

2011|2012

USING YOUR PLAN RESULTS



PLAN[®]



ACT[®]

Understanding Your PLAN® Results in Three Quick Steps

Your PLAN Score Report contains a lot of information about your skills, interests, plans, and goals. You can use this information to make sure your remaining high school courses are the best ones possible to prepare you for college and to help you consider your options for life after high school.

Use this booklet, along with your PLAN Score Report, to get a better sense of where you are, where you might want to go, and how to get there.

1

How am I doing so far?

Your PLAN Score Report shows your relative strengths and weaknesses in four subject areas important for success in college: English, math, reading, and science. You can see how your scores compare to those of other students like you who have taken PLAN. Ask your counselor how you can improve in areas where you are not as strong.

2

What are my plans and goals after high school?

When you took PLAN, you answered questions about the courses you are taking or plan to take in high school, your career interests, and your plans after high school. This information will help you see if you need to change your educational plans in order for you to meet your goals.

3

Am I on track for college?

Your PLAN Score Report shows you how well you are learning the skills you'll need to be ready for college. Most likely, you have learned some of these skills better than others. Use your PLAN Score Report to help you strengthen those skills that you still need to work on.

This guide will help you understand the information on your PLAN Score Report and how it can help you. Later, visit www.planstudent.org for more information on using your PLAN Score Report.

www.planstudent.org



What Do Your Scores Mean?

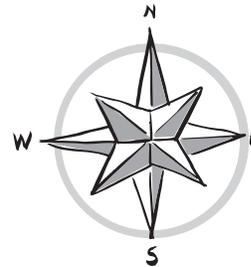
Your scores are between 1 (the lowest score you can receive) and 32 (the highest score you can receive). PLAN takes the number of questions you got right on each test and translates it into a number between 1 and 32 (called a “scale score”). Just like grades, your scores tell you how well you did on each test.

A Note About Test Scores

Because no test can measure educational development with absolute precision, it’s best to think of each of your PLAN scores as a range rather than as a precise point. For example, a score of 15 on one of the four tests, such as the Reading Test, means that your level of educational development in the subject probably is somewhere from 13 to 17 (15 plus or minus 2). A Composite Score of 18 would mean that your overall level of educational development probably is somewhere from 17 to 19 (18 plus or minus 1).

Your Composite score is simply the average of the English, Mathematics, Reading, and Science Test scores (rounded to a whole number). In the same way your overall grade point average in school shows how well you are doing across all of your different classes, your PLAN Composite score shows how well you did across the entire PLAN test.

The two scores directly under English and Math (called “subscores”) range from 1 to 16. They tell you how well you did in two specific areas of each subject: **Usage/Mechanics** (punctuation, grammar and usage, and sentence structure) and **Rhetorical Skills** (your understanding of the use of strategy, organization, and style in writing) in English; and **Pre-Algebra/Algebra** and **Geometry** in Mathematics. These scores added together do NOT necessarily equal your English or Math Test scores because the two subscores are scaled independently from the total score.



PLAN Your Score Report

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ANYTOWN, USA 00000

ID#: 123876

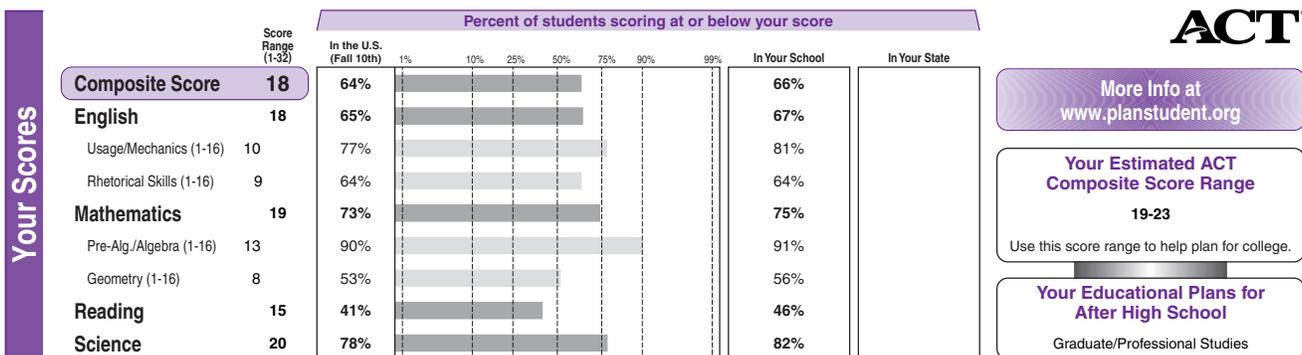
GRADE: 10
SORT CODE: --

SCHOOL NAME: EXAMPLE HIGH SCHOOL

SCHOOL CODE: 000000

TEST FORM: 00A

TEST DATE: OCTOBER 3, 2011



More Info at
www.planstudent.org

Your Estimated ACT Composite Score Range
19-23
Use this score range to help plan for college.

Your Educational Plans for After High School
Graduate/Professional Studies

How do you compare with other students who took PLAN?

Next to your scores, you'll find the percent of students scoring at or below your score. These figures are called "norms" and show the percentage of students, in a given group, who earned a score equal to or lower than yours. In the example on page 3, Ann C. Taylor's report shows 65% next to her English score. This means she scored as high as or higher than 65% of students in the comparison group who took PLAN. The bar graph helps you to see which of your scores are strongest and weakest. Very few students have equal skills in all subject areas.

Your scores will be compared to those in the national norm group. This shows you how your scores compared to those of students across the country who took PLAN.

If your school requested local comparisons, percentages will be shown under In Your School. You can see how you did compared to other students taking PLAN at about the same time in your school. If you took PLAN in a state that uses these tests in most schools in the state, you may also see percentages in the column In Your State. Don't worry if any of these columns are blank. This just means your school did not ask for school or state norms.

Your Estimated ACT Composite Score Range

PLAN and the ACT® test cover the same subject areas. PLAN is designed for tenth graders and the ACT is designed for eleventh and twelfth graders. Over time, PLAN and the ACT measure your college readiness skills as you progress through high school. Your PLAN scores can be used to predict how you are likely to do if you take the ACT as an eleventh or twelfth grader. Improving your study habits or taking more challenging courses may improve upon your estimated ACT scores. Keep in mind that this score range is only an estimate, not a guarantee. You need to keep working at learning.

You can use this estimated score range to see if you are on track to achieve the scores you want by the time you take the ACT later in high school. Are there subject areas where taking additional courses or gaining additional skills might improve your preparation for college?

Your Educational Plans for After High School

PLAN asked you to consider your future educational plans. You can find your response on the front of your PLAN Score Report.

PLAN was designed as the midpoint of a long-term assessment system that starts with EXPLORE® and continues with the ACT. All three programs are built around the same four tests: English, Mathematics, Reading, and Science. However, the material tested in each program gets progressively more difficult. This is why the top score for each test is different as shown below.

Program	Grade Level	Composite Score Range
EXPLORE	8 and 9	1 to 25
PLAN	10	1 to 32
ACT	11 and 12	1 to 36

The Estimated ACT Composite Score Range on your PLAN Score Report tells you how other students scored on the ACT as seniors after achieving the same Composite Score as you received on PLAN. When you take the ACT as an eleventh or twelfth grader, you are likely to receive a Composite Score in the score range shown on your report.

Your Plans for High School and Beyond

Compare Your Courses to Core

What is “Core”? Core is a suggested minimum set of college preparatory courses to be taken in high school. When thinking about what courses you should take, consider not only the number of courses you take, but also the content, level, and challenge of those courses.

So, what courses should you be taking? Following are the minimum number of courses as recommended by *A Nation at Risk*, the prominent report on American education from the National Commission on Excellence in Education.

- 4 years of English
- 3 years of math
- 3 years of laboratory science
- 3 years of social studies

When you took PLAN, you were asked about the courses you plan to take in high school. This section of your Score Report compares your plans to Core recommendations. In the example below, this student should take at least one more year of science to meet Core. See your counselor if your high school course plans fall short of Core.

Successfully completing additional courses like Speech, Trigonometry, Calculus, Physics, and advanced history courses can result in higher ACT scores. This means you’re more likely to do well in typical first-year college courses. Check out the Coursework Planner starting on page 11 of this booklet. It’s a great tool to help you work out your courses for next year.

Compare Your Scores to College Readiness Benchmarks

Thinking about college? You should be.

A college education can open many doors for you. In fact, most jobs (and almost all high-paying jobs) require some education or technical training after high school. While college may seem a long way off, you can start preparing now by planning to take (and work hard in) challenging core courses in high school. This way, you’ll have the best chance to learn the skills you need to be ready for college.

College Readiness Benchmarks

How can you tell if you’re on track for college? Your PLAN results give you an early indication of how likely you are to be ready for college-level work if your academics continue at the current pace. ACT has identified College Readiness Benchmark Scores that reflect the foundation you are developing for the skills you will need by the time you finish high school.

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.

	0 Years	1 Year	2 Years	3 Years	4 Years	5+ Years
English	[Progress bar: 4 years]					
Mathematics	[Progress bar: 3 years]					
Social Studies	[Progress bar: 3 years]					
Science	[Progress bar: 2 years]					

About Your Course Plans. Your plans fall short of the recommended courses. (Most successful college students completed all of these recommended courses when they were in high school.) Talk to your counselor or teacher to make sure you are getting the courses you need.

College Readiness

Students scoring at or above these benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

Benchmark Scores (10th Grade)	Your score is:		
	Below	At	Above
English 15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics 19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading 17	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science 21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Your Scores. One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.

Admission Standards

Colleges differ in their admission standards. For example, most students in “selective” colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16–21
Traditional	18–24
Selective	21–26
Highly Selective	25–30

Profile for Success

Your Career Area Preference

No Response

There’s no profile based on your response. Successful college sophomores typically have ACT Composite scores of:

22–26

See Using Your PLAN Results.

Your reported needs	<ul style="list-style-type: none"> Making plans for my education, career, and work after high school Improving my writing skills Improving my reading speed and comprehension Improving my study skills Improving my mathematical skills Improving my computer skills Improving my public speaking skills
----------------------------	--

In the College Readiness area of your Score Report, the check marks show whether you scored above, at, or below the benchmark scores. Students that score at or above the College Readiness Benchmark Scores for PLAN (for those taking PLAN in Grade 10) or ACT (for those taking PLAN in Grade 11) in English, math, and science are likely to be ready to do well in entry-level college courses in these subjects when they graduate from high school. (PLAN and ACT scores are based on the same scale, so the ACT benchmarks are appropriate for 11th-grade students.) Students scoring at or above the reading benchmark are likely to be developing the level of reading skills they will need in all of their college courses. Of course, this assumes that these students will continue to work hard and take challenging courses throughout high school.

Your College Readiness Action Plan

- Look at how your scores compare to the College Readiness Benchmark Scores on your Score Report.
 - Are your scores at or above the benchmark scores? If so, you are doing well, but keep working hard. There is still a lot you need to learn.
 - Are your scores below the benchmark scores? It's important to start taking action now. Talk to your teachers or counselor about how you can improve in these areas. Remember, there is still time to get on track. Review the suggestions for improving your skills on the back of your report.
- Make sure you are taking the recommended number and level of core courses.
- Begin thinking about what you would like to study in college.

Remember, you still have time to improve your skills before you graduate from high school, but you need to be sure you have a plan for your remaining high school years.

Admission Standards

Your scores on the ACT are just one of several factors that colleges will use when making an admission decision. Your grades in high school, the number of challenging courses you took, and your involvement in extracurricular activities and in

leadership positions are all important factors as well. Most (but not all) colleges will ask you to complete an application for admission, write an essay on a topic important to you, or even invite you to campus for an interview with an admissions counselor. All of these represent opportunities for you to put your best foot forward and show colleges what you can do.

Colleges differ widely in their admission standards. Some colleges require that you receive better grades in high school and higher ACT scores than others. Your PLAN Score Report shows you a range of ACT scores required by colleges with different admission standards. Compare your Estimated ACT Composite score range with the range that is typical for colleges in which you are interested. If your score range is lower than that of colleges similar to the ones you are considering, ask your counselor about the subject areas in which you need to improve.

Profile for Success

One way to see if you will be ready for college is to compare yourself to successful college students. Your Profile for Success can help you do this. Your Profile for Success shows a range of ACT Composite scores typical of successful college sophomores—those having a B grade average or higher. (The students obtained their ACT scores when they were in high school.)

When you completed PLAN, you were asked to choose one of 26 Career Areas containing jobs you liked best. We used your answer to make the Profile for Success relevant to you. The Profile for Success score range on your report is based on successful college sophomores majoring in a field similar to the Career Area you told us you prefer. If you did not express a Career Area Preference, your Profile for Success score range is based on successful college students in a wide range of majors.

By comparing your Estimated ACT Composite score range to the Profile for Success score range, you can see how you are measuring up. If your score range overlaps or exceeds the Profile, you are on track. If your score range falls short of the Profile, it's a good time to look more closely at the jobs in your preferred Career Area and learn more about the type of work and preparation needed. This can help you build a plan for improving your readiness to undertake that preparation.

Profiles for Success are available for each of ACT's 26 Career Areas. Go to www.planstudent.org and click on the World-of-Work Map under Quick Links, select a career area, then scroll to the bottom of the screen to find out more.

Your Reported Needs

When you took PLAN, you were asked whether or not you needed help in each of seven different areas. Those areas checked on your report are the areas you said you needed help with. Do you see a need for help in areas where your skills (test scores) are weakest? Compare your lowest percentile rank with the needs listed. Then talk about them with your parents, school counselor, or teachers. This is the best way to make sure you get the help you need.

Your Career Possibilities

It's not too soon to begin exploring possible careers. With thousands of occupations in the work world, where do you begin? Your PLAN Score Report helps you start by focusing on a few Career Areas (groups of similar occupations). Take a look at Steps 1, 2, and 3 under *Your Career Possibilities* on your Score Report.

Step 1: The World-of-Work Map

Exploring careers is easier if you have a good map. The World-of-Work Map can give you a sense of direction. The Map shows how Career Areas differ in their involvement with four basic work tasks:

People: People you help, serve, care for, or sell things to.

Data: Facts, numbers, files, and business procedures.

Things: Machines, tools, living things, and materials such as food, wood, or metal.

Ideas: Knowledge, insights, and new ways of expressing something (with words, equations, music, etc.).

These four work tasks are the four “compass points” of the Map. For example, occupations in Career Area C (Management) mostly involve working with people and data, so it is located in

the upper left part of the Map, as are other Career Areas involving people and data. On the other side of the Map, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things.

Step 2: Your Results

Take a look at your World-of-Work Map. Seeing the similarities and differences between Career Areas can help you think about where to start exploring. But the Map does more. When you completed PLAN, you were asked to:

- Choose a Career Area having jobs you might like
- Complete an Interest Inventory

The World-of-Work Map includes the Career Area you told us you like best and highlights Career Areas related to your interests. These Career Areas have occupations where people do the kinds of work tasks you told us you enjoy—so they are good places to start exploring careers! Talk to your counselor, teacher, or parents if you have questions.

Step 3: Exploring Career Options

This is a good time to look at all of the Career Areas and pick at least two to explore now. You can explore others later.

Find out more about occupations in these Career Areas. Occupational information such as descriptions, salary, growth, entry requirements, and related occupations is available at www.planstudent.org.

My interest inventory results are in Region 99. What does this mean?

Your pattern of interest scores does not suggest a clear direction at this time. As you complete Step 3 on your Score Report, think about your preferences for the four basic work tasks (people, data, things, ideas). This can help you select Career Areas to explore.

My interest inventory results don't agree with the Career Area I chose. Is this a problem?

Not at all! Each is important, and only you can decide how much attention each deserves. Talk to your counselor or teacher if you need to sort things out.

Your Career Possibilities

STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks (involving people, things, data, and ideas).

The Map is divided into 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things.

STEP 2: Your Interests

When you completed PLAN you were asked to:

- choose a Career Area you would like.
- complete an interest inventory.

Your results are shown on the World-of-Work Map below.

- Your Career Area choice was missing.
- Your interest inventory results suggest that you may enjoy jobs in map regions 5 and 8. See the Career Areas in those regions.

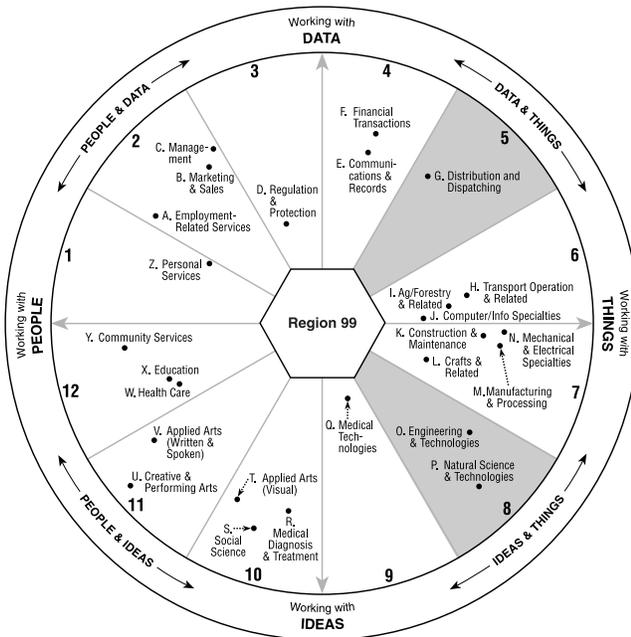
STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially any that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the tips in your booklet, or go to www.planstudent.org.

World-of-Work Map



Information for Counselors

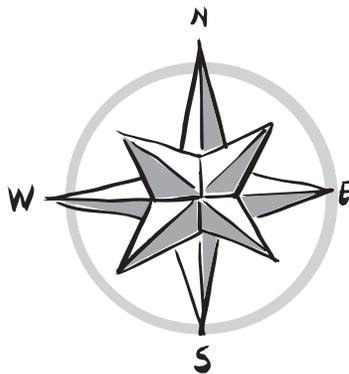
Scores: R5 17 A5 S6 E6 C7
%Like, Indifferent, Dislike: 24—55—21

Career Area List

- | | |
|---|---|
| <p>A. Employment-Related Services
Human Resources Manager; Recruiter; Interviewer</p> <p>B. Marketing & Sales
Agents (Insurance, Real Estate, etc.); Retail Salesworker</p> <p>C. Management
Executive; Office Manager; Hotel/Motel Manager</p> <p>D. Regulation & Protection
Food Inspector; Police Officer; Detective</p> <p>E. Communications & Records
Secretary; Court Reporter; Office Clerk</p> <p>F. Financial Transactions
Accountant; Bank Teller; Budget Analyst</p> <p>G. Distribution & Dispatching
Warehouse Supervisor; Air Traffic Controller</p> <p>H. Transport Operation & Related
Truck/Bus/Cab Drivers; Ship Captain; Pilot</p> <p>I. Agriculture, Forestry & Related
Farmer; Nursery Manager; Forester</p> <p>J. Computer & Information Specialties
Programmer; Systems Analyst; Desktop Publisher; Actuary</p> <p>K. Construction & Maintenance
Carpenter; Electrician; Bricklayer</p> <p>L. Crafts & Related
Cabinetmaker; Tailor; Chef/Cook; Jeweler</p> <p>M. Manufacturing & Processing
Tool & Die Maker; Machinist; Welder; Dry Cleaner</p> <p>N. Mechanical & Electrical Specialties
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer</p> | <p>O. Engineering & Technologies
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect</p> <p>P. Natural Science & Technologies
Physicist; Biologist; Chemist; Statistician</p> <p>Q. Medical Technologies (also see Area W)
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)</p> <p>R. Medical Diagnosis & Treatment (also see Area W)
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist</p> <p>S. Social Science
Sociologist; Political Scientist; Economist; Urban Planner</p> <p>T. Applied Arts (Visual)
Artist; Illustrator; Photographer; Interior Designer</p> <p>U. Creative & Performing Arts
Writer; Musician; Singer; Dancer; TV/Movie Director</p> <p>V. Applied Arts (Written & Spoken)
Reporter; Columnist; Editor; Librarian</p> <p>W. Health Care (also see Areas Q and R)
Recreational Therapist; Dental Assistant; Licensed Practical Nurse</p> <p>X. Education
Administrator; Athletic Coach; Teacher</p> <p>Y. Community Services
Social Worker; Lawyer; Paralegal; Counselor; Clergy</p> <p>Z. Personal Services
Waiter/Waitress; Barber; Cosmetologist; Travel Guide</p> |
|---|---|

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Tips for Exploring Career Possibilities

When you think about how important work will be in your entire life, it makes sense to start planning early.

Your counselor, teachers, or parents can help you think through your plans. But it's up to you to put it all together. Here are some good ideas to get you moving in the right direction.

Get More Information

Try to find out more about occupations that interest you.

ASK your teacher, counselor, librarian, or a parent where you can find books, pamphlets, or computer-based information on occupations.

SEARCH the Internet for information about possible occupations that interest you. Two websites are listed in the next column.

GATHER firsthand information about careers you are considering. Talk with people who work in careers that interest you. Ask them what a typical day is like, how they prepared for the career, what they like and dislike about it.

TALK with teachers, parents, and other adults about occupations related to the subjects you like. You may get some new ideas about occupations you might like. Your teachers also may be able to put you in touch with former students who can tell you how they prepared for their careers.

FIND OUT how to best prepare for the future you want. Learn about the entry requirements for an occupation you are thinking about. Are they in line with your plans for education after high school? How might you need to adjust your educational plans to fit this career possibility?



Books on Careers

Your library can be a good source of career information. Two useful books:

Occupational Outlook Handbook. Revised every two years. U.S. Government Printing Office. Describes occupations and the outlook for future openings. Available from your school, public library, or on the Internet at www.bls.gov/oco.

New Guide for Occupational Exploration: Linking Interests, Learning, and Careers (4th Edition). JIST Works, Inc. 2006. Describes groups of similar occupations.

Websites for Career Information



For descriptions of many occupations, plus information on salary, entry requirements, and related occupations, go to www.planstudent.org.

To find information about occupations in the Air Force, Army, Marines, and Navy, go to www.todaysmilitary.com.

Ask your counselor about ACT's DISCOVER[®], an online program for career and educational planning.

Building Your Skills

The back of your Score Report describes the skills and knowledge you have probably already developed. You'll also see some ideas for building your skills and knowledge even further in the different subject areas. The descriptions and suggestions are based on your own scores and are intended to help you strengthen your skills and

understanding in important ways in each subject area. You will definitely want to discuss these ideas with your counselors, teachers, and parents so that you can work together to get the most from your courses and reach the goal of being "college ready." You can also review the answers you gave to each of the questions on PLAN. Refer back to your test booklet to check on those questions you answered incorrectly and which response was correct.

TAYLOR, ANN C

Your Skills

More Info at www.planstudent.org

Ask for your test booklet so you can review the questions and your answers. "+ " = correct answer, "o" = no response, "x" = marked more than one answer

Suggestions for improving your skills are based on your scores.

SUBSCORE AREA (u = Usage; r = Rhetorical Skills)														
Question	Correct Answer		Your Answer	Subscore	Question	Correct Answer		Your Answer	Subscore	Question	Correct Answer		Your Answer	Subscore
1	A	+	r		18	J	+	r		35	A	+	r	
2	H	+	u		19	C	+	u		36	H	G	r	
3	B	A	r		20	H	G	u		37	B	C	u	
4	H	+	u		21	C	+	r		38	G	+	r	
5	A	+	u		22	G	F	u		39	A	+	r	
6	G	H	u		23	B	+	r		40	H	J	u	
7	C	+	u		24	H	+	u		41	C	+	u	
8	F	+	r		25	D	B	r		42	F	J	u	
9	A	+	u		26	G	F	u		43	B	D	r	
10	H	+	u		27	A	+	u		44	G	+	u	
11	C	B	r		28	H	+	u		45	D	+	r	
12	F	+	u		29	C	D	u		46	F	H	u	
13	D	A	u		30	J	+	r		47	C	+	u	
14	G	+	u		31	A	B	r		48	F	+	u	
15	B	C	r		32	G	+	u		49	D	C	r	
16	F	+	u		33	D	+	r		50	G	+	u	
17	D	C	r		34	F	H	u						

- You correctly answered 30 out of 50 questions.
- You omitted 0 questions.
- You incorrectly answered 20 questions.

Content Areas

Topic Development

read closely writers like George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman
write longer and more sophisticated essays
describe the main idea of a paper you wrote
read writing aloud; cut out sentences that don't fit the topic

Organization

draft problem-solution or compare-contrast papers, using appropriate transition words or phrases like *because* or *therefore*
have a classmate read your paper and mark parts where more information is needed
try different ways to begin papers (present startling information, a question, main points, etc.); see how each changes the rest of the paper

Word Choice

revise writing to delete clumsy repetition, as in changing "The puppy dog barked noisily and loudly." to "The puppy barked loudly."
read a published essay and note the way words, details, and sentence lengths can create tone
continue learning the uses and meanings of transition words and phrases like *indeed*, *furthermore*, and *however*, practice their use in your writing

Sentence Structure

write increasingly sophisticated sentences, handling effectively such elements as introductory phrases like "in the past, . . ."

Usage

become familiar with commonly used idioms like "hold your horses"
check each verb to make sure it matches the subject in number and person, even when other nouns are between them

Punctuation

use commas to set off expressions that aren't essential to the sentence (for example, "Bob, in spite of all the bad reviews, wanted to see the movie.")
delete commas that create unnecessary pauses, as in "He walked[,] by quickly."

SUBSCORE AREA (a = Algebra; g = Geometry)														
Question	Correct Answer		Your Answer	Subscore	Question	Correct Answer		Your Answer	Subscore	Question	Correct Answer		Your Answer	Subscore
1	A	+	g		15	E	+	g		29				

- You correctly answered 30 out of 50 questions.
- You omitted 0 questions.
- You incorrectly answered 20 questions.

Content Areas

Basic Operations

draft problem-solution or compare-contrast papers, using appropriate transition words or phrases like *because* or *therefore*

Coursework Planning

Reaching your goals requires careful planning. Use this Coursework Planner to organize the high school courses you will need and want to take next year and beyond. Ask your teacher or counselor for help.

Step 1 It helps to keep your career preferences in mind as you plan your courses. In the *Your Career Possibilities* section of your score report you were asked to think about Career Areas having jobs you might like best. Look at the box below. Circle the **letters** of two or three Career Areas that interest you most right now. (Career Area titles and letters are shown on page 8 of this booklet and on page 1 of your score report.) Below each letter is a column of checkmarks. Circle **every checkmark** under the Career Area letters you chose.

For example, if you prefer Marketing & Sales and Financial Transactions, circle the letters B and F, and circle every checkmark under B and F.

Step 2 Each subject area has a row of checkmarks. Circle every subject area title that has a circled checkmark anywhere in its row. These are the subject areas most closely related to your career preferences.

For example, if you prefer Career Areas B and F you would circle English, Mathematics, Social Studies, Communications, and Business & Computers.

Step 3 Your Coursework Planner begins on page 12. Find the subject areas you circled below and circle these same subject areas on your Planner.

Step 4 Ask your teacher or counselor about the kinds of core courses you should be taking. Write each course in the box next to its subject area. Be sure your plans are on track to meet the recommended minimum number of core courses in high school: 4 years of English and 3 years of Mathematics, Social Studies, and Science.

Core courses not only prepare you for college, but also teach the skills you will need wherever you go. Note that one or more of the core courses are also related to your career preferences.

Step 5 Ask your teacher or counselor about courses you are required to take next school year. Write each course in the box next to its subject area.

Step 6 Ask your teacher or counselor about elective courses that you can take. Consider taking courses in subject areas you circled—the ones related to your career preferences.

Repeat these steps for each year of course planning you do. An example of a completed Coursework Planner for one year is shown on page 14.

Subject Areas	Career Area Letters																									
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
English/Language Arts	✓	✓	✓		✓										✓	✓		✓	✓	✓	✓	✓		✓	✓	
Mathematics	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓
Social Studies/Sciences	✓	✓	✓	✓		✓				✓								✓	✓		✓	✓	✓	✓	✓	✓
Science				✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓		
Health and Fitness				✓														✓	✓		✓		✓	✓	✓	✓
Foreign Languages			✓	✓			✓									✓		✓	✓			✓		✓	✓	✓
Arts																					✓	✓		✓		
Music																						✓		✓		
Communications	✓	✓	✓	✓																		✓	✓		✓	✓
Agriculture									✓							✓										
Business & Computers	✓	✓	✓	✓	✓	✓	✓		✓	✓										✓			✓		✓	✓
Family & Consumer Sciences			✓									✓									✓					✓
Industrial Arts & Technologies								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓			✓

Coursework Planner for Grade ____

Make as many copies as you need to plan your courses.

Subjects	Courses
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Core Area Courses

English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	

General Courses

Health and Fitness (for example: First Aid, Health, Physical Education)	
Foreign Languages (for example: French, German, Spanish)	
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	
Communications (for example: Drama, Speech)	

Specialized Courses

Agriculture (for example: Agribusiness, Animal Husbandry, Landscaping, Horticulture)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

Coursework Planner for Grade ____

Make as many copies as you need to plan your courses.

Subjects	Courses
----------	---------

Core Area Courses

English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	

General Courses

Health and Fitness (for example: First Aid, Health, Physical Education)	
Foreign Languages (for example: French, German, Spanish)	
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	
Communications (for example: Drama, Speech)	

Specialized Courses

Agriculture (for example: Agribusiness, Animal Husbandry, Landscaping, Horticulture)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

Example Coursework Planner for Grade 11

Note: If courses will differ per term, be sure to indicate this on the planner.

Subjects	Courses
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Core Area Courses

English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	<i>Honors English III (Semester 1 & 2)</i> <i>Journalism (Semester 2)</i>
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	<i>Trigonometry (Semester 1)</i> <i>Statistics (Semester 2)</i>
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	<i>U.S. History II (Semester 1 & 2)</i>
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	<i>Chemistry (Semester 1 & 2)</i>

General Courses

Health and Fitness (for example: First Aid, Health, Physical Education)	
Foreign Languages (for example: French, German, Spanish)	<i>Spanish III (Semester 1 & 2)</i>
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	<i>Chorus (Semester 1 & 2)</i>
Communications (for example: Drama, Speech)	

Specialized Courses

Agriculture (for example: Agribusiness, Animal Husbandry, Landscaping, Horticulture)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	<i>Accounting I (Semester 1)</i>
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

A Message to Parents

A college education has many benefits. College graduates have more opportunities available to them, including more job options and higher earning potential. To be prepared for college, it is important that students build a high school plan that meets their academic needs and considers their personal interests. By taking PLAN, your student has taken an important step in the planning process for college.

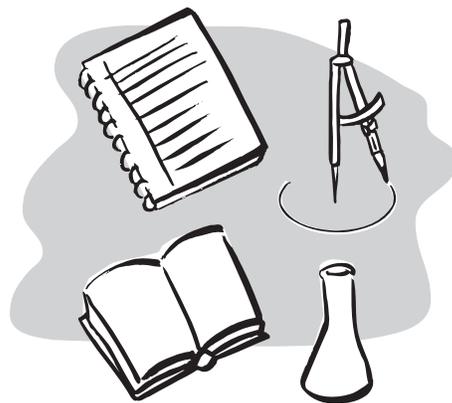
Being prepared for college means taking the right courses in high school. All students need to take at least the minimum high school core curriculum (4 years of English, and at least 3 years each of math, social studies, and science). In addition to taking the right number of courses in each subject, make sure the courses your son or daughter takes are rigorous, college prep courses and that he or she puts in the work to do well in those courses.

PLAN provides an early indication of readiness for college. Compare your son's or daughter's scores to those of other students in his or her grade and to the College Readiness Benchmarks. If he or she is scoring at or above expectations, it is important to keep working hard to stay on track for college. For students scoring below expectations, there is still time to address areas where improvement is needed. PLAN identifies these areas so students know where they need to improve.

Getting the best education possible is an important key to your child's future. PLAN organizes the important information you need to consider in helping your son or daughter develop educational plans to meet his or her goals. For more ways to use the PLAN Student Score Report, visit www.planstudent.org.

Checklist for Parents

- Make sure your child is taking at least the minimum recommended high school core curriculum.
- Encourage your son or daughter to take rigorous, college prep courses beyond the Core.
- Talk to your son or daughter about careers, college majors, and life after high school.
- Begin to compile a list of possible college options with your son or daughter.
- Begin to explore options for financing a college education.



Un mensaje a los padres de familia.

Una educación universitaria ofrece muchos beneficios. Los titulados de una universidad tienen a su disposición más oportunidades, que incluyen más opciones de empleos y un potencial mayor de ingresos económicos. Estar preparado para la universidad, es importante que los estudiantes estructuren un plan en la preparatoria que cumpla con sus necesidades académicas y tome en consideración sus intereses personales. Al presentar el examen PLAN, su hijo o hija habrá tomado un paso importante en el proceso de planificación para ir a la universidad.

Estar preparado para ir a la universidad significa cursar las materias apropiadas en la preparatoria. Todos los estudiantes necesitan cursar como mínimo el plan de estudios con las materias fundamentales de la preparatoria (4 años de inglés y por lo menos 3 años de matemáticas, estudios sociales y ciencias). Además de cursar el número correcto de cursos en cada materia, asegúrese que los cursos que tomará su hijo o hija sean rigurosos, cursos que los preparen para la universidad y que él o ella se dedique a estos para obtener las mejores calificaciones en dichos cursos.

El examen PLAN proporciona una indicación anticipada de sus posibilidades de estar preparados para ir a la universidad. Compare las calificaciones de su hijo o hija con los demás estudiantes en su mismo año escolar y con las calificaciones como punto de referencia para estar listo para la universidad. Si las calificaciones de él o ella están dentro o más allá de las expectativas, es importante que sigan esforzándose para seguir en la trayectoria a la universidad. En el caso de los estudiantes con calificaciones por debajo de las expectativas, sigue habiendo el tiempo suficiente para hacer notar las áreas donde es necesario mejorar. El examen PLAN identifica esas áreas de manera que los estudiantes estén enterados dónde necesitan mejorar.

Obtener la mejor educación posible es una llave importante hacia el futuro de su hijo. El examen PLAN organiza los datos importantes que necesita tomar en cuenta para prestarle ayuda a su hijo o hija a desarrollar planes educativos para cumplir con sus metas. Si desea consultar más maneras para utilizar el reporte de calificaciones de los estudiantes en el examen PLAN, visite la página Web www.planstudent.org.

Puede descargar esta guía traducida al español en www.act.org/plan/pdf/UsingPlanResultsSP.pdf.

Lista de verificación para los padres de familia

- Asegúrese que su hijo o hija esté cursando por lo menos las materias mínimas recomendadas en el plan de estudios fundamental de la preparatoria.
- Anime a su hijo o hija a tomar cursos rigurosos y que sirvan como preparativos para la universidad y más allá de las materias fundamentales.
- Hable con su hijo o hija acerca de las carreras, las maestrías universitarias y la vida después de la preparatoria.
- Empiece por recopilar, en compañía de su hijo o hija, una lista de las posibles opciones de diferentes universidades.
- Empiece a explorar las opciones para financiar la educación universitaria.



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