of stress relief and social interaction that will serve to enhance feelings of connection.

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Attentiveness to others' feelings and flexibility in resolving conflicts with others — Your score on this scale suggests that you tend to see yourself as fairly comfortable when communicating with others, handling interpersonal conflicts, and working collaboratively with others. These skills will help you in learning and work environments as you effectively exchange information, cooperate with others, and work as a team member.

Make plans for improvement

23   Academic discipline

The amount of effort a student puts into schoolwork and the degree to which a student is hardworking and conscientious — Your response suggests you frequently approach academic related tasks with less enthusiasm and effort than other students. You may frequently rush through your homework without giving much attention to detail, turn in poor or incomplete work, or give up on difficult tasks or problems.

20   General determination

The extent to which one strives to follow through on commitments and obligations — Your score on this scale suggests that you see yourself as someone who often has difficulty fulfilling your assigned responsibilities or duties. If something more interesting presents itself, you may pursue that interest rather than uphold your prior obligations and/or tend to your commitments. Other people may not be able to depend on you to fulfill your promises.

14   Study skills

The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments — Your response indicates that you feel you lack good study skills, problem-solving skills, and learning strategies. Like academic abilities, these skills are important in predicting your success in high school and beyond.

Recommended plan of action

Your ACT Engage scores provide information that can help you develop your personal and academic-related skills, which in turn can help you to perform well in high school and facilitate your transition to college. By focusing on building those skills for which you obtained relatively lower scores, you can derive maximum benefit from the learning and growth opportunities available to you.

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Roster Report

The Roster Report contains information from all ACT Engage assessments scored in any given batch. It includes students' names, IDs, demographics, ACT Engage scale and percentile scores, the Academic Success Index score, Retention Index score, and flags for scoring issues (e.g., missing data, response inconsistency). As a reference point, approximately 8.6% of students from ACT Engage field study were flagged for scoring issues. The Roster Report is in a Microsoft Excel format, which gives schools the flexibility of merging ACT Engage scores with other school data. See Figure 3 for a sample Roster Report.

Figure 3 Roster Report

Student ID	Last Name	First Name	Middle Name	Grade Level	Date of Birth	Gender	Race/Ethnicity	Language	High School GPA
	Student 1	Sample 1	L	12th grade	9/8/91	Male			(B to B+) 3.0 - 3.4
	Student 2	Sample 2	L	12th grade	11/3/91	Female	American Indian/AK Native		(A- to A) 3.5 and above
	Student 3	Sample 3	Z	12th grade	8/4/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
	Student 4	Sample 4	A	12th grade	5/19/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
	Student 5	Sample 5	D	12th grade	12/8/91	Male	White		(D to C-) 1.0 - 1.4
	Student 6	Sample 6	T	12th grade		Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12345	Student 7	Sample 7		12th grade	2/1/92	Male	Black/African American		
12346	Student 8	Sample 8		12th grade	2/17/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12347	Student 9	Sample 9	R	12th grade	9/3/91	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12348	Student 10	Sample 10	E	12th grade	8/19/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12349	Student 11	Sample 11		12th grade	7/29/91	Male	White		(B- to B) 2.5 - 2.9
12350	Student 12	Sample 12	C	12th grade	10/10/91	Male	White		(C to B-) 2.0 - 2.4
12351	Student 13	Sample 13	R	12th grade	8/16/92	Male	American Indian/AK Native		(B- to B) 2.5 - 2.9
12352	Student 14	Sample 14		12th grade	12/29/91	Female	Black/African American		(A- to A) 3.5 and above
12353	Student 15	Sample 15	K	12th grade	4/21/92	Male	White		(B- to B) 2.5 - 2.9
12354	Student 16	Sample 16			8/5/91				
12355	Student 17	Sample 17		12th grade	1/25/92	Male	White		(B to B+) 3.0 - 3.4
12356	Student 18	Sample 18	M	12th grade	1/14/92	Female	American Indian/AK Native		(A- to A) 3.5 and above
12357	Student 19	Sample 19	M	12th grade	4/26/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12358	Student 20	Sample 20	R	12th grade	7/10/92	Female	American Indian/AK Native		(B- to B) 2.5 - 2.9
12359	Student 21	Sample 21	L	12th grade	5/5/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12360	Student 22	Sample 22		12th grade	9/11/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12361	Student 23	Sample 23	O	12th grade		Female	American Indian/AK Native		(B- to B) 2.5 - 2.9
12362	Student 24	Sample 24	D	12th grade	6/20/92	Male	Black/African American		(B to B+) 3.0 - 3.4
12363	Student 25	Sample 25	S	12th grade	5/2/92	Male	American Indian/AK Native		(C to B-) 2.0 - 2.4
12364	Student 26	Sample 26		12th grade	11/21/91	Female	American Indian/AK Native		(A- to A) 3.5 and above
12365	Student 27	Sample 27	P	12th grade	3/30/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12366	Student 28	Sample 28	P	12th grade	5/13/93	Male	American Indian/AK Native		(A- to A) 3.5 and above
12367	Student 29	Sample 29	N	12th grade	02/29/91	Male	American Indian/AK Native		(A- to A) 3.5 and above
12368	Student 30	Sample 30		12th grade	4/20/91	Male	White		(D to C-) 1.0 - 1.4
12369	Student 31	Sample 31		12th grade	3/11/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12370	Student 32	Sample 32	M	12th grade	3/12/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12371	Student 33	Sample 33	B	12th grade	4/4/92	Female			(C to B-) 2.0 - 2.4
12372	Student 34	Sample 34	A	12th grade	2/19/91	Female	American Indian/AK Native		(C to B-) 2.0 - 2.4
12373	Student 35	Sample 35	N	12th grade	1/11/92	Female	White		(B to B+) 3.0 - 3.4
12374	Student 36	Sample 36	A	12th grade	5/30/92	Male	American Indian/AK Native		(A- to A) 3.5 and above
12375	Student 37	Sample 37	T	12th grade	5/7/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4

Aggregate Report

ACT Engage Grades 10–12 also provides two aggregate reports. The School Aggregate Report includes information about all ACT Engage assessments administered by a school during its window of administration and contains average scores showing how your sample of students scored on the ten ACT Engage scales, behavioral indicators, and Academic Success and Graduation indices. Schools can use this information to identify areas where school-wide resources or interventions may be needed.

The District Aggregate Report includes all ACT Engage assessments administered by a district during its window of administration; it is available only to those districts that administer ACT Engage in multiple schools. It contains information on how a district's students scored on the ten ACT Engage scales, behavioral indicators, and Academic Success and Graduation indices; districts can use this information to identify areas where district-wide resources or interventions may be needed.

For more information about Aggregate Reports, consult the *ACT Engage User's Guide* or the ACT Engage website, **www.act.org/engage/download.html.**

Examples of How to Use ACT Engage Grades 10–12 Results

ACT Engage Grades 10–12 can be used to identify and intervene with individual students who are at risk for experiencing problems transitioning from high school into postsecondary studies. This section features sample student profiles to illustrate use of ACT Engage with your students.
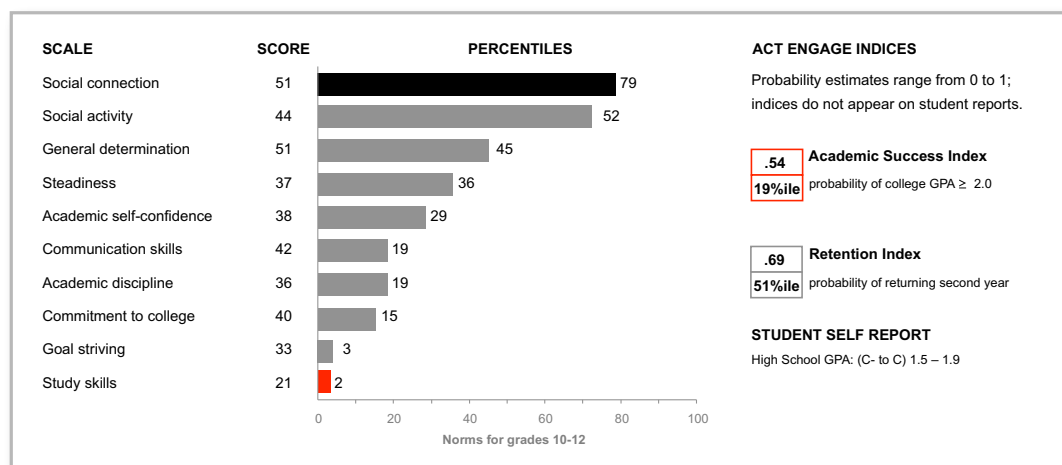
Sample Student Profiles

Student who may be at risk: Christine

Christine, a 10th grader at Valley View High School (VVHS), completed ACT Engage during the fall semester. Although her scores differed by scale, many of her scores were in the lowest quartile of those earned by students grades 10–12 nationally. Her Academic Success Index, a strong predictor of academic risk, also was in the lowest quartile (19th percentile), suggesting that Christine may be at high risk of experiencing academic difficulties and struggling with her future education. Furthermore, her Retention Index score, which predicts her risk of dropping out of college before the second year, was in the mid-range (51st percentile), suggesting the possibility that she may not persist with postsecondary studies.

To determine how to best help Christine leverage her strengths and work on her needs, educators at VVHS first focused on understanding her ACT Engage profile, shown here in Figure 4. An explanation of her scores follows:

Figure 4 Christine's Student Profile

SCALE	SCORE	PERCENTILES
Social connection	51	79
Social activity	44	52
General determination	51	45
Steadiness	37	36
Academic self-confidence	38	29
Communication skills	42	19
Academic discipline	36	19
Commitment to college	40	15
Goal striving	33	3
Study skills	21	2

Norms for grades 10-12

ACT ENGAGE INDICES

Probability estimates range from 0 to 1; indices do not appear on student reports.

.54 / 19%ile **Academic Success Index** probability of college GPA ≥ 2.0

.69 / 51%ile **Retention Index** probability of returning second year

STUDENT SELF REPORT
High School GPA: (C- to C) 1.5 – 1.9

11

Capitalize on Strengths and Continue to Develop Skills. There were several areas in which Christine scored at a moderate or high level, suggesting that these areas are less likely to require intervention at this time.

- She scored relatively high (79th percentile) on the *Social Connection* scale. Her feelings of connection and involvement with the school community make her less likely to want to drop out and indicate that she will likely seek involvement with the campus community in college.

- *Steadiness* (36th percentile), *Academic Self-Confidence* (29th percentile), *General Determination* (45th percentile), and *Social Activity* (52nd percentile) are areas that could be developed later on, after more critical areas (i.e., lower scores) have been addressed.

Make Plans for Improvement. These are the areas that would benefit the most from focused intervention and areas that may put Christine most at risk for experiencing academic difficulties and/or dropping out of college.

- Christine scored very low (3rd percentile) on *Goal Striving*. This suggests that she does not make efforts to achieve objectives and goals. She does not show confidence in her ability to succeed in achieving goals and, perhaps as a result, does not tend to set important goals or put forth effort to achieve the goals she does set.

- She also scored low (19th percentile) on *Academic Discipline*. This indicates that she often approaches academic tasks with less effort than other students. She may avoid schoolwork, cut classes, or view other aspects of her life as more important than the completion of school-related tasks and assignments.

- Christine scored low (15th percentile) on *Commitment to College*. This puts her at risk for deciding not to attend college or for dropping out early on. She may have difficulty identifying how college can benefit her and may feel ambivalent about completing a degree. She may find it useful to think about her career and life goals and to consider how a college degree will help her attain those goals.

- She also scored at a very low percentile (2nd percentile) on *Study Skills*. This suggests that Christine may need help addressing traditional studying techniques and building problem-solving skills. Working on these skills would improve her ability to complete assignments effectively and thus improve her academic performance.

- Another area requiring attention is *Communication Skills*. Christine scored in the 19th percentile, indicating that she may have difficulty working in teams and may exhibit some rigidity. She may need some assistance in learning how to handle interpersonal problems effectively.

Recommended Plan of Action. Based on these results, the school created interventions for Christine. Since she had several areas recommended for improvement, it was necessary for the school to prioritize interventions and plan them accordingly. An "Rx for Success" can be created for each student to list and prioritize intervention plans, so that students are not overwhelmed by too many interventions at the same time. Christine's prioritized intervention plan follows below and is shown in Figure 5.

1. Christine needed assistance with *Goal Striving*. She had a tendency not to set goals for herself and to just "go through the motions" of attending classes without a real purpose in mind. She was set up with a counselor who discussed goals with Christine. She was asked to set both short- and long-term goals related to her schoolwork and academic career. Short-term goals included "I will turn in assignments on time during the month of November" and "I will graduate high school on time." Long-term goals included "I will choose a college to attend" and "I will attain a college degree in marketing."

2. Christine scored low on *Academic Discipline*. Since academic success is closely linked to this dimension, it was considered a top priority. To improve, Christine and her counselor met to discuss her schoolwork and attendance in class. Part of Christine's problem with completing tasks and projects was that she did not pay attention to assigned due dates, so she often would forget to complete tasks and did not seem very concerned about meeting deadlines. The counselor helped Christine to put together an assignment planner to organize her assignments and their due dates. They also worked together to set up a schedule for Christine's evenings that included time to complete assignments. Christine was to keep records of her assignments, their completion, and grades received on those assignments, and then report back to the counselor after a few weeks to determine if further help was needed.

3. *Commitment to College* was another priority and was also addressed in the meetings with the counselor. Topics specific to *Commitment to College* that were discussed included connections between schoolwork and college majors/careers and increasing Christine's exposure to the benefits of increased education (e.g., earning potential, job security, improved quality of life). Christine was also given some information about attending a college fair and was put on several mailing lists for colleges to send her information and get her interested in attending some specific schools.

4. Christine needed help in developing her *Study Skills*. Since good study skills are necessary in order to effectively complete assignments and prepare for tests, she was enrolled in a Study Skills workshop at VVHS that focused on tips regarding studying techniques and problem-solving skills.

5. Although a lower priority on her list, *Communication Skills* also needed some attention. To develop this area, Christine was encouraged to join an intramural sports team or club to learn how to better participate in group activities and solve conflicts within a team. Her English teacher was also encouraged to create a project that required group work, so that Christine could get more experience working on academic activities as part of a team.
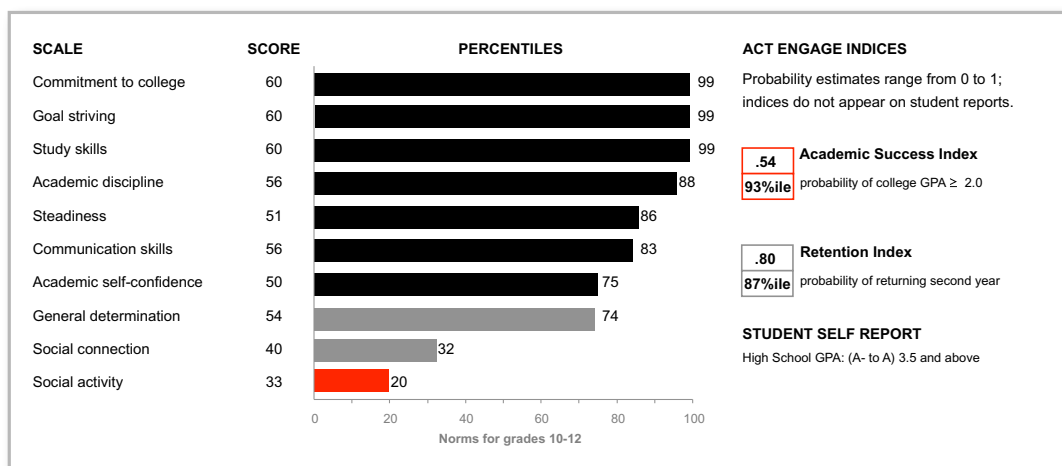
Figure 5 Christine's Intervention Plan

RX for Success

PRIORITY	TO DO
	Meeting with Mr. Smart (counselor)
	Meet goal: Turn in assignments on time in November
	Create assignment planner to track due dates and organize assignments
	Attend College fair
	Participate in Study Skills workshop at Valley View HS

On-track student: Marc

Marc, an 11th grader at City High School, completed ACT Engage a month after transferring to the school. Although his scores suggest that some areas may benefit from improvement, Marc generally scored in the upper quartile when compared to other students nationally. His Academic Success Index was in the upper quartile (93rd percentile), suggesting that Marc is at low risk of experiencing academic difficulties, and his Retention Index was also high (87th percentile), indicating that he is likely to persist in his education through college. Although Marc seems to be a well-adjusted student who is on track on his academic and psychosocial development, he may benefit from further development in some areas.

To determine how to best help Marc leverage his strengths and develop his skills, City High School used his ACT Engage profile, shown in Figure 6. An explanation of his scores follows.

Figure 6 Marc's Student Profile

SCALE	SCORE	PERCENTILES
Commitment to college	60	99
Goal striving	60	99
Study skills	60	99
Academic discipline	56	88
Steadiness	51	86
Communication skills	56	83
Academic self-confidence	50	75
General determination	54	74
Social connection	40	32
Social activity	33	20

Norms for grades 10-12

ACT ENGAGE INDICES

Probability estimates range from 0 to 1; indices do not appear on student reports.

.54	**Academic Success Index**
93%ile	probability of college GPA ≥ 2.0

.80	**Retention Index**
87%ile	probability of returning second year

STUDENT SELF REPORT

High School GPA: (A- to A) 3.5 and above

Capitalize on Strengths. These are areas in which Marc showed strength and that could be leveraged to increase his chances for academic success.

- Marc scored relatively high (88th percentile) on the *Academic Discipline* scale. He consistently puts forth effort in completing academic tasks. He sees himself as a hardworking and detail-oriented student who can usually work through difficult tasks, strives to turn in high-quality work, and makes academic tasks, projects, and assignments a high personal priority.

- Marc also evidenced strength in *Commitment to College*, scoring in the 99th percentile. He is confident in his reasons for completing high school and continuing his education through a college degree. He sees himself as determined to invest the time and effort needed to complete college, regardless of obstacles.

- *Goal Striving* (99th percentile) and *General Determination* (74th percentile) also are strengths. Marc sets goals for himself and is confident about his abilities to meet them. He also has a strong sense of responsibility to his commitments and is likely to fulfill his promises.

- Marc also scored in the upper quartile on *Study Skills* (99th percentile), *Academic Self-Confidence* (75th percentile), and *Communication Skills* (83rd percentile), indicating that he has a good handle on studying techniques and problem-solving skills, is confident in his ability to perform well in school, and works well with others on team or group projects.

- Marc scored in the upper range on *Steadiness* (86th percentile). This suggests that he usually can manage his emotions and keep them from negatively impacting other activities. However, sometimes he seems to over-control his emotions and does not allow himself an adequate outlet for stress. This could be a possible area to keep an eye on or improve.

Continue to Develop Skills. Marc had middle range scores on one scale. This may not require immediate intervention, but should be developed as resources allow. This skill should also be monitored to ensure that it does not pose challenges at a later time.

- Marc scored at the 32nd percentile in the *Social Connection* scale. This suggests that he generally feels somewhat connected to school and the people in it, although the connection may not be strong. He may not be very involved in school activities and while he cares about the school, he may not completely understand his place in it and could benefit by becoming more involved.

Make Plans for Improvement. Based on his ACT Engage profile, there is one area that may benefit from focused intervention.

- Marc's *Social Activity* score fell in the low range (20th percentile). This suggests that he may feel shy or nervous when talking with others, may avoid social activities, or may feel isolated at times.

Recommended Plan of Action. These results indicate that Marc has many strengths and the potential for high academic achievement in college. However, it is important to address the areas that need development or improvement. It is also necessary not to overlook his strengths, but to work on cultivating them and teaching him to use them further to his advantage. The "Rx for Success" can be used to prioritize his areas of focus. Marc's prioritized intervention plan follows and is shown in Figure 7.

Figure 7 Marc's Intervention Plan

RX for Success	
PRIORITY	**TO DO**
	Volunteer for a position backstage in a drama production
	Keep a journal of thought/stressors
	Develop a personalized exercise plan
	Meet with counselor to discuss progress
	Invite a friend to attend a school function

1. The highest priority on Marc's plan is improving *Social Activity*. As a naturally shy student, Marc may have trouble making social connections and enjoying his time in high school or college if he does not participate in social aspects of school. He may also have difficulty networking with other students and professionals in order to obtain employment in his chosen field after graduation. To help him become more sociable, Marc was encouraged to participate in a drama production at City High School. He did not feel comfortable acting on stage, but found he was interested in helping paint sets and working backstage during a play. Being a part of a group helped increase his comfort with social interactions, and helped him feel a part of a group, which also helped strengthen his *Social Connection*.

2. While it wasn't identified as a high priority, Marc had a higher-range score on *Steadiness*. His counselor thought it was important that Marc focus on finding positive ways of expressing his emotions. Marc was encouraged to keep a journal of his thoughts and to use that journal as a place to express his frustrations as well as positive feelings. He also worked with the school's gym instructor to develop a personalized exercise plan to keep him healthy and help relieve stress after a long day of classes and studying.

Implementing ACT Engage at Your School

In the classroom, teachers and students can take advantage of ACT Engage results in a variety of ways, including discussion of ACT Engage scales and their implications for academic success, one-on-one or group feedback using students' scores, and discussion of action steps that can be taken by students to develop their skills further. Toward this end, we developed a crosswalk (see Table 1) as a quick reference for institutions to map each ACT Engage scale with school resources. The crosswalk template allows teachers or administrators to map each scale with the range in which each student scored. This crosswalk can help determine which areas should be the main focus and links those areas with available resources. We encourage schools to use this crosswalk as a template for their available programs and services.

Table 1 Student Crosswalk of School Resources

Your school can create a typical school crosswalk of resources that teachers and students can use to create the student crosswalk in Table 1. Figure 8 is an example school crosswalk of ACT Engage scales with programs often found at high schools. You may want to modify this crosswalk for your school and provide it to your teachers

Scales	Percentile	Resources
Academic Discipline	High Medium Low	
Commitment to College	High Medium Low	
General Determination	High Medium Low	
Goal Striving	High Medium Low	
Communication Skills	High Medium Low	
Study Skills	High Medium Low	
Social Activity	High Medium Low	
Social Connection	High Medium Low	
Academic Self-Confidence	High Medium Low	
Steadiness	High Medium Low	

Figure 8 School Crosswalk

ACT Engage Grades 10–12 Scales

Support Services at City High School	Academic Discipline	Academic Self-Confidence	General Determination	Commitment to College	Communication Skills	Steadiness	Study Skills	Goal Striving	Social Activity	Social Connection
Tutoring					✓		✓			
Writing class					✓					
Career planning workshop				✓				✓		
One-on-one career consultation with student advisor				✓				✓		
Advisement	✓			✓						
Science tutoring										
Disability Access Center (referral)										
Learning Styles Workshop										
Social Support Network (referral)		✓				✓				
Study Skills Workshop							✓			
Student clubs and organizations									✓	✓

✓ = Required

As can be seen, ACT Engage Grades 10–12 provides a wealth of information that can be used by schools and districts in a variety of ways, individually or at the school level, to facilitate student psychosocial development and academic success.