

CURRICULUM REVIEW WORKSHEETS

Contents

This booklet provides worksheets to guide you in examining the match between your school's curriculum and the knowledge and skills assessed in EXPLORE®, PLAN®, and the ACT®:

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Introduction

This booklet provides four sets of worksheets to guide you in the process of examining the match between the content and skills deemed important by your school and the knowledge and skills assessed in the four tests included in EXPLORE®, PLAN®, and the ACT®—English, Mathematics, Reading, and Science. College Readiness Standards are provided for six score ranges along a score scale that is common to EXPLORE (1–25), PLAN (1–32), and the ACT (1–36). These three testing programs are components of ACT’s Educational Planning and Assessment System (EPAS™).

This booklet also provides a set of worksheets for the Writing Standards associated with the ACT Writing Test, an optional component of the ACT. The Standards for Writing are provided for five score ranges along the ACT Writing Test score range: 3–4, 5–6, 7–8, 9–10, and 11–12.

To use each worksheet, you should review each skill; consider whether the skill, knowledge, or process is included in the school, district, and state

curricular frameworks; and answer the following three questions:

- Is this skill, knowledge, or process **included** in your [content area] curriculum?
- At what grade level (or in what course) are students **first introduced** to the skill, knowledge, or process?
- At what grade level (or in what course) are students **expected to demonstrate proficiency** in the skill, knowledge, or process?

Engaging in this activity will help you focus on the skills and concepts that are emphasized in your courses, to identify instructional needs, to consider the many ways in which teachers teach and students learn, and to reflect on how your course goals fit into and work toward the school's educational goals. This activity allows educators to discuss and compare their perspectives related to curriculum expectations. There is much evidence that student achievement can be raised when teachers and other school personnel address the academic content that teachers teach and the amount of practice that is provided to students in particular areas.

TABLE 1: English College Readiness Standards for Score Range 13–15

English Standards	For each skill, knowledge, or process:		
	Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)			
Revise sentences to correct awkward and confusing arrangements of sentence elements			
Revise vague nouns and pronouns that create obvious logic problems			
Use conjunctions or punctuation to join simple clauses			
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences			
Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives			
Delete commas that create basic sense problems (e.g., between verb and direct object)			

TABLE 1 (continued): English College Readiness Standards for Score Range 16–19

English Standards	For each skill, knowledge, or process:		
	Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Identify the basic purpose or role of a specified phrase or sentence			
Delete a clause or sentence because it is obviously irrelevant to the essay			
Select the most logical place to add a sentence in a paragraph			
Delete obviously synonymous and wordy material in a sentence			
Revise expressions that deviate from the style of an essay			
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences			
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence			
Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts			
Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i>			
Provide appropriate punctuation in straightforward situations (e.g., items in a series)			
Delete commas that disturb the sentence flow (e.g., between modifier and modified element)			

TABLE 1 (continued): English College Readiness Standards for Score Range 20–23

English Standards	For each skill, knowledge, or process:		
	Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Identify the central idea or main topic of a straightforward piece of writing			
Determine relevancy when presented with a variety of sentence-level details			
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i> , <i>afterward</i> , <i>in response</i>)			
Decide the most logical place to add a sentence in an essay			
Add a sentence that introduces a simple paragraph			
Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)			
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay			
Determine the clearest and most logical conjunction to link clauses			
Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)			
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i>)			
Ensure that a verb agrees with its subject when there is some text between the two			
Use commas to set off simple parenthetical phrases			
Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)			

TABLE 1 (continued): English College Readiness Standards for Score Range 24–27

English Standards	For each skill, knowledge, or process:		
	Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal			
Delete material primarily because it disturbs the flow and development of the paragraph			
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement			
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)			
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic			
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward			
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence			
Identify and correct ambiguous pronoun references			
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay			
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems			
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence			
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences			
Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i>			
Use punctuation to set off complex parenthetical phrases			
Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)			
Use apostrophes to indicate simple possessive nouns			
Recognize inappropriate uses of colons and semicolons			

TABLE 1 (continued): English College Readiness Standards for Score Range 28–32

English Standards (PLAN and ACT only)	For each skill, knowledge, or process:		
	Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material			
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation			
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs			
Rearrange sentences to improve the logic and coherence of a complex paragraph			
Add a sentence to introduce or conclude a fairly complex paragraph			
Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)			
Correct vague and wordy or clumsy and confusing writing containing sophisticated language			
Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs			
Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole			
Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronouns <i>who</i> and <i>whom</i>			
Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)			
Use commas to set off a nonessential/nonrestrictive appositive or clause			
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)			
Use an apostrophe to show possession, especially with irregular plural nouns			
Use a semicolon to indicate a relationship between closely related independent clauses			

TABLE 1 (continued): English College Readiness Standards for Score Range 33–36

English Standards (ACT only)	For each skill, knowledge, or process:		
	Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Determine whether a complex essay has accomplished a specific purpose			
Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay			
Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay			
Delete redundant material that involved subtle concepts or that is redundant in terms of the paragraph as a whole			
Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses			
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas			
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb			
Use a colon to introduce an example or an elaboration			

TABLE 2: Mathematics College Readiness Standards for Score Range 13–15

Mathematics Standards	For each skill, knowledge, or process:		
	Is it included in your mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Perform one-operation computation with whole numbers and decimals			
Solve problems in one or two steps using whole numbers			
Perform common conversions (e.g., inches to feet or hours to minutes)			
Calculate the average of a list of positive whole numbers			
Perform a single computation using information from a table or chart			
Recognize equivalent fractions and fractions in lowest terms			
Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)			
Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals			
Identify the location of a point with a positive coordinate on the number line			
Estimate or calculate the length of a line segment based on other lengths given on a geometric figure			

TABLE 2 (continued): Mathematics College Readiness Standards for Score Range 16–19

Mathematics Standards	For each skill, knowledge, or process:		
	Is it included in your mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent			
Solve some routine two-step arithmetic problems			
Calculate the average of a list of numbers			
Calculate the average, given the number of data values and the sum of the data values			
Read tables and graphs			
Perform computations on data from tables and graphs			
Use the relationship between the probability of an event and the probability of its complement			
Recognize one-digit factors of a number			
Identify a digit's place value			
Substitute whole numbers for unknown quantities to evaluate expressions			
Solve one-step equations having integer or decimal answers			
Combine like terms (e.g., $2x + 5x$)			
Locate points on the number line and in the first quadrant			
Exhibit some knowledge of the angles associated with parallel lines			
Compute the perimeter of polygons when all side lengths are given			
Compute the area of rectangles when whole number dimensions are given			

TABLE 2 (continued): Mathematics College Readiness Standards for Score Range 20–23

Mathematics Standards	For each skill, knowledge, or process:		
	Is it included in your mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average			
Calculate the missing data value, given the average and all data values but one			
Translate from one representation of data to another (e.g., a bar graph to a circle graph)			
Determine the probability of a simple event			
Exhibit knowledge of simple counting techniques*			
Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor			
Evaluate algebraic expressions by substituting integers for unknown quantities			
Add and subtract simple algebraic expressions			
Solve routine first-degree equations			
Perform straightforward word-to-symbol translations			
Multiply two binomials*			
Locate points in the coordinate plane			
Comprehend the concept of length on the number line*			
Exhibit knowledge of slope*			
Find the measure of an angle using properties of parallel lines			
Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)			
Compute the area and perimeter of triangles and rectangles in simple problems			
Use geometric formulas when all necessary information is given			
Evaluate quadratic functions, expressed in function notation, at integer values†			

*PLAN and ACT only

†ACT only

TABLE 2 (continued): Mathematics College Readiness Standards for Score Range 24–27

Mathematics Standards	For each skill, knowledge, or process:		
	Is it included in your mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)			
Calculate the average, given the frequency counts of all the data values			
Manipulate data from tables and graphs			
Compute straightforward probabilities for common situations			
Use Venn diagrams in counting*			
Find and use the least common multiple			
Order fractions			
Work with numerical factors			
Work with scientific notation			
Work with squares and square roots of numbers			
Work problems involving positive integer exponents*			
Work with cubes and cube roots of numbers*			
Determine when an expression is undefined*			
Exhibit some knowledge of the complex numbers [†]			
Solve real-world problems using first-degree equations			
Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)			
Identify solutions to simple quadratic equations			
Add, subtract, and multiply polynomials*			
Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)*			
Solve first-degree inequalities that do not require reversing the inequality sign*			
Identify the graph of a linear inequality on the number line*			
Determine the slope of a line from points or equations*			
Match linear graphs with their equations*			
Find the midpoint of a line segment*			
Use several angle properties to find an unknown angle measure			
Recognize Pythagorean triples*			
Use properties of isosceles triangles*			
Compute the area of triangles and rectangles when one or more additional simple steps are required			
Compute the area and circumference of circles after identifying necessary information			
Compute the perimeter of simple composite geometric figures with unknown side lengths*			
Evaluate polynomial functions, expressed in function notation, at integer values [†]			

*PLAN and ACT only

[†]ACT only

TABLE 2 (continued): Mathematics College Readiness Standards for Score Range 24–27

Mathematics Standards	For each skill, knowledge, or process:		
	Is it <i>included</i> in your mathematics curriculum?	At what grade level (or in which course) are students <i>first introduced</i> to it?	At what grade level (or in which course) are students <i>expected to demonstrate proficiency</i>?
Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths [†]			

TABLE 2 (continued): Mathematics College Readiness Standards for Score Range 28–32

Mathematics Standards (PLAN and ACT only)	For each skill, knowledge, or process:		
	Is it included in your mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Solve word problems containing several rates, proportions, or percentages			
Calculate or use a weighted average			
Interpret and use information from figures, tables, and graphs			
Apply counting techniques			
Compute a probability when the event and/or sample space are not given or obvious			
Apply number properties involving prime factorization			
Apply number properties involving even/odd numbers and factors/multiples			
Apply number properties involving positive/negative numbers			
Apply rules of exponents			
Multiply two complex numbers [†]			
Manipulate expressions and equations			
Write expressions, equations, and inequalities for common algebra settings			
Solve linear inequalities that require reversing the inequality sign			
Solve absolute value equations			
Solve quadratic equations			
Find solutions to systems of linear equations			
Interpret and use information from graphs in the coordinate plane			
Match number line graphs with solution sets of linear inequalities			
Use the distance formula			
Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point			
Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) [†]			
Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles			
Use the Pythagorean theorem			
Use relationships involving area, perimeter, and volume of geometric figures to compute another measure			
Evaluate composite functions at integer values [†]			
Apply basic trigonometric ratios to solve right-triangle problems [†]			

†ACT only

TABLE 2 (continued): Mathematics College Readiness Standards for Score Range 33–36

Mathematics Standards (ACT only)	For each skill, knowledge, or process:		
	Is it included in your mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)			
Distinguish between mean, median, and mode for a list of numbers			
Analyze and draw conclusions based on information from figures, tables, and graphs			
Exhibit knowledge of conditional and joint probability			
Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers			
Exhibit knowledge of logarithms and geometric sequences			
Apply properties of complex numbers			
Write expressions that require planning and/or manipulating to accurately model a situation			
Write equations and inequalities that require planning, manipulating, and/or solving			
Solve simple absolute value inequalities			
Match number line graphs with solution sets of simple quadratic inequalities			
Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$			
Solve problems integrating multiple algebraic and/or geometric concepts			
Analyze and draw conclusions based on information from graphs in the coordinate plane			
Draw conclusions based on a set of conditions			
Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas			
Use relationships among angles, arcs, and distances in a circle			
Use scale factors to determine the magnitude of a size change			
Compute the area of composite geometric figures when planning or visualization is required			
Write an expression for the composite of two simple functions			
Use trigonometric concepts and basic identities to solve problems			
Exhibit knowledge of unit circle trigonometry			
Match graphs of basic trigonometric functions with their equations			

TABLE 3: Reading College Readiness Standards for Score Range 13–15

Reading Standards	For each skill, knowledge, or process:		
	Is it included in your reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Recognize a clear intent of an author or narrator in uncomplicated literary narratives			
Locate basic facts (e.g., names, dates, events) clearly stated in a passage			
Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages			
Recognize clear cause-effect relationships described within a single sentence in a passage			
Understand the implication of a familiar word or phrase and of simple descriptive language			
Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives			

Descriptions of the EPAS (EXPLORE, PLAN, and ACT) Reading Test Passages

- **Uncomplicated Literary Narratives** refers to excerpts from essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.
- **More Challenging Literary Narratives** refers to excerpts from essays, short stories, and novels that tend to make moderate use of figurative language, have a more intricate structure and messages conveyed with some subtlety, and may feature somewhat complex interactions between characters.
- **Complex Literary Narratives** refers to excerpts from essays, short stories, and novels that tend to make generous use of ambiguous language and literary devices, feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage.
- ◆ **Uncomplicated Informational Passages** refers to materials that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible.
- ◆ **More Challenging Informational Passages** refers to materials that tend to present concepts that are not always stated explicitly and that are accompanied or illustrated by more—and more detailed—supporting data, include some difficult context-dependent words, and are written in a somewhat more demanding and less accessible style.
- ◆ **Complex Informational Passages** refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events.

TABLE 3 (continued): Reading College Readiness Standards for Score Range 16–19

Reading Standards	For each skill, knowledge, or process:		
	Is it included in your reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives			
Locate simple details at the sentence and paragraph level in uncomplicated passages			
Recognize a clear function of a part of an uncomplicated passage			
Identify relationships between main characters in uncomplicated literary narratives			
Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives			
Use context to understand basic figurative language			
Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages			

TABLE 3 (continued): Reading College Readiness Standards for Score Range 20–23

Reading Standards	For each skill, knowledge, or process:		
	Is it included in your reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives			
Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages			
Locate important details in uncomplicated passages			
Make simple inferences about how details are used in passages			
Order simple sequences of events in uncomplicated literary narratives			
Identify clear relationships between people, ideas, and so on in uncomplicated passages			
Identify clear cause-effect relationships in uncomplicated passages			
Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages			
Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages			
Draw simple generalizations and conclusions using details that support the main points of more challenging passages			

TABLE 3 (continued): Reading College Readiness Standards for Score Range 24–27

Reading Standards	For each skill, knowledge, or process:		
	Is it included in your reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages			
Infer the main idea or purpose of straightforward paragraphs in more challenging passages			
Summarize basic events and ideas in more challenging passages			
Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages			
Locate important details in more challenging passages			
Locate and interpret minor or subtly stated details in uncomplicated passages			
Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages			
Order sequences of events in uncomplicated passages			
Understand relationships between people, ideas, and so on in uncomplicated passages			
Identify clear relationships between characters, ideas, and so on in more challenging literary narratives			
Understand implied or subtly stated cause-effect relationships in uncomplicated passages			
Identify clear cause-effect relationships in more challenging passages			
Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages			
Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages			
Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives			
Draw generalizations and conclusions about people, ideas, and so on in more challenging passages			

TABLE 3 (continued): Reading College Readiness Standards for Score Range 28–32

Reading Standards (PLAN and ACT only)	For each skill, knowledge, or process:		
	Is it included in your reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Infer the main idea or purpose of more challenging passages or their paragraphs			
Summarize events and ideas in virtually any passage			
Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage			
Locate and interpret minor or subtly stated details in more challenging passages			
Use details from different sections of some complex informational passages to support a specific point or argument			
Order sequences of events in more challenging passages			
Understand the dynamics between people, ideas, and so on in more challenging passages			
Understand implied or subtly stated cause-effect relationships in more challenging passages			
Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts			
Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on			

TABLE 3 (continued): Reading College Readiness Standards for Score Range 33–36

Reading Standards (ACT only)	For each skill, knowledge, or process:		
	Is it included in your reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Identify clear main ideas or purposes of complex passages or their paragraphs			
Locate and interpret details in complex passages			
Understand the function of a part of a passage when the function is subtle or complex			
Order sequences of events in complex passages			
Understand the subtleties in relationships between people, ideas, and so on in virtually any passage			
Understand implied, subtle, or complex cause-effect relationships in virtually any passage			
Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage			
Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage			
Understand and generalize about portions of a complex literary narrative			

TABLE 4: Science College Readiness Standards for Score Range 13–15

Science Standards	For each skill, knowledge, or process:		
	Is it included in your science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)			
Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)			

Science College Readiness Standards are measured in the context of science topics students encounter in science courses. These topics may include:

Life Science/Biology	Physical Science/Chemistry, Physics	Earth & Space Science
<ul style="list-style-type: none"> • Animal behavior • Animal development and growth • Body systems • Cell structure and processes • Ecology • Evolution • Genetics • Homeostasis • Life cycles • Molecular basis of heredity • Origin of life • Photosynthesis • Plant development, growth, structure • Populations • Taxonomy 	<ul style="list-style-type: none"> • Atomic structure • Chemical bonding, equations, nomenclature, reactions • Electrical circuits • Elements, compounds, mixtures • Force and motions • Gravitation • Heat and work • Kinetic and potential energy • Magnetism • Momentum • The Periodic Table • Properties of solutions • Sound and light • States, classes, and properties of matter • Waves 	<ul style="list-style-type: none"> • Earthquakes and volcanoes • Earth's atmosphere • Earth's resources • Fossils and geological time • Geochemical cycles • Groundwater • Lakes, rivers, oceans • Mass movements • Plate tectonics • Rocks, minerals • Solar system • Stars, galaxies, and the universe • Water cycle • Weather and climate • Weathering and erosion

TABLE 4 (continued): Science College Readiness Standards for Score Range 16–19

Science Standards	For each skill, knowledge, or process:		
	Is it <i>included</i> in your science curriculum?	At what grade level (or in which course) are students <i>first introduced</i> to it?	At what grade level (or in which course) are students <i>expected to demonstrate proficiency</i>?
Select two or more pieces of data from a simple data presentation			
Understand basic scientific terminology			
Find basic information in a brief body of text			
Determine how the value of one variable changes as the value of another variable changes in a simple data presentation			
Understand the methods and tools used in a simple experiment			

TABLE 4 (continued): Science College Readiness Standards for Score Range 20–23

Science Standards	For each skill, knowledge, or process:		
	Is it included in your science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)			
Compare or combine data from a simple data presentation (e.g., order or sum data from a table)			
Translate information into a table, graph, or diagram			
Understand the methods and tools used in a moderately complex experiment			
Understand a simple experimental design			
Identify a control in an experiment			
Identify similarities and differences between experiments			
Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model			
Identify key issues or assumptions in a model			

TABLE 4 (continued): Science College Readiness Standards for Score Range 24–27

Science Standards	For each skill, knowledge, or process:		
	Is it included in your science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)			
Compare or combine data from a complex data presentation			
Interpolate between data points in a table or graph			
Determine how the value of one variable changes as the value of another variable changes in a complex data presentation			
Identify and/or use a simple (e.g., linear) mathematical relationship between data			
Analyze given information when presented with new, simple information			
Understand the methods and tools used in a complex experiment			
Understand a complex experimental design			
Predict the results of an additional trial or measurement in an experiment			
Determine the experimental conditions that would produce specified results			
Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models			
Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why			
Identify strengths and weaknesses in one or more models			
Identify similarities and differences between models			
Determine which model(s) is(are) supported or weakened by new information			
Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion			

TABLE 4 (continued): Science College Readiness Standards for Score Range 28–32

Science Standards (PLAN and ACT only)	For each skill, knowledge, or process:		
	Is it included in your science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Compare or combine data from a simple data presentation with data from a complex data presentation			
Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data			
Extrapolate from data points in a table or graph			
Determine the hypothesis for an experiment			
Identify an alternate method for testing a hypothesis			
Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model			
Determine whether new information supports or weakens a model, and why			
Use new information to make a prediction based on a model			

TABLE 4 (continued): Science College Readiness Standards for Score Range 33–36

Science Standards (ACT only)	For each skill, knowledge, or process:		
	Is it included in your science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Compare or combine data from two or more complex data presentations			
Analyze given information when presented with new, complex information			
Understand precision and accuracy issues			
Predict how modifying the design or methods of an experiment will affect results			
Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results			
Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models			
Determine whether given information supports or contradicts a complex hypothesis or conclusion, and why			

TABLE 5: Writing College Readiness Standards for Score Range 3–4

Writing Standards	For each skill, knowledge, or process:		
	Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt			
Show limited recognition of the complexity of the issue in the prompt			
Maintain a focus on the general topic in the prompt through most of the essay			
Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas			
Show little or no movement between general and specific ideas and examples			
Provide a discernible organization with some logical grouping of ideas in parts of the essay			
Use a few simple and obvious transitions			
Present a discernible, though minimally developed, introduction and conclusion			
Show limited control of language by <ul style="list-style-type: none"> • correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding • using simple vocabulary • using simple sentence structure 			

TABLE 5 (continued): Writing College Readiness Standards for Score Range 5–6

Writing Standards	For each skill, knowledge, or process:		
	Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but may not maintain that position			
Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer’s position			
Maintain a focus on the general topic in the prompt throughout the essay			
Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas			
Show little movement between general and specific ideas and examples			
Provide a simple organization with logical grouping of ideas in parts of the essay			
Use some simple and obvious transitional words, though they may at times be inappropriate or misleading			
Present a discernible, though underdeveloped, introduction and conclusion			
Show a basic control of language by <ul style="list-style-type: none"> • correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding • using simple but appropriate vocabulary • using a little sentence variety, though most sentences are simple in structure 			

TABLE 5 (continued): Writing College Readiness Standards for Score Range 7–8

Writing Standards	For each skill, knowledge, or process:		
	Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt			
Show some recognition of the complexity of the issue in the prompt by <ul style="list-style-type: none"> • acknowledging counterarguments to the writer’s position • providing some response to counterarguments to the writer’s position 			
Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt			
Present a thesis that establishes focus on the topic			
Develop ideas by using some specific reasons, details, and examples			
Show some movement between general and specific ideas and examples			
Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas			
Use some simple and obvious, but appropriate, transitional words and phrases			
Present a discernible introduction and conclusion with a little development			
Show adequate use of language to communicate by <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace 			

TABLE 5 (continued): Writing College Readiness Standards for Score Range 9–10

Writing Standards	For each skill, knowledge, or process:		
	Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion			
Show recognition of the complexity of the issue in the prompt by <ul style="list-style-type: none"> partially evaluating implications and/or complications of the issue, and/or posing and partially responding to counterarguments to the writer's position 			
Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay			
Present a thesis that establishes a focus on the writer's position on the issue			
Develop most ideas fully, using some specific and relevant reasons, details, and examples			
Show clear movement between general and specific ideas and examples			
Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas			
Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas			
Present a somewhat developed introduction and conclusion			
Show competent use of language to communicate ideas by <ul style="list-style-type: none"> correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding using some precise and varied vocabulary using several kinds of sentence structures to vary pace and to support meaning 			

TABLE 5 (continued): Writing College Readiness Standards for Score Range 11–12

Writing Standards	For each skill, knowledge, or process:		
	Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion			
Show understanding of the complexity of the issue in the prompt by <ul style="list-style-type: none"> • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer’s position 			
Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay			
Present a critical thesis that clearly establishes the focus on the writer’s position on the issue			
Develop several ideas fully, using specific and relevant reasons, details, and examples			
Show effective movement between general and specific ideas and examples			
Provide unity and coherence throughout the essay, often with a logical progression of ideas			
Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas			
Present a well-developed introduction and conclusion			
Show effective use of language to clearly communicate ideas by <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning 			