

FEMALE  
02/23/85  
ACT ID-12-00-4727



# ACT

STUDENT'S COPY

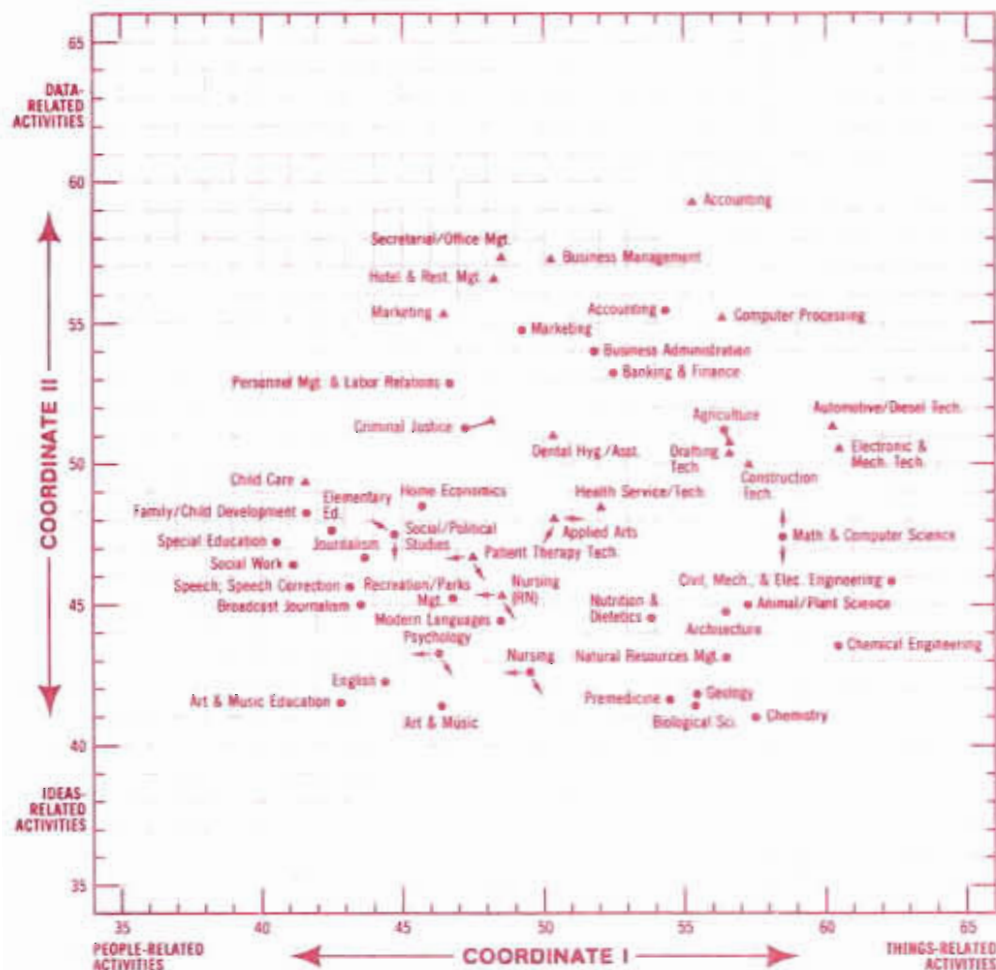
## STUDENT PROFILE REPORT

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The Map of College Majors and the World-of-Work Map use your **interest** scores to help you identify college majors and occupations you may want to consider. The interpretive guide, *Your ACT Assessment Results*, shows you how to use these maps. As you do, be careful not to confuse **interests** with abilities.

## MAP OF COLLEGE MAJORS



### HOW TO PLOT YOUR SCORES ON THE MAP OF COLLEGE MAJORS

1. Copy your map coordinates I (\_\_\_\_) and II (\_\_\_\_) from the Interest Inventory section on the reverse side.
2. Locate your score for coordinate I on the map, and draw a vertical line from that point to the corresponding point at the top edge of the map. Then locate your score on coordinate II and draw a horizontal line from that point to the corresponding point at the right edge of the map.
3. Make an "X" where the two lines cross. This point shows the location of your **interests** as compared to those of students in a wide variety of 4-year college majors/programs (indicated by •) and 2-year college majors/programs (indicated by ▲). The closer you are to a major, the more similar your interests are to the interests of college students in that major. Although your location does not indicate which major you should **enter**, it should help you identify majors you may want to explore. See *Your ACT Assessment Results* for further explanations.

## WORLD-OF-WORK MAP



### HOW TO USE THE WORLD-OF-WORK MAP

1. Copy your World-of-Work Map Region (\_\_\_\_) from the Interest Inventory section on the reverse side.
2. Use your region number to locate your region on the World-of-Work Map. Look at the job families in your region **and** the adjacent regions. The jobs in these families generally involve activities corresponding to your interest scores. Although your region on the map does not indicate which job you should **enter**, it should help you identify jobs you may want to **explore**.
3. Turn to the Job Family List in *Your ACT Assessment Results* for a list of jobs in each job family. This interpretive guide also suggests several ways you can find out more about these jobs.

STUDENT NAME						DODDSEUR SECONDARY PERMANENT RECORD CARD (DODDSEUR Regulation 352-603)													
GRADE 7 DATE ENTERED _____ 19__		SCHOOL AND ADDRESS				GRADE 9 DATE ENTERED _____ 19__		SCHOOL AND ADDRESS				GRADE 11 DATE ENTERED _____ 19__		SCHOOL AND ADDRESS				Date of: Withdrawal _____ Graduation _____	
SUBJECT		HOURS	1	2	CR	SUBJECT		HOURS	1	2	CR	SUBJECT		HOURS	1	2	CR	<b>EXPLANATION OF SYMBOLS</b>  HOURS = minimum number of classroom hours per subject. A minimum of 120 clock hours are required for one (1) unit of credit. Eighteen (18) units of credit including Physical Education are required for graduation. 1 = A letter in column 1 indicates the grade received during the FIRST Semester. 2 = A letter in column 2 indicates the grade received during the SECOND Semester. CR = A number in the CR column indicates the unit credit received for that subject.  <b>GRADE LEGEND</b> A = Excellent B = Good C = Average D = Poor E = Effort I = Incomplete W = Withdrawn (passing) X = Withdrawn (failing) P = Pass F = Failure	
SUBJECT		HOURS	1	2	CR	SUBJECT		HOURS	1	2	CR	SUBJECT		HOURS	1	2	CR		
SUBJECT		HOURS	1	2	CR	SUBJECT		HOURS	1	2	CR	SUBJECT		HOURS	1	2	CR		
SUBJECT		HOURS	1	2	CR	SUBJECT		HOURS	1	2	CR	SUBJECT		HOURS	1	2	CR		
DAYS ABSENT						DAYS ABSENT						DAYS ABSENT							
GRADE 9 DATE ENTERED _____ 19__		SCHOOL AND ADDRESS				GRADE 10 DATE ENTERED _____ 19__		SCHOOL AND ADDRESS				GRADE 12 DATE ENTERED _____ 19__		SCHOOL AND ADDRESS				Signature:	

# DODDSEUR SECONDARY SCHOOL REPORT TO PARENTS

## TEACHERS' COMMENTS

1st quarter

*Excellent report, Doris! H. Jack Jr.*

2nd quarter

Bluem

Walton

Snyers/South

3rd quarter

Probstle

Voigt

4th quarter

Pinschmidt

STUDENT'S NAME

SCHULZE, DORIS

## TO THE PARENT

We strive constantly to help each student develop his capabilities to the fullest extent and believe that a child's education is a joint responsibility of home and school. We shall be glad to discuss your child's work at your convenience.

It is hoped that parents will use this report in planning with their children better ways of promoting further progress.

STUDENT					GRADE				
SCHULZE, DORIS					9th				
SCHOOL					YEAR				
Berlin American High School					80/81				
SUBJECT	1	2	Sem	Sem	3	4	Sem	Sem	CR
World Regions	B								
General Math	B								
Art/Career Ed	A								
French I	A								
German III (Teacher Asst)	A								
English 9	A								
DAYS ABSENT									

Explanation of Grades

A = Excellent  
B = Good  
C = Average

D = Poor  
E = Effort  
I = Incomplete  
F = Failure

W = Withdrawn (passing)  
X = Withdrawn (failing)  
P = Pass



# DODDSEUR SECONDARY SCHOOL REPORT TO PARENTS

## TEACHERS' COMMENTS

1st quarter

*Excellent report, Doris! H. Jack Jr.*

Bluem

2nd quarter

*She got the highest grade on both Macbeth tests. W.P. Another Superior report, Doris! H. Jack Jr.*

Walton

Snyers/South

Probstle

Voigt

Pinschmidt

3rd quarter

*French 2 changed to French 1 J. Probstle*

4th quarter

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STUDENT	SCHULZE, DORIS				GRADE	9th			
SCHOOL	Berlin American High School				YEAR	80/81			
SUBJECT	1	2	Sem	Sem CR	3	4	Sem	Sem CR	
World Regions	B	A	A	1/2					
General Math	B	A	A	1/2					
Art/Career Ed	A	A	A	1/2					
French 1	A	A	A	1/2					
German III (Teacher Asst)	A	A	A	1/2					
English 9	A	A	A	1/2					
DAYS ABSENT									

### Explanation of Grades

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STUDENT'S NAME

SCHULZE, DORIS







DODDSEUR SECONDARY SCHOOL REPORT TO PARENTS

TEACHERS' COMMENTS

1st quarter  
*Excellent effort, Doris! H. Jack Jr.*

2nd quarter  
*U.S. Hist - very commendable effort*

3rd quarter

4th quarter

STUDENT'S NAME

SCHULTZ, Doris

TO THE PARENT

We strive constantly to help each student develop his capabilities to the fullest extent and believe that a child's education is a joint responsibility of home and school. We shall be glad to discuss your child's work at your convenience. It is hoped that parents will use this report in planning with their children better ways of promoting further progress.

STUDENT	SCHULZE, Doris				GRADE		11		
SCHOOL	Berlin American HS				YEAR		81-82		
SUBJECT	1	2	Sem	Sem CR	3	4	Sem	Sem CR	
Amer. Lit.	B				XXXXXXXXXXXX				
MUN I / MUN II	B								
English 10	A								
Algebra I	A								
US History	A				XXXXXXXXXXXX				
German IV	A								
US History	XXXXXXXXXXXX								
DAYS ABSENT									

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X = Withdrawn (failing)  
P = Pass

DODDSEUR SECONDARY SCHOOL REPORT TO PARENTS

TEACHERS' COMMENTS

1st quarter  
*Excellent effort, Doris! H. Jack Jr.*

2nd quarter  
*U.S. Hist - very commendable effort*  
*Another good job, Doris! H. Jack Jr.*

3rd quarter

4th quarter

STUDENT'S NAME

SCHULZE, Doris

TO THE PARENT

We strive constantly to help each student develop his capabilities to the fullest extent and believe that a child's education is a joint responsibility of home and school. We shall be glad to discuss your child's work at your convenience. It is hoped that parents will use this report in planning with their children better ways of promoting further progress.

STUDENT	SCHULZE, Doris				GRADE	11			
SCHOOL	Berlin American HS				YEAR	81-82			
SUBJECT	1	2	Sem	Sem CR	3	4	Sem	Sem CR	
Amer. Lit.	B	A	B	1/2					
MUN I / MUN II	B	B	B	1/2					
English 10	A	B	B	1/2					
Algebra I	A	A	A	1/2					
US History	A	B	B	1/2					
German IV	A	A	A	1/2					
DAYS ABSENT									

Explanation of Grades  
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X = Withdrawn (failing)  
P = Pass



# DODDSEUR SECONDARY SCHOOL REPORT TO PARENTS

## TEACHERS' COMMENTS

1st quarter

Excellent effort, Doris! H. Jack Jr.

2nd quarter

W. Kist - very commendable effort. Sub  
Another good job, Doris! H. Jack Jr.  
MAR

3rd quarter

4th quarter

STUDENT'S NAME

SCHULZE, Doris

## TO THE PARENT

We strive constantly to help each student develop his capabilities to the fullest extent and believe that a child's education is a joint responsibility of home and school. We shall be glad to discuss your child's work at your convenience. It is hoped that parents will use this report in planning with their children better ways of promoting further progress.

STUDENT		GRADE						
SCHULZE, Doris		11						
SCHOOL		YEAR						
Berlin American HS		31-32						
SUBJECT	1	2	Sem	Sem CR	3	4	Sem	Sem CR
Amer. Lit.	B	A	B 1/2	A				
	B	B	B 1/2	A				
MUN I / MUN II	2	0		2				
English 10	A	B	B 1/2					
	2	1						
Algebra I	A	A	A 1/2	A				
	2	0		7				
US History	A	B	B 1/2	C				
	A	A	A 1/2	A				
German IV	2	1		6				
TA				A				
				7				
DAYS ABSENT								

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X = Withdrawn (failing)  
P = Pass



# DODDSEUR SECONDARY SCHOOL REPORT TO PARENTS

## TEACHERS' COMMENTS

1st quarter

*Excellent effort, Doris! H. Jack Jr.*

2nd quarter

*Another good job, Doris! H. Jack Jr.*

3rd quarter

*A superior pupil - 1933*

4th quarter

*Outstanding year, Doris! H. Jack Jr.*

STUDENT'S NAME

SCHULZE, Doris

## TO THE PARENT

We strive constantly to help each student develop his capabilities to the fullest extent and believe that a child's education is a joint responsibility of home and school. We shall be glad to discuss your child's work at your convenience. It is hoped that parents will use this report in planning with their children better ways of promoting further progress.

STUDENT

SCHULZE, Doris

GRADE

11

SCHOOL

Berlin American HS

YEAR

11-12

SUBJECT	1	2	Sem	Sem CR	3	4	Sem	Sem CR
Amer. Lit.	A	A	B 1/2	1/2	A	A	A	1/2
MUN I / MUN II	B	B	B 1/2	1/2	A	A	A	1/2
English 10	A	B	B	1/2	A	A	A	1/2
Algebra I	A	A	A	1/2	A	A	A	1/2
US History	A	B	B	1/2	C	A	B	1/2
German IV	A	A	A	1/2	A	A	A	1/2
TA - Art					A	A	A	1/2
DAYS ABSENT								

Explanation of Grades

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