

Your ELA (English Language Arts) score represents your overall performance on the English and reading tests. *Does not include writing test scores.

Your STEM (Science, Technology, Engineering, and Math) score represents your overall performance on the science and math tests.

Your Score
Your 50\% Score Range
Your 25\% Score Range
Your
taining a B or higher or about a $75 \%$ chance of obtaining a $C$ or higher in specific first-year college courses in the corresponding subject area.

English


| English |  |  |
| :---: | :---: | :---: |
| Correct | Wrong | Blank |
| 50 | 24 | 1 |



| Math |  |  |
| :---: | :---: | :---: |
| Correct | Wrong | Blank |
| 35 | 25 | 0 |

Reading


Reading

| Correct | Wrong | Blank |
| :---: | :---: | :---: |
| 26 | 14 | 0 |

## Science



Science

| Correct | Wrong | Blank |
| :---: | :---: | :---: |
| 25 | 15 | 0 |

TIME ANALYSIS
The graph below shows the percent correct on each passage.


## BREAKDOWN BY DIFFICULTY

The graph below shows the percent correct for each difficulty level on the Writing section.


## BREAKDOWN BY DOMAIN

The graph below shows your percent correct by content category.

|  | Right | Wrong | Blank | Total |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Conventions of Standard English (CSE) | 27 | 13 | 0 | 40 |  |  |
| Knowledge of Language (KLA) | 8 | 4 | 0 | 12 |  |  |
| Production of Writing (POW) | 15 | 7 | 1 | 23 | KLA POW |  |

Conventions of Standard English questions require you to apply an understanding of standard English grammar, usage, and mechanics to revise and edit text.
Knowledge of Language questions require you to demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.
Production of Writing questions require you to apply your understanding of purpose and focus of a piece of writing.

## BREAKDOWN BY NO CHANGE

Percent of the time you correctly identified NO CHANGE as the correct option
Percent of the time you chose NO CHANGE when it was an incorrect answer 5\%

## BREAKDOWN BY TOPIC



## TIME ANALYSIS

The graph below shows the percent correct per 10 question grouping.


## BREAKDOWN BY DIFFICULTY

The graph below shows the percent correct for each difficulty level on the Math section.


## BREAKDOWN BY DOMAIN

The graph below shows your percent correct by each Preparing for Higher Math content category.


## BREAKDOWN BY REPORTING CATEGORY

The graph below shows your percent correct by reporting category.


This category covers the more recent mathematics that students are learning, starting when they began using algebra as a general way of expressing and solving equations.
This category focuses on measuring how well you can synthesize and apply your understandings and skills to solve more complex problems.
Modeling questions are each counted in other appropriate reporting categories; it is an overall measure of how well you use modeling skills across mathematical topics
marigold prep
Form Code: A10
Math Score

## BREAKDOWN BY TOPIC


marigold prep
Form Code: A10
Reading Score
24

## TIME ANALYSIS

The graph below shows the percent correct on each passage.


## BREAKDOWN BY DIFFICULTY

The graph below shows the percent correct for each difficulty level on the Reading section.


BREAKDOWN BY PASSAGE GENRE
The graph below shows your percent correct by each genre.

|  | Right | Wrong | Blank | Total |
| :--- | :---: | :---: | :---: | :---: |
| Prose Fiction/Literary Narrative (LN) | 8 | 2 | 0 | 10 |
| Social Science (SS) | 6 | 4 | 0 | 10 |
| Arts and Humanities (AH) | 9 | 1 | 0 | 10 |
| Natural Science (NS) | 3 | 7 | 0 | 10 |



BREAKDOWN BY PASSAGE TYPE
The graph below shows your percent correct by each passage type

|  | Right | Wrong | Blank | Total | Dual |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Dual Passage | 6 | 4 | 0 | 10 | Passages <br> Single <br> Passages |
| Single Passage | 20 | 10 | 0 | 30 |  |

## BREAKDOWN BY COMPLEXITY

The graph to the right shows your percent correct by the reading level of each passage.



## BREAKDOWN BY TOPIC

Craft and Structure

Right Wrong Blank Total
$\begin{array}{llll}9 & 2 & 0 & 11\end{array}$

Purpose and Point of View

Text Structure

Word Meaning and Choice

Key Ideas and Details

Close Reading

Central Idea and Themes

## Relationships

Integration of Knowledge and Ideas

Arguments

## Multiple Texts

210



TIME ANALYSIS
The graph below shows the percent correct on each passage.


## BREAKDOWN BY DIFFICULTY

The graph below shows the percent correct for each difficulty level on the Math section.


## BREAKDOWN BY PASSAGE TYPE

The graph below shows your percent correct by passage type.


The graph below shows the percent correct for each science topic.

marigold prep
Form Code: A10
Science Score


## SECTION 1 - ENGLISH

| $\#$ |  |  |  |  |
| :--- | :---: | :---: | :---: | :--- |
| You | Corr | Diff.* Category |  |  |
| $\mathbf{1}$ | B | B | 3 | Specific Answer Questions |
| $\mathbf{2}$ | F | F | 4 | Non-Comma Punctuation |
| $\mathbf{3}$ | C | C | 4 | Apostrophes |
| $\mathbf{4}$ | F | F | 3 | Combining Clauses |
| $\mathbf{5}$ | A | A | 5 | Specific Answer Questions |
| $\mathbf{6}$ | J | J | 3 | Pronoun Person |
| $\mathbf{7}$ | D | D | 1 | Redundancy/Unnecessary Info |
| $\mathbf{8}$ | H | H | 2 | Transitions |
| $\mathbf{9}$ | A | D | 2 | Commonly Confused Words \& Idioms |
| $\mathbf{1 0}$ | F | H | 5 | Style and Tone |
| $\mathbf{1 1}$ | A | A | 4 | Combining Clauses |
| $\mathbf{1 2}$ | G | G | 2 | Commonly Confused Words \& Idioms |
| $\mathbf{1 3}$ | B | B | 3 | Style and Tone |
| $\mathbf{1 4}$ | H | H | 1 | Commonly Confused Words \& Idioms |
| $\mathbf{1 5}$ | B | C | 4 | Introductions and Conclusions |


| \# | You | Corr | Diff.* | Category |
| :---: | :---: | :---: | :---: | :---: |
| 46 | J | J | 4 | Subject Verb Agreement |
| 47 | C | C | 4 | Specific Answer Questions |
| 48 | H | H | 2 | Overpunctuation |
| 49 | D | D | 3 | Style and Tone |
| 50 | J | J | 1 | Logical Linking/Fixing Clumsy Writing |
| 51 | D | A | 4 | Disturbances to Sentence Structure |
| 52 | J | F | 2 | Combining Clauses |
| 53 | D | D | 2 | Disturbances to Sentence Structure |
| 54 | J | G | 3 | Idea Placement |
| 55 | C | B | 5 | Overpunctuation |
| 56 | H | H | 1 | Overpunctuation |
| 57 | B | B | 3 | Specific Answer Questions |
| 58 | G | G | 3 | Combining Clauses |
| 59 | A | A | 3 | Idea Placement |
| 60 | H | H | 4 | Essay Goals |


| $\#$ | You | Corr | Diff.* Category |
| :--- | :---: | :---: | :---: | :--- |
| $\mathbf{1 6}$ J J 1 Logical Linking/Fixing Clumsy Writing <br> $\mathbf{1 7}$ B B 3 Idea Placement <br> $\mathbf{1 8}$ H H 3 Subject Verb Agreement <br> $\mathbf{1 9}$ A A 1 Non-Comma Punctuation <br> $\mathbf{2 0}$ J J 3 Logical Linking/Fixing Clumsy Writing <br> $\mathbf{2 1}$ D B 4 Style and Tone <br> $\mathbf{2 2}$ J F 4 Comma/Dash Usage <br> $\mathbf{2 3}$ C C 2 Idea Placement <br> $\mathbf{2 4}$ J G 3 Specific Answer Questions <br> $\mathbf{2 5}$ D B 4 Comma/Dash Usage <br> $\mathbf{2 6}$ H H 1 Disturbances to Sentence Structure <br> $\mathbf{2 7}$ A A 2 Pronoun Person <br> $\mathbf{2 8}$ J J 1 Disturbances to Sentence Structure <br> $\mathbf{2 9}$ D D 2 Transitions <br> $\mathbf{3 0}$ F F 3 Essay Goals |  |  |  |


| \# | You | Corr | Diff.* | Category |
| :---: | :---: | :---: | :---: | :---: |
| 61 | A | A | 4 | Style and Tone |
| 62 | G | G | 4 | Apostrophes |
| 63 | 0 | D | 4 | Relevance |
| 64 | G | G | 3 | Disturbances to Sentence Structure |
| 65 | C | C | 2 | Disturbances to Sentence Structure |
| 66 | F | F | 1 | Subject Verb Agreement |
| 67 | A | D | 5 | Specific Answer Questions |
| 68 | H | H | 4 | Comma/Dash Usage |
| 69 | C | A | 4 | Comma/Dash Usage |
| 70 | H | J | 3 | Commonly Confused Words \& Idioms |
| 71 | C | B | 4 | Disturbances to Sentence Structure |
| 72 | H | F | 5 | Relevance |
| 73 | C | D | 4 | Transitions |
| 74 | H | F | 5 | Logical Linking/Fixing Clumsy Writing |
| 75 | C | C | 5 | Introductions and Conclusions |


| $\#$ |  |  |  | You | Corr | Diff.* | Category |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 31 B B 3 Commonly Confused Words \& Idioms <br> 32 J H 3 Subject Verb Agreement <br> 33 B A 4 Transitions <br> 34 H G 5 Comma/Dash Usage <br> 35 A A 2 Redundancy/Unnecessary Info <br> 36 F F 4 Combining Clauses <br> 37 D D 1 Commonly Confused Words \& Idioms <br> 38 J J 4 Introductions and Conclusions <br> 39 C B 3 Disturbances to Sentence Structure <br> 40 H J 1 Logical Linking/Fixing Clumsy Writing <br> 41 A C 2 Comma/Dash Usage <br> 42 F F 3 Subject Verb Agreement <br> 43 D D 2 Parallelism <br> 44 H H 4 Specific Answer Questions <br> 45 A A 3 Idea Placement |  |  |  |  |  |  |  |

*ACT does not publish question difficulties, so these are based on previous student answers; $1=$ easier, while $5=$ tougher.

## SECTION 2 - Math

| \# | You | Corr | Diff.* | Category | \# | You | Corr | Diff.* | Category |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | B | B | 1 | Probability | 31 | C | C | 4 | Nonlinear Equations |
| 2 | G | G | 1 | Probability | 32 | G | J | 4 | Scalar Triangle Properties |
| 3 | A | A | 2 | Solving Linears | 33 | C | C | 4 | Solving Linears |
| 4 | H | H | 1 | Algebraic Substitution | 34 | K | G | 4 | Arithmetic Problems |
| 5 | A | A | 1 | Arithmetic Problems | 35 | A | A | 5 | Geometric Application |
| 6 | G | G | 1 | Arithmetic Problems | 36 | G | G | 3 | Arithmetic Problems |
| 7 | C | E | 2 | Polygon Perimeters | 37 | E | E | 4 | Linear Functions |
| 8 | J | J | 2 | Polygon Areas | 38 | H | J | 4 | Arithmetic Problems |
| 9 | C | C | 2 | Using Coordinate Points | 39 | E | C | 5 | Descriptive Statistics |
| 10 | F | H | 5 | Application of Functions | 40 | K | K | 5 | Arithmetic Problems |
| 11 | E | E | 2 | Algebraic Translation | 41 | C | C | 5 | Real Exponents |
| 12 | J | G | 3 | Linear Functions | 42 | G | G | 5 | Probability |
| 13 | A | A | 3 | Linear Functions | 43 | D | D | 5 | Algebraic Properties |
| 14 | K | K | 2 | Arithmetic Problems | 44 | H | K | 5 | Counting Techniques |
| 15 | E | E | 3 | Matrices and Vectors | 45 | C | A | 5 | Graph Matching |
| 16 | G | J | 4 | Trig Ratios | 46 | H | K | 5 | Exponentials/Logarithms |
| 17 | D | D | 1 | Working with Fractions | 47 | B | D | 5 | Number Properties |
| 18 | G | G | 3 | Nonlinear Polynomials | 48 | F | F | 5 | Number Properties |
| 19 | B | B | 3 | Properties of Angles | 49 | D | B | 5 | Trig Identity |
| 20 | F | F | 3 | Linear Functions | 50 | J | K | 5 | Descriptive Statistics |
| 21 | A | C | 3 | Arithmetic Problems | 51 | B | D | 5 | Geometric Application |
| 22 | K | K | 3 | Arithmetic Problems | 52 | G | J | 5 | Sequences |
| 23 | A | A | 3 | Polygon Areas | 53 | B | E | 5 | Number Properties |
| 24 | G | G | 3 | Arithmetic Problems | 54 | G | J | 5 | Descriptive Statistics |
| 25 | D | D | 3 | Descriptive Statistics | 55 | B | B | 5 | Algebraic Translation |
| 26 | F | F | 5 | Algebraic Translation | 56 | G | G | 5 | Descriptive Statistics |
| 27 | C | C | 3 | Geometric Application | 57 | B | A | 5 | Geometric Application |
| 28 | F | H | 4 | Arithmetic Problems | 58 | G | J | 5 | Circles |
| 29 | A | A | 3 | Arithmetic Problems | 59 | B | D | 5 | Geometric Application |
| 30 | F | H | 5 | Trig Graphing | 60 | G | K | 5 | Complex Numbers |

*ACT does not publish question difficulties, so these are based on previous student answers; $1=$ easier, while $5=$ tougher.

| 1 | A | A | 2 | Text Structure |
| :---: | :---: | :---: | :---: | :---: |
| 2 | H | H | 3 | Relationships |
| 3 | B | D | 2 | Close Reading |
| 4 | H | H | 4 | Close Reading |
| 5 | B | B | 4 | Close Reading |
| 6 | J | J | 3 | Word Meaning and Choice |
| 7 | A | A | 3 | Central Ideas and Themes |
| 8 | H | F | 3 | Close Reading |
| 9 | C | C | 3 | Close Reading |
| 10 | G | G | 4 | Close Reading |


| $\mathbf{1 1}$ | C | C | 5 | Arguments |
| :--- | :--- | :--- | :--- | :--- |
| $\mathbf{1 2}$ | F | F | 5 | Central Ideas and Themes |
| $\mathbf{1 3}$ | A | A | 5 | Close Reading |
| $\mathbf{1 4}$ | F | G | 5 | Close Reading |
| $\mathbf{1 5}$ | D | D | 4 | Text Structure |
| $\mathbf{1 6}$ | G | G | 4 | Purpose and Point of View |
| $\mathbf{1 7}$ | B | C | 4 | Relationships |
| $\mathbf{1 8}$ | H | F | 4 | Multiple Texts |
| $\mathbf{1 9}$ | D | D | 4 | Multiple Texts |
| $\mathbf{2 0}$ | F | J | 4 | Multiple Texts |


| $\mathbf{2 1}$ | C | C | 5 | Text Structure |
| :--- | :--- | :--- | :--- | :--- |
| 22 | F | F | 5 | Purpose and Point of View |
| 23 | A | A | 5 | Relationships |
| 24 | H | H | 5 | Arguments |
| 25 | B | B | 5 | Word Meaning and Choice |
| 26 | G | G | 5 | Close Reading |
| 27 | C | C | 5 | Close Reading |
| 28 | J | J | 5 | Close Reading |
| 29 | B | B | 5 | Arguments |
| 30 | H | J | 5 | Relationships |


| 31 | A | B | 4 | Text Structure |
| :--- | :---: | :---: | :--- | :--- |
| $\mathbf{3 2}$ | H | H | 4 | Text Structure |
| $\mathbf{3 3}$ | C | B | 4 | Relationships |
| $\mathbf{3 4}$ | H | F | 4 | Central Ideas and Themes |
| $\mathbf{3 5}$ | C | A | 4 | Close Reading |
| $\mathbf{3 6}$ | H | J | 4 | Close Reading |
| $\mathbf{3 7}$ | C | C | 5 | Close Reading |
| 38 | H | J | 5 | Relationships |
| $\mathbf{3 9}$ | C | A | 5 | Purpose and Point of View |
| $\mathbf{4 0}$ | H | H | 4 | Word Meaning and Choice |


|  | You | Corr | Diff.* | Category |
| :--- | :---: | :---: | :---: | :--- |
| $\mathbf{1}$ | C | C | 3 | Application |
| $\mathbf{2}$ | H | H | 3 | Interpolation/Extrapolation |
| $\mathbf{3}$ | C | C | 3 | Data Comparison/Combination |
| $\mathbf{4}$ | F | F | 3 | Finding Data |
| $\mathbf{5}$ | B | B | 5 | Interpolation/Extrapolation |
| $\mathbf{6}$ | H | H | 5 | Data Comparison/Combination |
| $\mathbf{7}$ | C | C | 4 | Hypothesis and Predictions |


| $\mathbf{8}$ | F | F | 4 | Variable Relationships |
| :---: | :---: | :---: | :---: | :--- |
| $\mathbf{9}$ | A | A | 4 | Data Comparison/Combination |
| $\mathbf{1 0}$ | H | H | 4 | Experimental Design |
| $\mathbf{1 1}$ | A | B | 5 | Methods and Procedures |
| $\mathbf{1 2}$ | H | J | 5 | Model Consistency |
| $\mathbf{1 3}$ | D | A | 5 | Application |
| $\mathbf{1 4}$ | J | H | 3 | Finding Data |


| 15 | A | A | 3 | Finding Data |
| :---: | :---: | :---: | :---: | :--- |
| $\mathbf{1 6}$ | G | J | 4 | Data Comparison/Combination |
| $\mathbf{1 7}$ | C | C | 3 | Interpolation/Extrapolation |
| $\mathbf{1 8}$ | F | F | 4 | Variable Relationships |
| 19 | B | A | 5 | Model Consistency |
| 20 | G | G | 2 | Model Analysis |
| 21 | B | B | 4 | Support/Contradictions |


| $\mathbf{2 2}$ | F | F | 3 | Model Analysis |
| :--- | :--- | :--- | :--- | :--- |
| $\mathbf{2 3}$ | D | B | 4 | Support/Contradictions |
| $\mathbf{2 4}$ | G | G | 4 | Model Consistency |
| $\mathbf{2 5}$ | D | D | 5 | Implications and Predictions |
| $\mathbf{2 6}$ | G | G | 5 | Model Consistency |
| $\mathbf{2 7}$ | D | D | 3 | Data Comparison/Combination |
| 28 | J | J | 4 | Variable Relationships |


| $\mathbf{2 9}$ | C | C | 3 | Implications and Predictions |
| :--- | :--- | :--- | :--- | :--- |
| $\mathbf{3 0}$ | G | G | 3 | Experimental Design |
| $\mathbf{3 1}$ | D | D | 4 | Data Comparison/Combination |
| 32 | F | J | 4 | Experimental Design |
| 33 | A | A | 5 | Tools and Function |
| 34 | G | H | 3 | Experimental Design |
| 35 | B | D | 3 |  |


| $\mathbf{3 6}$ | J | F | 3 | Model Analysis |
| :--- | :---: | :---: | :---: | :--- |
| $\mathbf{3 7}$ | C | B | 3 | Model Consistency |
| 38 | H | J | 3 | Model Analysis |
| 39 | C | B | 3 | Experimental Design |
| 40 | H | F | 5 | Experimental Design |
| $\mathbf{4 1}$ | 0 | 0 | 0 |  |
| 42 | 0 | 0 | 0 |  |

