



# Progress Learning Implementation Guide for the ACT<sup>®</sup> Test



# A Practical Guide for School Leaders and Teachers

Preparing students for the ACT® test requires more than exposure to test questions. It requires a structured process that helps educators understand where students are starting, identify where skills begin to break down, respond with targeted instruction, and monitor whether students are improving over time.

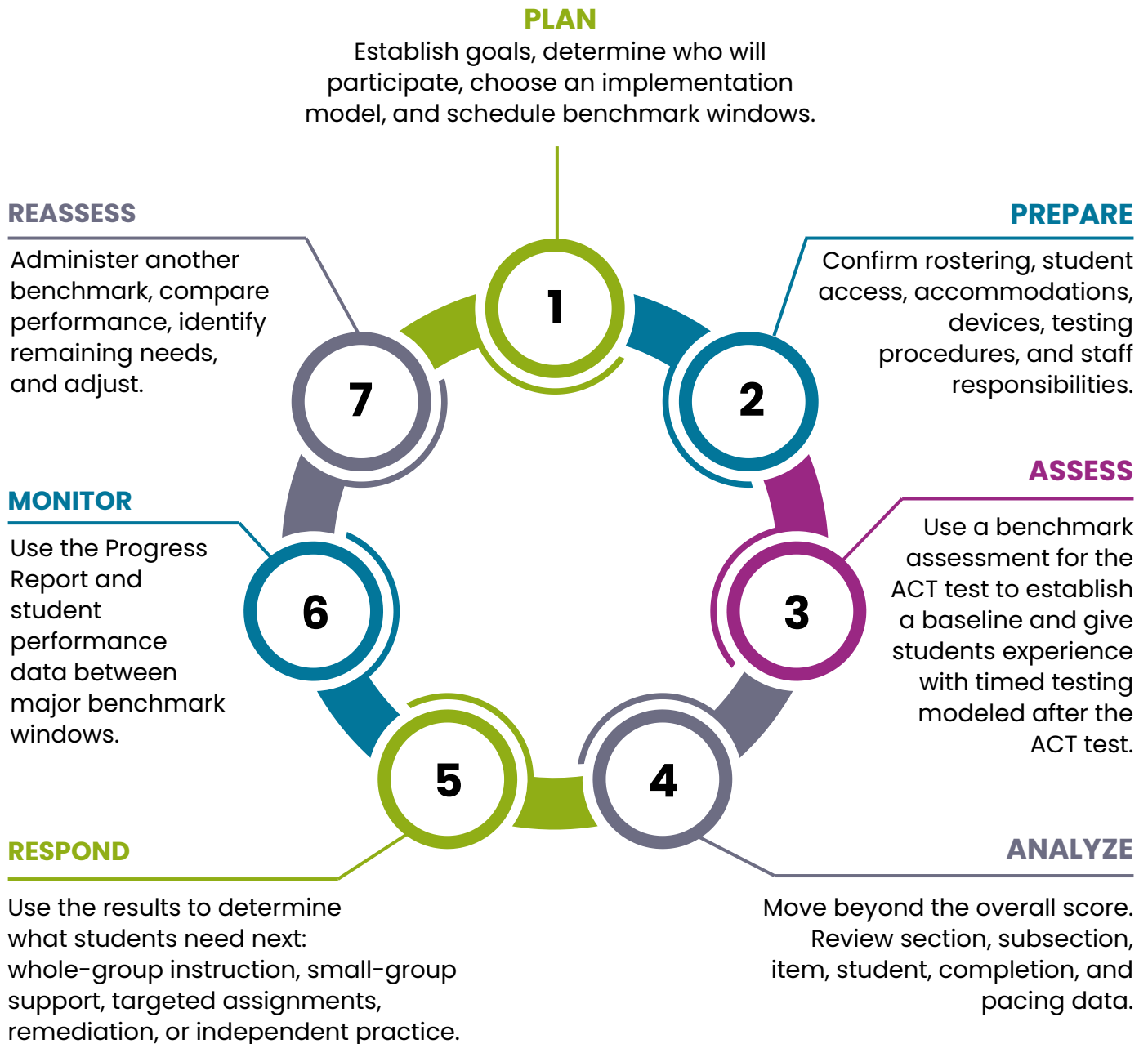
As a Preferred Test Prep Provider of the ACT test, Progress Learning supports this process with benchmark assessments, detailed College & Career Readiness Reports, instructional resources, targeted assignments, Study Plans, Focus Areas, remediation, and progress monitoring.

This guide is designed for school and district leaders planning implementation and teachers putting that plan into practice. It provides a practical framework for establishing a baseline, analyzing student performance, turning data into instructional next steps, monitoring progress, and adjusting support as students prepare for the ACT test.

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# Implementation for the ACT Test at a Glance

A strong implementation follows a repeatable cycle:



Then, the process repeats!

# Quick-Start Checklist

## BEFORE LAUNCH

- ☐ Identify participating students and grade levels.
- ☐ Establish goals for the ACT test. Select an implementation model.
- ☐ Determine which sections of the ACT test will be included.
- ☐ Establish benchmark windows.
- ☐ Determine where preparation for the ACT test will fit into the schedule.
- ☐ Confirm Progress Learning rostering and access.
- ☐ Review student accommodations and testing settings.
- ☐ Identify who will review data and how often.
- ☐ Make sure teachers know where to access training and HelpDocs.

## BEFORE THE FIRST BENCHMARK

- ☐ Confirm student accounts and logins.
- ☐ Verify classes are rostered correctly.
- ☐ Verify accommodations.
- ☐ Confirm devices, browsers, and internet access.
- ☐ Review accessibility tools with students.
- ☐ Practice student login before test day.
- ☐ Review testing procedures and timing.
- ☐ Determine whether students will test by section or in a longer sitting.

## AFTER THE BENCHMARK

- ☐ Review the ACT/SAT Results Report.
- ☐ Start with the Summary tab.
- ☐ Review Subsection Details.
- ☐ Use Item Analysis.
- ☐ Review Student Performance.
- ☐ Check completion using Monitoring.
- ☐ Review scores and pacing with students.
- ☐ Conduct error analysis.
- ☐ Set student goals.
- ☐ Identify instructional priorities.
- ☐ Assign targeted practice.
- ☐ Use Build by Passage for Reading.
- ☐ Use remediation when appropriate.
- ☐ Monitor progress before the next benchmark.

# Part 1: Planning and Supporting Implementation for the ACT Test

## Establish the Purpose of Your Implementation for the ACT Test

Preparation for the ACT test is most effective when assessment, instruction, practice, and intervention are connected rather than treated as separate activities.



Before implementation begins, determine what your school or district wants preparation for the ACT test to accomplish. Possible goals include:

- Establishing a baseline of readiness for the ACT test
- Improving performance in one or more sections of the ACT test
- Supporting students who are below a campus or district target
- Building familiarity with the ACT test before students reach their primary testing year
- Integrating readiness for the ACT test into core instruction
- Providing targeted intervention
- Creating a more consistent preparation process for the ACT test across classrooms or campuses
- Monitoring student growth across multiple benchmark windows

Your implementation does not need to look the same for every student. Use your goals, schedule, student population, staffing, and available instructional time to determine the right approach.

## Choose an Implementation Model

### Dedicated Course for the ACT Test

A dedicated course for the ACT test provides structured time for benchmark assessments, direct instruction, targeted practice, remediation, goal setting, pacing practice, and progress monitoring.

Progress Learning's 9-week and 12-week course frameworks can serve as a starting point, but they should not be treated as fixed pacing guides. Teachers should adjust instructional priorities based on student data.

### Core Content Integration

English, math, reading, and science teachers can incorporate readiness for the ACT test into existing instruction. This allows preparation for the ACT test to reinforce the work students are already doing rather than compete with it.

Teachers may:

- Use bell ringers and instructional resources for the ACT test
- Reinforce skills measured on the ACT test that connect with current classroom content
- Use benchmark data to identify areas that need additional attention
- Assign targeted practice
- Use Progress Reports to monitor mastery

## Intervention, Advisory, or WIN Time

Use benchmark and Progress Report data to identify students who need additional support. Students may use this time for:

- Targeted assignments
- Small-group instruction
- Quick-Click Remediation
- Study Plan practice
- Focus Areas
- Pacing practice
- Goal review

## Grade-Level or Schoolwide Implementation

Schools may administer common benchmarks across a grade level and use the results to identify broader instructional priorities. This can help leaders:

- Identify common skill gaps
- Compare trends across classrooms
- Coordinate support across content areas
- Identify students who need intervention
- Monitor implementation consistently

### Establish Benchmark Windows



#### Benchmark 1: Establish a Baseline

- Administer early enough for teachers to use the results to guide instruction.



#### Benchmark 2: Monitor Progress

- Administer after students have received sustained instruction and practice.
- Compare results with the baseline and identify areas that still need support.



#### Benchmark 3: Evaluate Readiness

- Administer closer to the official ACT test administration to identify final priorities and evaluate growth over time.
- Schools may adjust the number and timing of benchmarks based on their calendar.

## Consider Students' Testing Experience

Students who are new to timed assessments modeled after the ACT test may benefit from a gradual introduction. For ninth graders or first-time test takers, consider administering the first benchmark by section rather than requiring a full sitting.

For example:

- English during one session
- Math during another
- Reading during another
- Science separately, if included

This allows students to become familiar with:

- Timed testing
- Question types found on the ACT test
- The Progress Learning testing experience
- Section-level pacing

In later benchmark rounds, students can move toward longer sittings to build stamina. For students with previous experience taking the ACT test, a longer sitting may provide useful information about both academic performance and pacing.

## Prepare the Platform and Testing Environment

### Confirm the Correct Grade-Level Setup

Progress Learning resources and assessments vary by grade level. Before getting started, use the chart below to confirm which subject teachers should add, which Study Plan students should use, and which Premium Assessment administrators should assign.

| Grade | Teacher Adds          | Students Use            | Administrator Assigns               |
|-------|-----------------------|-------------------------|-------------------------------------|
| 8     | PreACT 8/9 subject    | PreACT 8/9 Study Plan   | PreACT 9 Assessment                 |
| 9     | PreACT 8/9 subject    | PreACT 8/9 Study Plan   | PreACT 9 Assessment                 |
| 10    | Subjects for ACT test | Study Plan for ACT test | PreACT 10 Assessment                |
| 11    | Subjects for ACT test | Study Plan for ACT test | ACT Assessment #1<br>(Licensed ACT) |

For Premium Assessments, administrators should select **ACT/PreACT (Premium Assessments Only)** as the subject before choosing the appropriate assessment. For step-by-step instructions and additional details about grade-level setup, see [Using ACT®, PreACT®, SAT®, and PSAT® Resources in Progress Learning](#).



### Administrator Responsibilities

Before test day:

- Determine who will assign Premium Assessments.
- Confirm the correct assessments are assigned to the correct students.
- Verify assessment dates and times.
- Confirm student and staff access.
- Confirm rostering.
- Review ACT/SAT Settings and Timer Settings.
- Apply student accommodations as needed.
- Confirm device and internet readiness.

Administrators may also lock Premium Assessments for the ACT test and SAT if they do not want teachers assigning them independently.

**HelpDoc:** [School Administrator Setup for ACT®/SAT® testing with Checklist](#)



## Teacher Responsibilities

Before test day:

- Confirm classes are rostered correctly.
- Confirm students can log in successfully.
- Verify accommodations with the administrator.
- Review accessibility tools with students.
- Confirm devices and internet access.
- Practice student login.
- Review testing procedures.
- Reinforce that the assessment is timed.

**HelpDoc:** [Teacher and Student Setup Prior to Test Day with Checklist](#)

## Establish a Data-Review Routine

Data related to preparation for the ACT test becomes valuable when it leads to a clear instructional response.

Determine:

- Who will review results?
- How frequently will the team meet?
- Which reports will be used?
- What decisions should come from those meetings?
- How will teachers receive support when common needs are identified?

A school or district team focused on the ACT test might include:

- Administrators
- Assessment coordinators or coordinators for the ACT test
- Curriculum leaders
- Instructional coaches
- English, math, reading, and science teachers
- Intervention staff
- College and career readiness staff

## Questions for Data Meetings Focused on the ACT Test

- Which sections are strongest?
- Which sections need the most attention?
- Which subsections are contributing to lower performance?
- Are the same needs appearing across multiple classrooms?
- Which students require additional support?
- Are students completing assessments and assignments?
- Are pacing issues affecting performance?
- What has improved since the previous benchmark?
- What should change instructionally before the next checkpoint?



# Part 2: Teacher Implementation Guide

## Assess: Establish a Baseline

Progress Learning benchmark assessments for the ACT test serve both instructional and diagnostic purposes.

For students, benchmark assessments provide experience with:

- Content and question types found on the ACT test
- Timed testing
- Section pacing
- Sustained attention
- Applying academic skills under assessment conditions

For teachers, benchmarks provide information about:

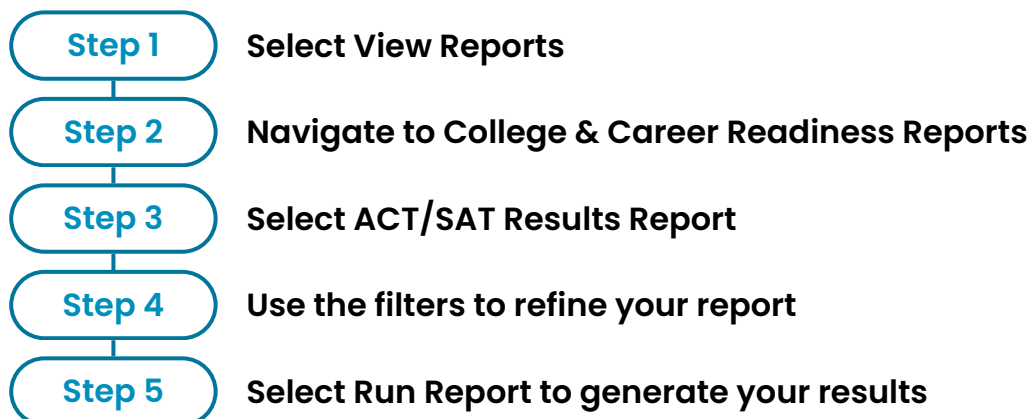
- Section performance
- Subsection performance
- Skill gaps
- Student-level needs
- Pacing
- Completion
- Common misconceptions

Benchmark data should be treated as the beginning of the instructional process, not simply as a predicted score.

## Analyze: Use Reports to Understand Performance

After students complete a benchmark, use the ACT/SAT Results Report.

From the dashboard:



The ACT/SAT Results Report can be accessed by both School Administrators and Teachers regardless of who assigned the assessment.

**HelpDoc:** [How Do I Access and Use ACT/SAT Results Reports?](#)

## Start With the Summary Tab

The Summary tab provides a broad view of student performance in scaled-score language.

It includes:

- Average composite score
- Average score by section
- Average time spent by section
- Published benchmark score for the ACT test by section
- Score distributions by section

Use Summary to identify broad patterns:

- Which section appears strongest?
- Which section needs greater attention?
- Is pacing noticeably different across sections?
- How are scores distributed across the group?

The published benchmark displayed in the report may differ from targets established by your state, district, or school.

The Summary is the starting point. The next views help explain what is driving those results.



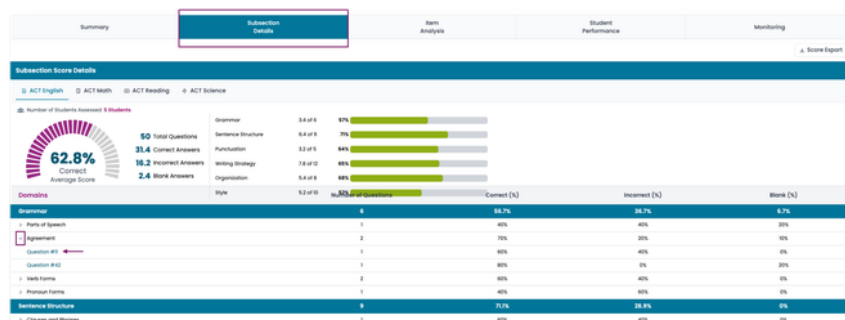
## Review Subsection Details

The Subsection Details tab provides domain and topic level information within an assessment section.

Use it to identify:

- Strongest subsections
- Greatest areas of need
- Patterns across the class
- Topics that require reteaching or additional support
- Areas for small-group support

This view is particularly useful during PLCs and data meetings. Topics can be expanded to show item-level performance, and educators can select a question number to preview the item and correct answer. Because student names do not appear in this view, it can also be useful for reviewing assessment content with students.



## Use Item Analysis to Identify Misconceptions

The Item Analysis tab provides an item-by-item and student-by-student view.

Use it when you want to understand:

- Which items were most difficult
- Which incorrect responses students selected
- Whether a misconception is shared across the class
- Which items should be reviewed together
- Whether a skill needs to be retaught

Select a question number to review:

- The question
- Answer distribution
- Student responses

Use Hide Student Responses when reviewing results with a group.

| Student         | Question 1 | Question 2 | Question 3 | Question 4 | Question 5 | Question 6 | Question 7 | Question 8 | Question 9 | Question 10 | Question 11 | Question 12 | Question 13 | Question 14 | Question 15 | Question 16 | Question 17 | Question 18 | Question 19 | Question 20 | Question 21 | Question 22 | Question 23 | Question 24 | Question 25 | Question 26 | Question 27 | Question 28 |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| McKee, Elaine   | A          | D          | C          | B          | C          | B          | A          | C          | A          | B           | C           | C           | C           | B           | C           | B           | D           | C           | D           | B           | C           | D           | C           | A           | D           | A           | D           | A           |
| McKee, George   | A          | C          | B          | C          | C          | C          | C          | C          | C          | C           | B           | C           | C           | C           | D           | D           | D           | C           | D           | B           | C           | D           | C           | D           | D           | A           | D           | A           |
| McKee, Jerry    | C          | D          | C          | B          | C          | B          | B          | C          | A          | C           | B           | C           | B           | A           | C           | D           | D           | B           | A           | A           | C           | B           | A           | D           | D           | A           | D           | A           |
| McKee, Kramer   | A          | B          | C          | D          | C          | B          | B          | A          | C          | A           | C           | C           | A           | A           | C           | A           | B           | C           | D           | A           | C           | D           | D           | D           | C           | A           | D           | A           |
| Vasquez, Elaine | A          | D          | C          | B          | C          | C          | C          | C          | B          | B           | C           | C           | C           | A           | B           | C           | D           | C           | C           | B           | D           | B           | C           | D           | D           | A           | D           | A           |

## Review Student Performance and Completion

The Student Performance view provides an individual snapshot in scaled-score language.

Use it to identify:

- Individual strengths
- Specific areas of need
- Student score patterns
- Students who may need additional intervention

The Student Score Report includes:

- Summary
- Subsection Details
- Questions and Answers, when available

| Name ↑          | Grade | Composite | English | Math | Reading | Science |
|-----------------|-------|-----------|---------|------|---------|---------|
| McKee, Elaine   | 8     | 23        | 26      | 25   | 19      | 30      |
| McKee, George   | 9     | 24        | 30      | 20   |         | 24      |
| McKee, Jerry    | 9     | 19        | 22      | 12   | 22      | 17      |
| McKee, Kramer   | 9     | 23        | 16      | 33   | 21      | 25      |
| Vasquez, Elaine | 8     | 25        | 24      | 24   | 26      | 33      |

## Help Students Understand Their Scores

Students who are new to the ACT test may interpret their results like classroom percentages. Take time to explain the difference.

A raw score reflects the number of questions answered correctly. That raw performance is converted to a scaled score. For example, answering 14 out of 30 questions correctly should not automatically be interpreted as a 47% classroom grade.

Help students focus on:

- Scaled score
- Score range
- Section performance
- Subsection performance
- Growth over time
- Skills that need additional work

Progress Learning also uses Conditional Standard Error of Measurement, or CSEM, to communicate score ranges. For example, an English benchmark score of 22 with a CSEM of  $\pm 2$  represents a reported range of approximately 20–24.

**Important:** A Progress Learning predicted assessment score is intended to approximate performance on the ACT test but may not reflect an actual ACT test score.

## Build Student Ownership Through Error Analysis, Pacing, and Goals

Students should learn to use their own data rather than simply receive a score.

After a benchmark, have students review:

- Their strongest section
- Their greatest area for improvement
- Missed questions
- Pacing
- Unanswered items
- Focus Areas
- Growth over time

### Error Analysis

Have students categorize missed questions using a simple system:

- **SM — Simple Mistake:** “I knew how to answer this but made an avoidable mistake.”
- **NC — New Content:** “I do not know how to do this yet.”
- **T — Time:** “I ran out of time or rushed.”
- **IG — Incorrect Guess:** “I guessed and answered incorrectly.”

This helps students recognize that different errors require different responses.

### Pacing Reflection

Ask students:

- Which section felt most rushed?
- Where did I spend too much time?
- Did rushing cause avoidable mistakes?
- Did I leave questions unanswered?
- Is my main challenge content, pacing, or both?
- What will I do differently next time?

### Goal Setting

Ask each student to establish:

- One academic goal
- One testing-behavior or pacing goal

Students should revisit those goals after major progress checks and subsequent benchmarks.

## Teach Based on Student Need

Progress Learning includes instructional resources for the ACT test across general strategies and subject-specific content.



**ENGLISH**

Resources include:

- Grammar
- Sentence structure
- Punctuation
- Writing strategy
- Organization
- Style



**MATH**

Resources include:

- Pre-Algebra
- Elementary Algebra
- Intermediate Algebra
- Coordinate Geometry
- Plane Geometry
- Trigonometry



**SCIENCE**

Resources include:

- Data representation
- Research summaries
- Conflicting viewpoints
- Understanding questions
- Analysis
- Synthesis
- Experimental design
- Knowledge questions



**READING**

Resources include:

- Passage types
- Details and implicit meaning
- Main ideas and generalizations
- Author's voice and method
- Meanings of words and phrases
- Relationships

General resources are also available for:

- Overview of the ACT test
- Test-taking basics
- Section-specific strategies
- Goal setting
- Growth mindset

Do not try to teach every available lesson simply because it exists. Let student data determine which topics deserve the most instructional time.

## Teach Strategies for the ACT Test Alongside Content

Students need to learn how to approach the assessment, not only the academic content.

Teachers can model:

- Identifying what a question is asking
- Breaking down complex questions
- Eliminating incorrect answer choices
- Returning to evidence in a passage
- Approaching multi-step problems
- Managing time
- Moving on when a question is taking too long
- Reviewing incorrect responses and explaining reasoning

Timed practice should help students become more efficient while maintaining accuracy.

## Create Targeted Practice

Use the Assignment Builder to create practice based on benchmark data, Progress Report results, or current classroom needs. For English, Math, and Science, target the skills or topics identified in the reports.

Depending on the activity, teachers may incorporate:

- Practice questions
- Videos
- Digital worksheets
- Direct instruction before independent practice

Targeted practice should address a specific instructional need rather than simply increase the number of questions modeled after the ACT test that students complete.

**HelpDoc:** [How Do I Create an Assignment?](#)

## Build Reading Practice for the ACT Test by Passage

For Reading, prioritize Build by Passage in the Assessment Builder.

Reading requires students to work with complete passages and apply multiple skills in context. Passage-based practice creates a more authentic reading experience modeled after the ACT test than relying on isolated skills alone. Use benchmark and Progress Report data to determine which passage types and skills need additional attention.

Passage types may include:

- Prose Fiction
- Social Science
- Humanities
- Natural Science
- Paired Passages

Reading skills may include:

- Details
- Implicit meaning
- Main ideas and generalizations
- Author's voice and method
- Meaning of words and phrases
- Relationships

### Recommended Reading Cycle

1. Identify the need from assessment or Progress Report data.
2. Provide direct instruction when needed.
3. Build a passage-based assignment.
4. Have students complete the passage.
5. Review the results.
6. Discuss reasoning and incorrect responses.
7. Provide additional practice or remediation.



**HelpDoc:** [How Do I Build a Passage Based Test?](#)

## Use Remediation and Independent Practice

### Quick-Click Remediation

Use remediation when:

- A student repeatedly misses the same skill
- A small group shares a gap
- Students need reinforcement after instruction
- Students are not yet ready to move forward

Remediation should respond to identified needs rather than simply add more work.

**HelpDoc:** [How Do I Assign Quick-Click Remediation?](#)

### Study Plans and Focus Areas

- Students can also work independently within their Study Plan for the ACT test.
- The Study Plan provides a broader view of progress across content assessed on the ACT test.
- Focus Areas direct students toward areas where additional practice is needed.
- Students can also use Graded Work to revisit completed assignments and review previous performance.



### Use the Green Dot Challenge

The Green Dot Challenge can help connect preparation for the ACT test with ongoing standards mastery.

Students can use the Progress Report and Study Plan to see Dot Rank and work to move Pink and Yellow areas toward Green.

Use the Green Dot Challenge to:

- Encourage consistent practice
- Reinforce academic skills
- Make growth visible
- Build student ownership
- Connect core instruction with readiness for the ACT test
- Recognize improvement

Consider celebrating growth regularly rather than recognizing only students with the highest scores.

**Video:** [Green Dot Challenge for ACT® and SAT® Readiness](#)

## Monitor Progress Between Benchmarks

The ACT/SAT Results Report and Progress Report serve different purposes.

The ACT/SAT Results Report helps educators analyze a specific benchmark or assessment for the ACT test. The Progress Report helps educators monitor ongoing student performance between benchmark windows.

Review the Progress Report to identify:

- Skills moving toward mastery
- Persistent areas of need
- Student activity
- Individual student needs
- Class-level trends
- Dot Rank changes

## Suggested Routine

- **Teachers:** Review regularly when preparation for the ACT test is an instructional focus.
- **Students:** Review during goal-setting or independent-practice time.
- **PLCs and teams focused on the ACT test:** Review during scheduled data meetings.
- **Administrators:** Review broader trends across classrooms or groups.

**HelpDoc:** [How Do I Access and Use my Teacher Progress Report?](#)

## Reassess and Adjust

After students have received sustained instruction and practice, administer another benchmark.

Compare results with the previous assessment and review:

- Section growth
- Subsection growth
- Student-level changes
- Pacing
- Completion
- Student goals

Then ask:

- What has improved?
- Which instructional strategies may have contributed?
- Which needs remain?
- Which students require additional intervention?
- What should happen before the next benchmark or official ACT test administration?

The goal is not simply to determine whether a score went up. The goal is to understand what changed and what students need next.

# Suggested Course Models for the ACT Test

## Suggested 12-Week Course Model for the ACT Test

Use this framework as a starting point for a dedicated ACT test-preparation course. Prioritize instructional time based on the weight of each reporting category. For example, Production of Writing accounts for **38–43%** of ACT English, making it a high-impact area for instruction and practice.

Adjust the model based on benchmark and Progress Report data to target areas where students need the most support.

### Week 1

#### Introduction and Baseline

- Course expectations
- Progress Learning introduction
- Overview of the ACT test
- Test-taking basics
- Benchmark #1

### Week 2

#### Understand the Data

- Score reports
- Scoring for the ACT test
- Error analysis
- Pacing reflection
- Goal setting
- Study Plans and Focus Areas
- Green Dot Challenge

### Week 3

#### English

- Approaching the English section of the ACT test
- Priority English skills
- Targeted practice
- Independent Focus Area work

### Week 4

#### Math

- Approaching the Math section of the ACT test
- Priority Math skills
- Targeted practice
- Progress check

## **Week 5**

### **Reading**

- Approaching the Reading section of the ACT test
- Passage types and strategies
- Build by Passage
- Progress check

## **Week 6**

### **Science or Additional Intervention**

If Science is included, focus on priority Science content. If not, use the week for additional English, Math, or Reading support.

## **Week 7**

### **Data-Informed English**

Select topics based on current Progress Report and benchmark needs.

## **Week 8**

### **Data-Informed Math**

Select topics based on current data and include pacing practice when appropriate.

## **Week 9**

### **Data-Informed Reading**

Continue passage-based practice and target identified Reading needs.

## **Week 10**

### **Science or Targeted Intervention**

Use current data to determine the priority.

## **Week 11**

### **Strategy, Pacing, and Targeted Review**

Focus on common errors, pacing, remediation, and remaining skill gaps.

## **Week 12**

### **Reassess and Reflect**

- Benchmark #2
- Compare results
- Review growth
- Review pacing
- Revisit goals
- Celebrate progress

## Suggested 9-Week Course Model for the ACT Test

With a shorter course, prioritize instruction based on student need rather than covering every area equally. Use benchmark and Progress Report data to identify where students need the most support and adjust the schedule accordingly.

### Week 1

Orientation and Benchmark #1

### Week 2

Results analysis, scoring, pacing, error analysis, goals, Study Plans, and Focus Areas

### Week 3

English section of the ACT test

### Week 4

Math section of the ACT test

### Week 5

Reading section of the ACT test using Build by Passage

### Week 6

Science or additional priority instruction

### Week 7

Targeted intervention based on current data

### Week 8

Pacing, strategies, and targeted practice

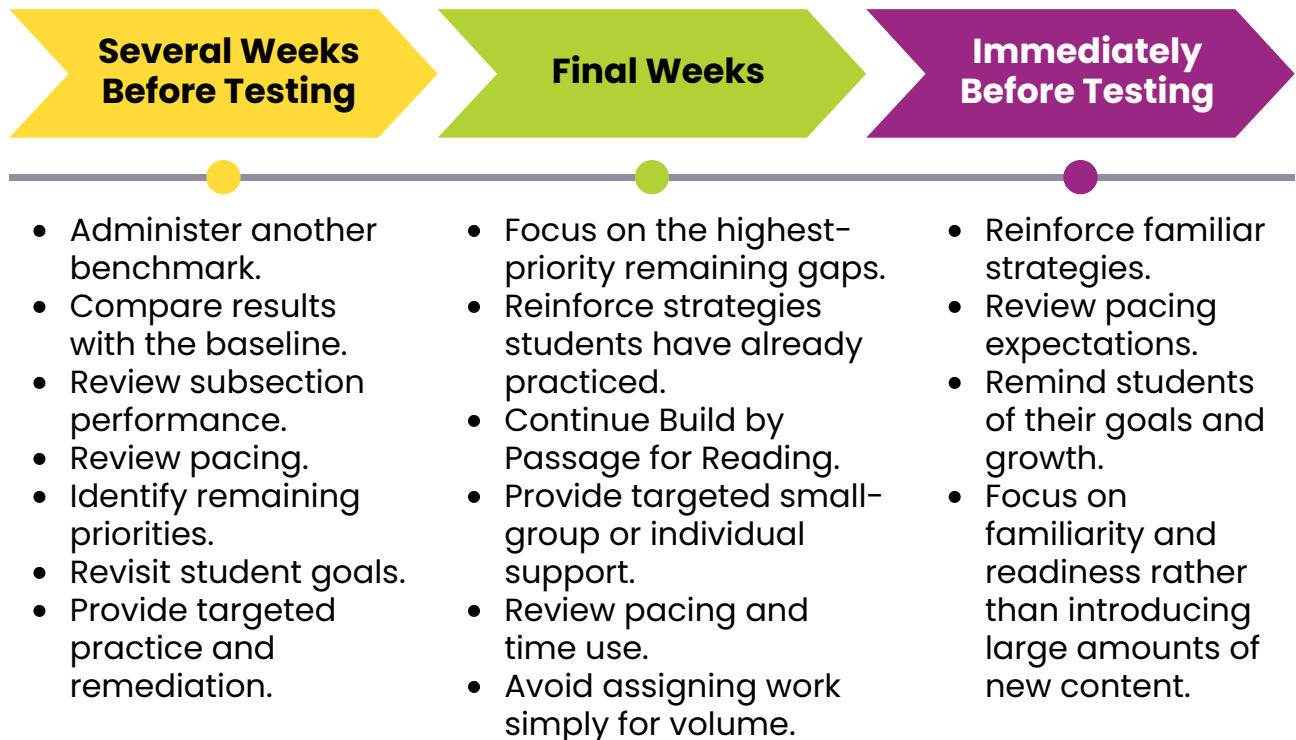
### Week 9

Benchmark #2, comparison, reflection, and next steps

# Additional Sections

## Preparing for the Official ACT Test Administration

As the official ACT test date approaches, narrow the instructional focus.



## After the ACT Test

When official results become available, use them to inform the next implementation cycle.

### Review:

- Section performance
- Reporting categories for the ACT test
- Patterns across students and groups
- Progress Learning benchmark data
- Areas where students demonstrated growth
- Needs that persisted

### Ask:

- Which strategies were most useful?
- Where did students show the strongest growth?
- Did intervention reach the intended students?
- Was implementation consistent?
- What should change for the next student cohort?

# Additional Support and Training Videos

## Getting Started with Readiness for the ACT® Test and SAT® Exams – Teachers

In this session, we'll explore how to schedule and manage practice assessments in Progress Learning, including setting start and end times and customizing settings to best fit your campus needs.

[Register](#)[Play Recording](#)

## Getting Started with Readiness for the ACT® Test and SAT® Exams – Administrators

In this session, we'll explore how to schedule and manage practice assessments in Progress Learning, including setting start and end times and customizing settings to best fit your campus needs. Learn how to:

- access and review campus- or district-level data to monitor performance
- support teachers in implementing ACT® Test and SAT® practice effectively

[Register](#)[Play Recording](#)

### Before Testing

- [ACT® /SAT®: Assigning Assignments and Accommodations](#)
- [Teacher Test Day Video](#)



### On Test Day

- [Live Monitoring and Resetting Student Attempts](#)



### After Testing

- [ACT®: Assessment Reporting](#)



### Full Training Path

- [Readiness for the ACT® Test and SAT® Exams](#)

## Implementation for the ACT Test in Action

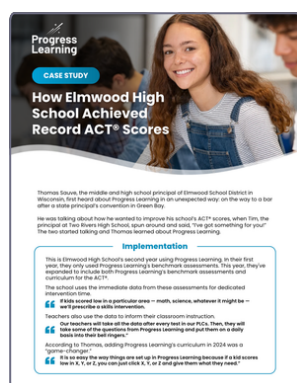
### Elmwood School District | Elmwood, Wisconsin

Elmwood began by administering benchmark assessments to establish a baseline and identify student needs.

The district later expanded its use of Progress Learning to include curriculum designed to prepare students for the ACT test and targeted intervention. Teachers used benchmark data and reporting to adjust instruction, provide focused remediation, and support students with individualized practice.

Students reported that Progress Learning's practice assessments closely reflected their experience taking the ACT test.

In 2024, Elmwood achieved a record 22.8 average composite score on the ACT test.



### Key Takeaways

- Establish a baseline early.
- Use data throughout implementation.
- Connect results to instruction.
- Provide targeted intervention.
- Integrate preparation for the ACT test into ongoing learning.
- Give students repeated opportunities to practice and monitor progress.

Read now! [Elmwood School District Case Study](#)

## Bringing It All Together

Preparation for the ACT test is most effective when it is structured, consistent, and responsive to student needs.

A successful implementation should:

- Establish a baseline.
- Look beyond the overall score.
- Identify specific student needs.
- Use data to guide instruction.
- Provide targeted practice and remediation.
- Teach students to understand their own performance.
- Monitor progress between assessments.
- Reassess and adjust.

When assessment, instruction, intervention, progress monitoring, and student ownership work together, preparation for the ACT test becomes part of the instructional process rather than something added on at the end.



Ready to learn more?

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