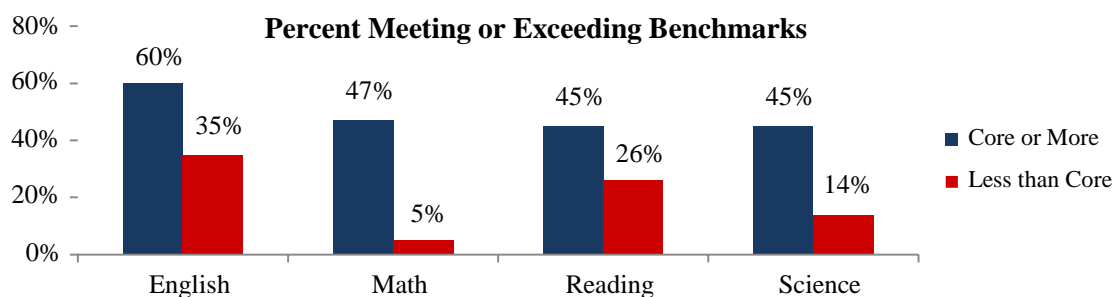


Prepare Yourself to Finish....

The Montana ACT Council Recommends *Core or More*

Montana high school students who followed these course patterns scored the following average ACT scores in 2016:

Core or More	High School Course Patterns	Avg. ACT [®] Scores MT 2016
English 4 or More	English 9, English 10, English 11, English 12, Other English	20.7
	English 9, English 10, English 11, English 12	19.3
	Less than 4 years of English	15.9
		English Benchmark* - 18
Math 3 or More	Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus**	24.9
	Algebra 1, Algebra 2, Geometry, Trigonometry, Other Advanced Math**	22.5
	Algebra 1, Algebra 2, Geometry, Other Advanced Math	20.7
	Algebra 1, Algebra 2, Geometry	18.1
	Less than 3 years of Math	16.2
		Math Benchmark - 22
Natural Science 3 or More	General Science, Biology, Chemistry, Physics	23.4
	General Science, Biology, Chemistry	21.3
	Less than 3 years of Natural Science	18.2
		Science Benchmark - 23
Social Science 3 or More	Other combination of 4 or more years Social Science	22.6
	US History, World History, American Government, Other History	21.4
	US History, World History, American Government	20.3
	Less than 3 years of Social Science	18.7
		Reading Benchmark - 22



*Students who meet an ACT College Readiness Benchmark have a 50% chance of earning a B or better and approximately a 75% chance of earning a C or better in the corresponding college course or courses.

Students who take dual/concurrent enrollment courses[†] or Advanced Placement[‡] classes are more prepared for the academic challenges of college.

2016-2017 Montana ACT Council

Gary Kidd, ACT Council Chair, Vice Principal, Belgrade Public Schools

Greg Upham, ACT Council Chair-Elect, Assistant Superintendent, Helena Public Schools

Stevie Schmitz, ACT Council Past Chair, Director of Educational Leadership, Rocky Mountain College

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Joan Meyer, Testing Analyst, Helena Public Schools

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Questions? Contact ACT District Manager, Savannah Schott at savanah.schott@act.org

More Than a Score

Current gauges of college and career readiness tend to focus on academic preparation and achievement, but a mounting body of evidence shows that success in school and the workplace is multidimensional. ACT's Holistic Framework includes four domains: core academic skills, cross-cutting capabilities, behavioral skills, and education and career navigation. These domains provide a more integrated picture of education and work readiness from kindergarten to career.

Core Academic Skills: Core academic knowledge and skills include domain-specific knowledge and skills that are required to effectively perform essential tasks in the core academic contents.



English Language Arts: Literacy skills related to comprehension and capacity for use of written and oral language.



Mathematics: Relating and transforming numeric and symbolic quantities, including applications to data sets, patterns, space, and change.



Science: Gathering and interpreting observations, experimental data, and disciplinary content knowledge in order to predict and explain phenomena.

Behavioral Skills: Behavioral skills include interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.



Acting Honestly: Describes the extent to which a person values and adheres to ethical and moral standards of behavior, as well as personal level of humility.



Getting Along with Others: Describes the extent to which a person interacts positively and cooperates with others, and is generally kind, friendly, and tactful.



Keeping an Open Mind: Describes a person's level of open-mindedness and curiosity about a variety of ideas, beliefs, people, and experiences.



Maintaining Composure: Describes the extent to which a person is relatively calm, serene, and able to manage emotions effectively.



Socializing with Others: Describes a person's preferred level of social interaction, behavior in interpersonal situations, and optimism.



Sustaining Effort: Describes a person's level of diligence, effort organization, self-control, and compliance with rules.

Education & Career Navigation: Education and Career Navigation includes personal characteristics, processes, knowledge and skills that influence individuals as they progress through their educational and career paths.



Self-Knowledge: Perceptions of one's own abilities, interests, skills, values, attitudes, beliefs, etc. that contribute to understanding the self.



Environmental Factors: Information, conditions, and experiences related to education and work that are acquired primarily from external sources and surroundings.



Integration: Ongoing process of combining self-knowledge and environmental factors to form personally-relevant knowledge structures used to evaluate information and to plan courses of action pertaining to education and work.



Managing Career & Education Actions: Ongoing process of implementing plans and enacting purposive behaviors that facilitate education and occupation progress.

Cross-Cutting Capabilities: Include applications of knowledge, skills, and behaviors that facilitate the performance of functions necessary for success in academics and work OR necessary for the effective acquisition and application of knowledge by individuals or groups.



Collaborative Problem Solving: Using social and cognitive knowledge, skills, and strategies to successfully collaborate with a group to solve a problem.



Learning Skills: Using cognitive and behavioral strategies and methods to effectively facilitate and manage learning.



Technology and Information Literacy: Using technology knowledge and skills to effectively acquire and apply information.



Thinking Skills: Successfully employing modes of thinking that apply to a broad range of contexts.