Table 1. ACT Writing College and Career Readiness Standards for Score Range 3-4

<table>
<thead>
<tr>
<th>Writing College and Career Readiness Standards</th>
<th>For each skill, knowledge, or process:</th>
<th>At what grade level (or in which course) are students first introduced to it?</th>
<th>At what grade level (or in which course) are students expected to demonstrate proficiency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXJ 201 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</td>
<td>Is it included in your writing curriculum?</td>
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<tr>
<td>EXJ 202 Generate reasons for a position that are irrelevant or unclear</td>
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<tr>
<td>FOC 201 Maintain a focus on the general topic in the prompt throughout most of the essay</td>
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<tr>
<td>DEV 201 Offer little development in support of ideas; attempt to clarify ideas by merely restating them or by using general examples that may not be clearly relevant</td>
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<tr>
<td>DEV 202 Show little or no movement between general and specific ideas and examples</td>
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<tr>
<td>ORI 201 Provide a discernible organizational structure by grouping together a few ideas</td>
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<tr>
<td>ORI 202 Use transitional words and phrases that are simple and obvious, or occasionally misleading</td>
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<tr>
<td>ORI 203 Present a minimal introduction and conclusion</td>
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<tr>
<td>USL 201 Show limited control of language by • correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding • choosing words that are simplistic or vague • using only simple sentence structure</td>
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</tbody>
</table>
Table 2. ACT Writing College and Career Readiness Standards for Score Range 5-6

<table>
<thead>
<tr>
<th>Writing College and Career Readiness Standards</th>
<th>For each skill, knowledge, or process:</th>
<th>Is it included in your writing curriculum?</th>
<th>At what grade level (or in which course) are students first introduced to it?</th>
<th>At what grade level (or in which course) are students expected to demonstrate proficiency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXJ 301 Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</td>
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<tr>
<td>EXJ 302 Generate reasons for a position that are vague or simplistic; show a little recognition of the complexity of the issue in the prompt by • briefly noting implications and/or complications of the issue, and/or • briefly or unclearly responding to counterarguments to the writer’s position</td>
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<tr>
<td>FOC 301 Maintain a focus on the general topic in the prompt throughout the essay</td>
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<tr>
<td>DEV 301 Offer limited development in support of ideas; clarify ideas somewhat with vague explanation and the use of general examples</td>
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<tr>
<td>DEV 302 Show little movement between general and specific ideas and examples</td>
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<tr>
<td>ORI 301 Provide a simple organizational structure by logically grouping some ideas</td>
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<tr>
<td>ORI 302 Use simple and obvious transitional words and phrases</td>
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<tr>
<td>ORI 303 Present an underdeveloped introduction and conclusion</td>
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<tr>
<td>USL 301 Show a basic control of language by • correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding • choosing words that are simple but generally appropriate • using a little sentence variety</td>
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<tr>
<td>Writing College and Career Readiness Standards</td>
<td>For each skill, knowledge, or process:</td>
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<tr>
<td>EXJ 401 Show clear understanding of the persuasive purpose of the task by taking a position on the issue in the prompt and offering some context for discussion</td>
<td>Is it included in your writing curriculum?</td>
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<tr>
<td>EXJ 402 Generate reasons for a position that are relevant and clear; show some recognition of the complexity of the issue in the prompt by • acknowledging implications and/or complications of the issue, and/or • providing some response to counterarguments to the writer’s position</td>
<td>At what grade level (or in which course) are students first introduced to it?</td>
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<tr>
<td>FOC 401 Maintain a focus on the specific issue in the prompt throughout most of the essay</td>
<td>At what grade level (or in which course) are students expected to demonstrate proficiency?</td>
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<td>FOC 402 Present a thesis that establishes focus on the topic</td>
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<tr>
<td>DEV 401 Provide adequate development in support of ideas; clarify ideas by using some specific reasons, details, and examples</td>
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<tr>
<td>DEV 402 Show some movement between general and specific ideas and examples</td>
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<tr>
<td>ORI 401 Provide an adequate but simple organizational structure by logically grouping most ideas</td>
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<td>ORI 402 Use some appropriate transitional words and phrases</td>
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<tr>
<td>ORI 403 Present a somewhat developed introduction and conclusion</td>
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<tr>
<td>USL 401 Show adequate use of language to communicate by • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • choosing words that are appropriate • using some varied kinds of sentence structures to vary pace</td>
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<tr>
<td>Writing College and Career Readiness Standards</td>
<td>For each skill, knowledge, or process:</td>
<td>Is it included in your writing curriculum?</td>
<td>At what grade level (or in which course) are students first introduced to it?</td>
<td>At what grade level (or in which course) are students expected to demonstrate proficiency?</td>
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<tr>
<td>EXJ 501 Show strong 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</td>
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<td>EXJ 502 Generate thoughtful reasons for a position; show recognition of the complexity of the issue in the prompt by • partially evaluating implications and/or complications of the issue, and/or • anticipating and responding to counterarguments to the writer's position</td>
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<tr>
<td>FOC 501 Maintain a focus on discussing the specific issue in the prompt throughout the essay</td>
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<td>FOC 502 Present a thesis that establishes a focus on the writer's position on the issue</td>
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<td>DEV 501 Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples</td>
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<td>DEV 502 Show clear movement between general and specific ideas and examples</td>
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<tr>
<td>ORI 501 Provide a coherent organizational structure with some logical sequencing of ideas</td>
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<tr>
<td>ORI 502 Use accurate and clear transitional words and phrases to convey logical relationships between ideas</td>
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<td>ORI 503 Present a generally well-developed introduction and conclusion</td>
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<tr>
<td>USL 501 Show competent use of language to communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • generally choosing words that are precise and varied • using several kinds of sentence structures to vary pace and to support meaning</td>
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<tr>
<td>EXJ 601</td>
<td>Show advanced 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</td>
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<tr>
<td>EXJ 602</td>
<td>Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications and/or complications of the issue, and/or • anticipating and fully responding to counterarguments to the writer’s position</td>
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<tr>
<td>FOC 601</td>
<td>Maintain a precise focus on discussing the specific issue in the prompt throughout the essay</td>
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<tr>
<td>FOC 602</td>
<td>Present a critical thesis that clearly establishes the focus on the writer’s position on the issue</td>
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<td>DEV 601</td>
<td>Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples</td>
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<td>DEV 602</td>
<td>Show effective movement between general and specific ideas and examples</td>
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<td>ORI 601</td>
<td>Provide a unified, coherent organizational structure that presents a logical progression of ideas</td>
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<tr>
<td>ORI 602</td>
<td>Use precise transitional words, phrases, and sentences to convey logical relationships between ideas</td>
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<td>ORI 603</td>
<td>Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas</td>
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<tr>
<td>USL 601</td>
<td>Show effective use of language to communicate ideas clearly by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • consistently choosing words that are precise and varied • using a variety of kinds of sentence structures to vary pace and to support meaning</td>
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