

**UNIT 2:** The PLAN Test  
**Activity 1:** Prepare: English and Reading Sections  
**GRADE:** 10

ramp-up to  
**READINESS™**

**Objective:** Students gain an understanding of the value of the PLAN and explore ways that they can prepare for this test. This advisory outlines details about the English and reading sections.

**Resources Needed for this Activity:**

- PLAN test Sample [10\_U2\_A1\_PLAN Test Sample Handout] – also can be found at:  
<http://www.act.org/planstudent/tests/index.html>
- PowerPoint [~~10\_U2\_A1\_PP\_PLAN English Reading~~] PLAN Test

**Opening: 3 minutes** - Slide 2 : The advisor explains that students will complete sample PLAN test questions today for the English and reading sections. Knowing what is on a test and how the questions are presented, and practicing answering sample questions, will help students do better on a standardized test. The PLAN test is important because it will identify each student's strengths and weaknesses in English, math, reading, and science. The advisor tells the students they can also learn in which subjects they are on track to be college ready, and in which subjects they are not on track. Students can use the PLAN results to prepare for the ACT, which they will take next year.

**Activity: 25 minutes** – Slide 3: The advisor passes out the [10\_U2\_A1\_PLAN Test Sample] and explains that the test has four sections. The students will be looking at two subjects today, English and Reading. English has two sections lasting 30 minutes each, which are Usage/Mechanics with 30 questions and Rhetoric Skills with 20 questions. The reading section is 20 minutes long and has 25 questions.

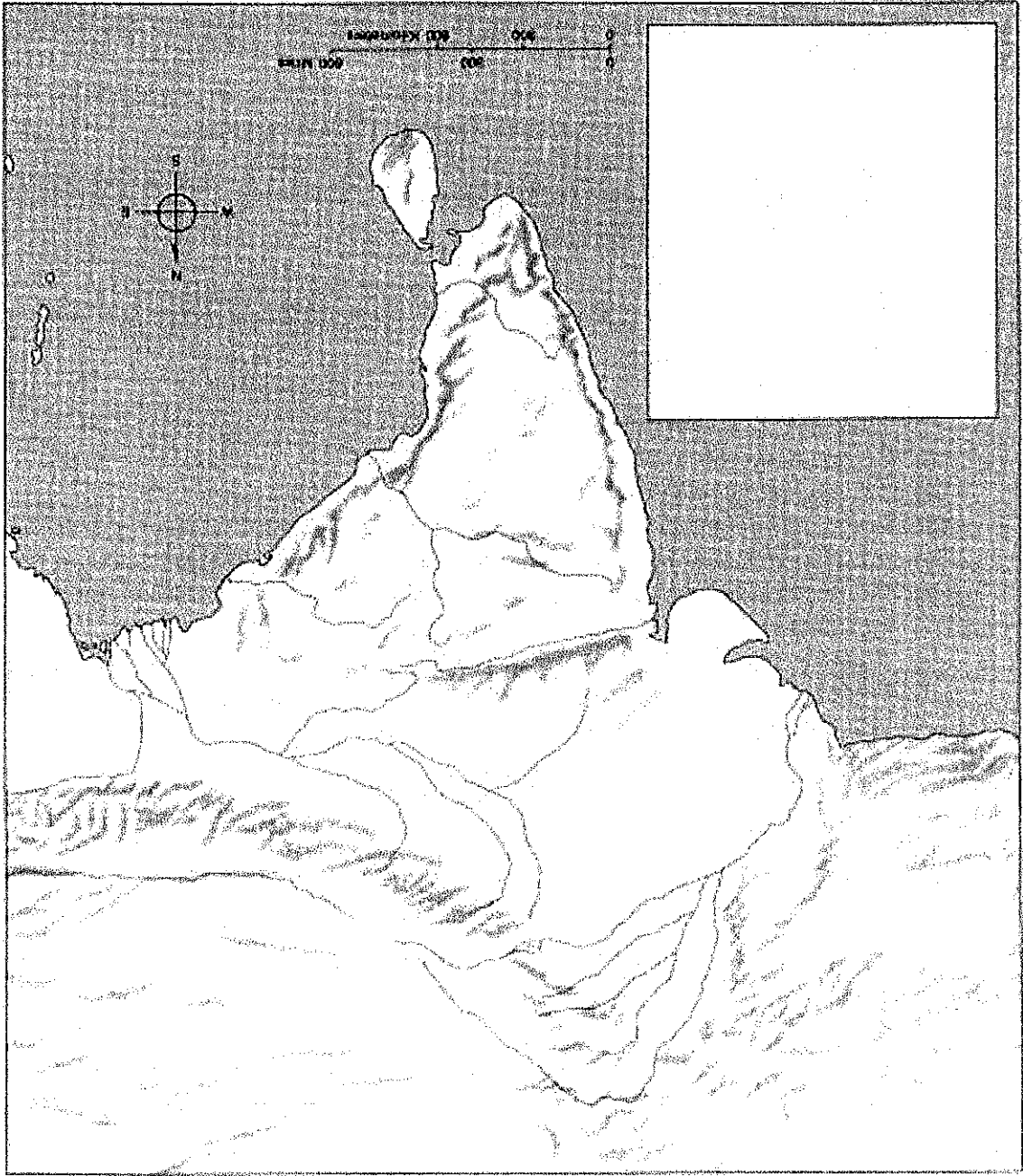
Slide 4: The advisor provides more details about the English portion of the PLAN test. The first section is Usage and Mechanics and measures skills in punctuation, grammar usage, and sentence structure. The second section is Rhetoric Skills and evaluates students' understanding of strategy, organization, and style of writing. The PLAN stresses the analysis of the kind of prose students read in most high school and college courses. It does not emphasize memorizing the rules of grammar.

Slide 5: The advisor asks students to read the directions and passage on Page 2 of the PLAN sample test and complete the first question individually. After students have completed it, the advisor asks for the correct answer. The correct answer is *C: distant train speeding*.

Slide 6: Students then complete the second and third questions on Page 2 of the PLAN sample test. After students have finished, ask for the correct answers. The correct answers are *H: Suppose* and *A: No Change*.

Slide 7: The advisor provides more details about the Reading section on the PLAN test. This section measures a student's reading comprehension. The advisor explains that some of the main skills include identifying details in a passage, drawing conclusions, and making comparisons and generalizations.

Slide 8: Students then read the directions and passage on Page 3 of the PLAN sample test and complete the first three questions individually. After students are done, the advisor asks for the correct answers. The correct answers are *C: Been able to answer her questions*; *F: Macon would like to impress Muriel*; and *D: Bumpy takeoff*.



**2<sup>nd</sup> Activity: Math/Science** Slide 9: The advisor will explain more details about the Math portion of the test. The two Math sections are Pre-Algebra/Algebra and Geometry. Most questions emphasize the content presented before the second year of high school, noting that students learn algebra and geometry concepts long before they are in a class called algebra or geometry. The test focuses on a student's ability to reason qualitatively rather than on memorized formulas or involved computations.

Slides 10 and 11: The advisor will pass out the PLAN Test Sample Handout [10\_U2\_A1\_PLAN Test Sample]. Ask the students to read the math section directions on page 4 and answer the first four questions. When students are finished, the advisor reviews the answers for each question. The correct answers are: C. 1,200; K. 16; A. -3; and J.  $100^0$ .

Slide 12: The advisor will explain more details about the Science portion of the test. This section measures students' scientific reasoning skills. Topics are drawn from science subjects taught in the first two years of high school: biology, chemistry, physics, geology, astronomy, and meteorology. Again the advisor tells the students that they have learned many foundational concepts even if they have not taken a class called physics or meteorology, for example.

Slide 14: The advisor will introduce the questions on the Science portion of the exam. Ask the students to read the Science section directions on Page 5 and answer the five questions on Page 5. When students are done, the advisor reviews the answers for each question. The correct answers are: D. New Orleans; F. Albuquerque; C. Minneapolis; H. 11 Btu/hr/ft<sup>2</sup>; and C. The average temperature is not directly related to the percent of possible sunshine.

**Closure: 2 minutes** - Slide 15: The advisor points out that students can find more sample questions at [www.act.org/planstudent/tests/index.html](http://www.act.org/planstudent/tests/index.html) and are encouraged to do them to prepare for the PLAN. The advisor also reminds students that they can talk with their math and science teachers to obtain additional resources.