

QualityCore®



The **ACT®**



PLAN®



EXPLORE®



How

QualityCore®
Course Objectives

Reflect

ACT's College
Readiness
Standards™

May 2009

ACT®

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

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SUMMARY

This document illustrates the close relationship between the content and skills of ACT's College Readiness Standards™ and the QualityCore® course objectives for English 9, 10, 11 and 12; Algebra I, Algebra II, Geometry, and Precalculus; and Biology, Chemistry, and Physics. Taken together EXPLORE®, PLAN®, the ACT®, the College Readiness Standards, and QualityCore complete ACT's research-based College Readiness System. When evaluated as a whole, the QualityCore course objectives cover all of the College Readiness Standards.

QualityCore

QualityCore is a research-based system of educator's resources, formative items, and end-of-course assessments designed to help schools better prepare all students for college and workforce training. It ensures that high school core courses are focused on the most essential postsecondary skills and enables educators to monitor progress toward, and attainment of, those skills. Through QualityCore, ACT hopes to raise the overall quality of high school core courses across the country so that more students will be ready for college and work after high school.

Beginning in 2003, ACT and The Education Trust collaborated on a study to determine the courses, level of rigor, and instructional practices that are most likely to lead to success for students. *On Course for Success* (2004) focused on schools with high minority and low-income student populations that produce graduates who meet or exceed ACT's College Readiness Benchmarks in proportions greater than those seen nationally.

Preliminary course objectives developed during that study provided real answers to the questions of what a rigorous course looks like and how it can best be taught. The course objectives were then reviewed by teachers who were selected from the 300 high schools nationwide that performed best on the ACT. Their recommendations and the resulting course objectives are the foundation for the QualityCore End-of-Course Assessments and the corresponding QualityCore educator's resources.

ACT's College Readiness Standards

Using thousands of student records and responses, content and measurement experts worked backwards to develop data-driven, empirically derived statements of what students know and are typically able to do in various score ranges on the English, Reading, Writing, Mathematics, and Science portions of the EXPLORE, PLAN, and ACT tests. These empirically derived score descriptors constitute ACT's College Readiness Standards. They contain specific descriptions of proficiency and content, including descriptions of the complexity of the test material. The College Readiness Standards provide an effective way to communicate the skills and knowledge measured by the EXPLORE, PLAN, and ACT tests.

How QualityCore Course Objectives Relate to the College Readiness Standards

In the following tables, the College Readiness Standards are highlighted when they are covered by the course objectives of the specified QualityCore course. The tables are

arranged by QualityCore course within each ACT subject test—English, Reading, Writing, Mathematics, and Science. For example, Table 1A shows which English College Readiness Standards are covered by QualityCore English 9 objectives; Table 1B displays the English College Readiness Standards covered by QualityCore English 10 objectives; Table 1C shows the ACT Reading Standards and the QualityCore English 11 objectives; and Table 1D shows the ACT Reading Standards and the QualityCore English 12 objectives. Table 1E is a summary document that shows how all of the QualityCore English course objectives cover all of the ACT English College Readiness Standards. A similar arrangement of tables shows the matches of the QualityCore course objectives, by course, with each ACT subject test as well as a summary table that shows how all of the QualityCore course objectives, for the particular content area (English, mathematics, science), cover all of the ACT College Readiness Standards, by subject test.

The summary tables show that all of the College Readiness Standards are covered by all of the QualityCore courses.

**Table 1A.
ACT's College Readiness Standards — English to QualityCore English 9 Objectives**

	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		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
16–19	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
20–23	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, afterward, 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
24–27	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
28–32	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
33–36	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 involves subtle concepts or that is redundant in terms of the paragraph as a whole

**Table 1A (continued).
ACT's College Readiness Standards — English to QualityCore English 9 Objectives**

	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
13–15	<p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p>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</p>	<p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>
16–19	<p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>	<p>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</p> <p>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></p>	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>
20–23	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>	<p>Use commas to set off simple parenthetical phrases</p> <p>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)</p>
24–27	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>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></p>	<p>Use punctuation to set off complex parenthetical phrases</p> <p>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>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
28–32	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>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</p>	<p>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></p> <p>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)</p>	<p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
33–36	<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>Use a colon to introduce an example or an elaboration</p>

**Table 1B.
ACT's College Readiness Standards — English to QualityCore English 10 Objectives**

	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		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
16–19	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
20–23	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, afterward, 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
24–27	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
28–32	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
33–36	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 involves subtle concepts or that is redundant in terms of the paragraph as a whole

**Table 1B (continued).
ACT's College Readiness Standards — English to QualityCore English 10 Objectives**

	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
13–15	<p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p>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</p>	<p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>
16–19	<p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>	<p>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</p> <p>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></p>	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>
20–23	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>	<p>Use commas to set off simple parenthetical phrases</p> <p>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)</p>
24–27	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>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></p>	<p>Use punctuation to set off complex parenthetical phrases</p> <p>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>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
28–32	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>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</p>	<p>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></p> <p>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)</p>	<p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
33–36	<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>Use a colon to introduce an example or an elaboration</p>

**Table 1C.
ACT's College Readiness Standards — English to QualityCore English 11 Objectives**

	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		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
16–19	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
20–23	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, afterward, 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
24–27	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
28–32	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
33–36	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 involves subtle concepts or that is redundant in terms of the paragraph as a whole

**Table 1C (continued).
ACT's College Readiness Standards — English to QualityCore English 11 Objectives**

	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
13–15	<p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p>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</p>	<p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>
16–19	<p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>	<p>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</p> <p>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></p>	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>
20–23	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>	<p>Use commas to set off simple parenthetical phrases</p> <p>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)</p>
24–27	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>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></p>	<p>Use punctuation to set off complex parenthetical phrases</p> <p>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>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
28–32	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>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</p>	<p>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></p> <p>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)</p>	<p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
33–36	<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>Use a colon to introduce an example or an elaboration</p>

**Table 1D.
ACT's College Readiness Standards — English to QualityCore English 12 Objectives**

	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		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
16–19	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
20–23	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, afterward, 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
24–27	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
28–32	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
33–36	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 involves subtle concepts or that is redundant in terms of the paragraph as a whole

**Table 1D (continued).
ACT's College Readiness Standards — English to QualityCore English 12 Objectives**

	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
13–15	<p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p>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</p>	<p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>
16–19	<p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>	<p>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</p> <p>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></p>	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>
20–23	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>	<p>Use commas to set off simple parenthetical phrases</p> <p>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)</p>
24–27	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>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></p>	<p>Use punctuation to set off complex parenthetical phrases</p> <p>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>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
28–32	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>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</p>	<p>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></p> <p>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)</p>	<p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
33–36	<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>Use a colon to introduce an example or an elaboration</p>

Table 1E.
ACT's College Readiness Standards — English to ALL QualityCore English Course Objectives

	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		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
16–19	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
20–23	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, afterward, 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
24–27	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
28–32	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
33–36	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 involves subtle concepts or that is redundant in terms of the paragraph as a whole

**Table 1E (continued).
ACT's College Readiness Standards — English to ALL QualityCore English Course Objectives**

	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
13–15	<p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p>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</p>	<p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>
16–19	<p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>	<p>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</p> <p>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></p>	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>
20–23	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>	<p>Use commas to set off simple parenthetical phrases</p> <p>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)</p>
24–27	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>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></p>	<p>Use punctuation to set off complex parenthetical phrases</p> <p>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>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
28–32	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>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</p>	<p>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></p> <p>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)</p>	<p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
33–36	<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>Use a colon to introduce an example or an elaboration</p>

Table 2A.
ACT's College Readiness Standards — Reading to QualityCore English 9 Objectives

	Main Ideas and Author's Approach	Supporting Details
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

Descriptions of the ACT Reading 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.

Table 2A (continued).
ACT's College Readiness Standards — Reading to QualityCore English 9 Objectives

	Sequential, Comparative, and Cause-Effect Relationships	Meanings of Words	Generalizations and Conclusions
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

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 2B.
ACT's College Readiness Standards — Reading to QualityCore English 10 Objectives**

	Main Ideas and Author's Approach	Supporting Details
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

Descriptions of the ACT Reading 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.

**Table 2B (continued).
ACT's College Readiness Standards — Reading to QualityCore English 10 Objectives**

	Sequential, Comparative, and Cause-Effect Relationships	Meanings of Words	Generalizations and Conclusions
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

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 2C.
ACT's College Readiness Standards — Reading to QualityCore English 11 Objectives**

	Main Ideas and Author's Approach	Supporting Details
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

Descriptions of the ACT Reading 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.

**Table 2C (continued).
ACT's College Readiness Standards — Reading to QualityCore English 11 Objectives**

	Sequential, Comparative, and Cause-Effect Relationships	Meanings of Words	Generalizations and Conclusions
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

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 2D.
ACT's College Readiness Standards — Reading to QualityCore English 12 Objectives

	Main Ideas and Author's Approach	Supporting Details
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

Descriptions of the ACT Reading 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.

**Table 2D (continued).
ACT's College Readiness Standards — Reading to QualityCore English 12 Objectives**

	Sequential, Comparative, and Cause-Effect Relationships	Meanings of Words	Generalizations and Conclusions
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

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 2E.
ACT's College Readiness Standards — Reading to ALL QualityCore English Objectives**

	Main Ideas and Author's Approach	Supporting Details
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

Descriptions of the ACT Reading 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.

**Table 2E (continued).
ACT's College Readiness Standards — Reading to ALL QualityCore English Objectives**

	Sequential, Comparative, and Cause-Effect Relationships	Meanings of Words	Generalizations and Conclusions
13–15	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
16–19	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
20–23	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
24–27	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
28–32	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
33–36	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

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 3A.
ACT's College Readiness Standards — ACT Writing Test to QualityCore English 9 Objectives**

	Expressing Judgments	Focusing on the Topic	Developing a Position
3–4	<p>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</p> <p>Show limited recognition of the complexity of the issue in the prompt</p>	<p>Maintain a focus on the general topic in the prompt through most of the essay</p>	<p>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</p> <p>Show little or no movement between general and specific ideas and examples</p>
5–6	<p>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</p> <p>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</p>	<p>Maintain a focus on the general topic in the prompt throughout the essay</p>	<p>Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas</p> <p>Show little movement between general and specific ideas and examples</p>
7–8	<p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • acknowledging counterarguments to the writer's position • providing some response to counterarguments to the writer's position 	<p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p>	<p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p>
9–10	<p>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</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>	<p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p>
11–12	<p>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</p> <p>Show understanding of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer's position on the issue</p>	<p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p> <p>Show effective movement between general and specific ideas and examples</p>

**Table 3A (continued).
ACT's College Readiness Standards — ACT Writing Test to QualityCore English 9 Objectives**

	Organizing Ideas	Using Language
3–4	<p>Provide a discernible organization with some logical grouping of ideas in parts of the essay</p> <p>Use a few simple and obvious transitions</p> <p>Present a discernible, though minimally developed, introduction and conclusion</p>	<p>Show limited control of language by</p> <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
5–6	<p>Provide a simple organization with logical grouping of ideas in parts of the essay</p> <p>Use some simple and obvious transitional words, though they may at times be inappropriate or misleading</p> <p>Present a discernible, though underdeveloped, introduction and conclusion</p>	<p>Show a basic control of language by</p> <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
7–8	<p>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</p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Present a discernible introduction and conclusion with a little development</p>	<p>Show adequate use of language to communicate by</p> <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
9–10	<p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>	<p>Show competent use of language to communicate ideas by</p> <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
11–12	<p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p> <p>Present a well-developed introduction and conclusion</p>	<p>Show effective use of language to clearly communicate ideas by</p> <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

Table 3B.
ACT's College Readiness Standards — ACT Writing Test to QualityCore English 10 Objectives

	Expressing Judgments	Focusing on the Topic	Developing a Position
3–4	<p>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</p> <p>Show limited recognition of the complexity of the issue in the prompt</p>	<p>Maintain a focus on the general topic in the prompt through most of the essay</p>	<p>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</p> <p>Show little or no movement between general and specific ideas and examples</p>
5–6	<p>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</p> <p>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</p>	<p>Maintain a focus on the general topic in the prompt throughout the essay</p>	<p>Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas</p> <p>Show little movement between general and specific ideas and examples</p>
7–8	<p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> acknowledging counterarguments to the writer's position providing some response to counterarguments to the writer's position 	<p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p>	<p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p>
9–10	<p>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</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>	<p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p>
11–12	<p>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</p> <p>Show understanding of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer's position on the issue</p>	<p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p> <p>Show effective movement between general and specific ideas and examples</p>

**Table 3B (continued).
ACT's College Readiness Standards — ACT Writing Test to QualityCore English 10 Objectives**

	Organizing Ideas	Using Language
3–4	<p>Provide a discernible organization with some logical grouping of ideas in parts of the essay</p> <p>Use a few simple and obvious transitions</p> <p>Present a discernible, though minimally developed, introduction and conclusion</p>	<p>Show limited control of language by</p> <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
5–6	<p>Provide a simple organization with logical grouping of ideas in parts of the essay</p> <p>Use some simple and obvious transitional words, though they may at times be inappropriate or misleading</p> <p>Present a discernible, though underdeveloped, introduction and conclusion</p>	<p>Show a basic control of language by</p> <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
7–8	<p>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</p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Present a discernible introduction and conclusion with a little development</p>	<p>Show adequate use of language to communicate by</p> <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
9–10	<p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>	<p>Show competent use of language to communicate ideas by</p> <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
11–12	<p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p> <p>Present a well-developed introduction and conclusion</p>	<p>Show effective use of language to clearly communicate ideas by</p> <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

**Table 3C.
ACT's College Readiness Standards — ACT Writing Test to QualityCore English 11 Objectives**

	Expressing Judgments	Focusing on the Topic	Developing a Position
3–4	<p>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</p> <p>Show limited recognition of the complexity of the issue in the prompt</p>	<p>Maintain a focus on the general topic in the prompt through most of the essay</p>	<p>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</p> <p>Show little or no movement between general and specific ideas and examples</p>
5–6	<p>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</p> <p>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</p>	<p>Maintain a focus on the general topic in the prompt throughout the essay</p>	<p>Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas</p> <p>Show little movement between general and specific ideas and examples</p>
7–8	<p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> acknowledging counterarguments to the writer's position providing some response to counterarguments to the writer's position 	<p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p>	<p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p>
9–10	<p>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</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>	<p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p>
11–12	<p>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</p> <p>Show understanding of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer's position on the issue</p>	<p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p> <p>Show effective movement between general and specific ideas and examples</p>

Table 3C (continued).
ACT's College Readiness Standards — ACT Writing Test to QualityCore English 11 Objectives

	Organizing Ideas	Using Language
3–4	<p>Provide a discernible organization with some logical grouping of ideas in parts of the essay</p> <p>Use a few simple and obvious transitions</p> <p>Present a discernible, though minimally developed, introduction and conclusion</p>	<p>Show limited control of language by</p> <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
5–6	<p>Provide a simple organization with logical grouping of ideas in parts of the essay</p> <p>Use some simple and obvious transitional words, though they may at times be inappropriate or misleading</p> <p>Present a discernible, though underdeveloped, introduction and conclusion</p>	<p>Show a basic control of language by</p> <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
7–8	<p>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</p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Present a discernible introduction and conclusion with a little development</p>	<p>Show adequate use of language to communicate by</p> <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
9–10	<p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>	<p>Show competent use of language to communicate ideas by</p> <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
11–12	<p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p> <p>Present a well-developed introduction and conclusion</p>	<p>Show effective use of language to clearly communicate ideas by</p> <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

Table 3D.
ACT's College Readiness Standards — ACT Writing Test to QualityCore English 12 Objectives

	Expressing Judgments	Focusing on the Topic	Developing a Position
3–4	<p>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</p> <p>Show limited recognition of the complexity of the issue in the prompt</p>	<p>Maintain a focus on the general topic in the prompt through most of the essay</p>	<p>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</p> <p>Show little or no movement between general and specific ideas and examples</p>
5–6	<p>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</p> <p>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</p>	<p>Maintain a focus on the general topic in the prompt throughout the essay</p>	<p>Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas</p> <p>Show little movement between general and specific ideas and examples</p>
7–8	<p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> acknowledging counterarguments to the writer's position providing some response to counterarguments to the writer's position 	<p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p>	<p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p>
9–10	<p>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</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>	<p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p>
11–12	<p>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</p> <p>Show understanding of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer's position on the issue</p>	<p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p> <p>Show effective movement between general and specific ideas and examples</p>

Table 3D (continued).
ACT's College Readiness Standards — ACT Writing Test to QualityCore English 12 Objectives

	Organizing Ideas	Using Language
3–4	<p>Provide a discernible organization with some logical grouping of ideas in parts of the essay</p> <p>Use a few simple and obvious transitions</p> <p>Present a discernible, though minimally developed, introduction and conclusion</p>	<p>Show limited control of language by</p> <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
5–6	<p>Provide a simple organization with logical grouping of ideas in parts of the essay</p> <p>Use some simple and obvious transitional words, though they may at times be inappropriate or misleading</p> <p>Present a discernible, though underdeveloped, introduction and conclusion</p>	<p>Show a basic control of language by</p> <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
7–8	<p>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</p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Present a discernible introduction and conclusion with a little development</p>	<p>Show adequate use of language to communicate by</p> <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
9–10	<p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>	<p>Show competent use of language to communicate ideas by</p> <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
11–12	<p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p> <p>Present a well-developed introduction and conclusion</p>	<p>Show effective use of language to clearly communicate ideas by</p> <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

Table 3E.
ACT's College Readiness Standards — ACT Writing Test to ALL QualityCore English Objectives

	Expressing Judgments	Focusing on the Topic	Developing a Position
3–4	<p>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</p> <p>Show limited recognition of the complexity of the issue in the prompt</p>	<p>Maintain a focus on the general topic in the prompt through most of the essay</p>	<p>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</p> <p>Show little or no movement between general and specific ideas and examples</p>
5–6	<p>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</p> <p>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</p>	<p>Maintain a focus on the general topic in the prompt throughout the essay</p>	<p>Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas</p> <p>Show little movement between general and specific ideas and examples</p>
7–8	<p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> acknowledging counterarguments to the writer's position providing some response to counterarguments to the writer's position 	<p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p>	<p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p>
9–10	<p>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</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>	<p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p>
11–12	<p>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</p> <p>Show understanding of the complexity of the issue in the prompt by</p> <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 	<p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer's position on the issue</p>	<p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p> <p>Show effective movement between general and specific ideas and examples</p>

Table 3E (continued).
ACT's College Readiness Standards — ACT Writing Test to ALL QualityCore English Objectives

	Organizing Ideas	Using Language
3–4	<p>Provide a discernible organization with some logical grouping of ideas in parts of the essay</p> <p>Use a few simple and obvious transitions</p> <p>Present a discernible, though minimally developed, introduction and conclusion</p>	<p>Show limited control of language by</p> <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
5–6	<p>Provide a simple organization with logical grouping of ideas in parts of the essay</p> <p>Use some simple and obvious transitional words, though they may at times be inappropriate or misleading</p> <p>Present a discernible, though underdeveloped, introduction and conclusion</p>	<p>Show a basic control of language by</p> <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
7–8	<p>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</p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Present a discernible introduction and conclusion with a little development</p>	<p>Show adequate use of language to communicate by</p> <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
9–10	<p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>	<p>Show competent use of language to communicate ideas by</p> <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
11–12	<p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p> <p>Present a well-developed introduction and conclusion</p>	<p>Show effective use of language to clearly communicate ideas by</p> <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

Table 4A.
ACT's College Readiness Standards — Mathematics to QualityCore Algebra I Objectives

	Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties	Expressions, Equations, & Inequalities
13–15	<p>Perform one-operation computation with whole numbers and decimals</p> <p>Solve problems in one or two steps using whole numbers</p> <p>Perform common conversions (e.g., inches to feet or hours to minutes)</p>	<p>Calculate the average of a list of positive whole numbers</p> <p>Perform a single computation using information from a table or chart</p>	<p>Recognize equivalent fractions and fractions in lowest terms</p>	<p>Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)</p> <p>Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals</p>
16–19	<p>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Solve some routine two-step arithmetic problems</p>	<p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Use the relationship between the probability of an event and the probability of its complement</p>	<p>Recognize one-digit factors of a number</p> <p>Identify a digit's place value</p>	<p>Substitute whole numbers for unknown quantities to evaluate expressions</p> <p>Solve one-step equations having integer or decimal answers</p> <p>Combine like terms (e.g., $2x + 5x$)</p>
20–23	<p>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</p>	<p>Calculate the missing data value, given the average and all data values but one</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Determine the probability of a simple event</p> <p>Exhibit knowledge of simple counting techniques</p>	<p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>	<p>Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p>Add and subtract simple algebraic expressions</p> <p>Solve routine first-degree equations</p> <p>Perform straightforward word-to-symbol translations</p> <p>Multiply two binomials</p>
24–27	<p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>	<p>Calculate the average, given the frequency counts of all the data values</p> <p>Manipulate data from tables and graphs</p> <p>Compute straightforward probabilities for common situations</p> <p>Use Venn diagrams in counting</p>	<p>Find and use the least common multiple</p> <p>Order fractions</p> <p>Work with numerical factors</p> <p>Work with scientific notation</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Work with cubes and cube roots of numbers</p> <p>Determine when an expression is undefined</p> <p>Exhibit some knowledge of the complex numbers</p>	<p>Solve real-world problems using first-degree equations</p> <p>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)</p> <p>Identify solutions to simple quadratic equations</p> <p>Add, subtract, and multiply polynomials</p> <p>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>Solve first-degree inequalities that do not require reversing the inequality sign</p>
28–32	<p>Solve word problems containing several rates, proportions, or percentages</p>	<p>Calculate or use a weighted average</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Apply counting techniques</p> <p>Compute a probability when the event and/or sample space are not given or obvious</p>	<p>Apply number properties involving prime factorization</p> <p>Apply number properties involving even/odd numbers and factors/multiples</p> <p>Apply number properties involving positive/negative numbers</p> <p>Apply rules of exponents</p> <p>Multiply two complex numbers</p>	<p>Manipulate expressions and equations</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Solve linear inequalities that require reversing the inequality sign</p> <p>Solve absolute value equations</p> <p>Solve quadratic equations</p> <p>Find solutions to systems of linear equations</p>
33–36	<p>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)</p>	<p>Distinguish between mean, median, and mode for a list of numbers</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Exhibit knowledge of conditional and joint probability</p>	<p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Exhibit knowledge of logarithms and geometric sequences</p> <p>Apply properties of complex numbers</p>	<p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Solve simple absolute value inequalities</p>

**Table 4A (continued).
ACT's College Readiness Standards — Mathematics to QualityCore Algebra I Objectives**

	Graphical Representations	Properties of Plane Figures	Measurement	Functions
13–15	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	
16–19	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	
20–23	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
24–27	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 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
28–32	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
33–36	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 4B.
ACT's College Readiness Standards — Mathematics to QualityCore Geometry Objectives

	Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties	Expressions, Equations, & Inequalities
13–15	<p>Perform one-operation computation with whole numbers and decimals</p> <p>Solve problems in one or two steps using whole numbers</p> <p>Perform common conversions (e.g., inches to feet or hours to minutes)</p>	<p>Calculate the average of a list of positive whole numbers</p> <p>Perform a single computation using information from a table or chart</p>	<p>Recognize equivalent fractions and fractions in lowest terms</p>	<p>Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)</p> <p>Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals</p>
16–19	<p>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Solve some routine two-step arithmetic problems</p>	<p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Use the relationship between the probability of an event and the probability of its complement</p>	<p>Recognize one-digit factors of a number</p> <p>Identify a digit's place value</p>	<p>Substitute whole numbers for unknown quantities to evaluate expressions</p> <p>Solve one-step equations having integer or decimal answers</p> <p>Combine like terms (e.g., $2x + 5x$)</p>
20–23	<p>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</p>	<p>Calculate the missing data value, given the average and all data values but one</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Determine the probability of a simple event</p> <p>Exhibit knowledge of simple counting techniques</p>	<p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>	<p>Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p>Add and subtract simple algebraic expressions</p> <p>Solve routine first-degree equations</p> <p>Perform straightforward word-to-symbol translations</p> <p>Multiply two binomials</p>
24–27	<p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>	<p>Calculate the average, given the frequency counts of all the data values</p> <p>Manipulate data from tables and graphs</p> <p>Compute straightforward probabilities for common situations</p> <p>Use Venn diagrams in counting</p>	<p>Find and use the least common multiple</p> <p>Order fractions</p> <p>Work with numerical factors</p> <p>Work with scientific notation</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Work with cubes and cube roots of numbers</p> <p>Determine when an expression is undefined</p> <p>Exhibit some knowledge of the complex numbers</p>	<p>Solve real-world problems using first-degree equations</p> <p>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)</p> <p>Identify solutions to simple quadratic equations</p> <p>Add, subtract, and multiply polynomials</p> <p>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>Solve first-degree inequalities that do not require reversing the inequality sign</p>
28–32	<p>Solve word problems containing several rates, proportions, or percentages</p>	<p>Calculate or use a weighted average</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Apply counting techniques</p> <p>Compute a probability when the event and/or sample space are not given or obvious</p>	<p>Apply number properties involving prime factorization</p> <p>Apply number properties involving even/odd numbers and factors/multiples</p> <p>Apply number properties involving positive/negative numbers</p> <p>Apply rules of exponents</p> <p>Multiply two complex numbers</p>	<p>Manipulate expressions and equations</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Solve linear inequalities that require reversing the inequality sign</p> <p>Solve absolute value equations</p> <p>Solve quadratic equations</p> <p>Find solutions to systems of linear equations</p>
33–36	<p>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)</p>	<p>Distinguish between mean, median, and mode for a list of numbers</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Exhibit knowledge of conditional and joint probability</p>	<p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Exhibit knowledge of logarithms and geometric sequences</p> <p>Apply properties of complex numbers</p>	<p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Solve simple absolute value inequalities</p>

Table 4B (continued).
ACT's College Readiness Standards — Mathematics to QualityCore Geometry Objectives

	Graphical Representations	Properties of Plane Figures	Measurement	Functions
13–15	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	
16–19	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	
20–23	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
24–27	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 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
28–32	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
33–36	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 4C.
ACT's College Readiness Standards — Mathematics to QualityCore Algebra II Objectives

	Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties	Expressions, Equations, & Inequalities
13–15	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
16–19	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., $2x + 5x$)
20–23	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
24–27	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
28–32	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
33–36	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

Table 4C (continued).
ACT's College Readiness Standards — Mathematics to QualityCore Algebra II Objectives

	Graphical Representations	Properties of Plane Figures	Measurement	Functions
13–15	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	
16–19	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	
20–23	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
24–27	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 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
28–32	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
33–36	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 4D.
ACT's College Readiness Standards — Mathematics to QualityCore Precalculus Objectives

	Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties	Expressions, Equations, & Inequalities
13–15	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
16–19	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., $2x + 5x$)
20–23	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
24–27	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
28–32	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
33–36	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

Table 4D (continued).
ACT's College Readiness Standards — Mathematics to QualityCore Precalculus Objectives

	Graphical Representations	Properties of Plane Figures	Measurement	Functions
13–15	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	
16–19	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	
20–23	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
24–27	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 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
28–32	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
33–36	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 4E.
ACT's College Readiness Standards — Mathematics to ALL QualityCore Mathematics Objectives

	Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties	Expressions, Equations, & Inequalities
13–15	<p>Perform one-operation computation with whole numbers and decimals</p> <p>Solve problems in one or two steps using whole numbers</p> <p>Perform common conversions (e.g., inches to feet or hours to minutes)</p>	<p>Calculate the average of a list of positive whole numbers</p> <p>Perform a single computation using information from a table or chart</p>	<p>Recognize equivalent fractions and fractions in lowest terms</p>	<p>Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)</p> <p>Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals</p>
16–19	<p>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Solve some routine two-step arithmetic problems</p>	<p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Use the relationship between the probability of an event and the probability of its complement</p>	<p>Recognize one-digit factors of a number</p> <p>Identify a digit's place value</p>	<p>Substitute whole numbers for unknown quantities to evaluate expressions</p> <p>Solve one-step equations having integer or decimal answers</p> <p>Combine like terms (e.g., $2x + 5x$)</p>
20–23	<p>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</p>	<p>Calculate the missing data value, given the average and all data values but one</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Determine the probability of a simple event</p> <p>Exhibit knowledge of simple counting techniques</p>	<p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>	<p>Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p>Add and subtract simple algebraic expressions</p> <p>Solve routine first-degree equations</p> <p>Perform straightforward word-to-symbol translations</p> <p>Multiply two binomials</p>
24–27	<p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>	<p>Calculate the average, given the frequency counts of all the data values</p> <p>Manipulate data from tables and graphs</p> <p>Compute straightforward probabilities for common situations</p> <p>Use Venn diagrams in counting</p>	<p>Find and use the least common multiple</p> <p>Order fractions</p> <p>Work with numerical factors</p> <p>Work with scientific notation</p> <p>Work with squares and square roots of numbers</p> <p>Work problems involving positive integer exponents</p> <p>Work with cubes and cube roots of numbers</p> <p>Determine when an expression is undefined</p> <p>Exhibit some knowledge of the complex numbers</p>	<p>Solve real-world problems using first-degree equations</p> <p>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)</p> <p>Identify solutions to simple quadratic equations</p> <p>Add, subtract, and multiply polynomials</p> <p>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>Solve first-degree inequalities that do not require reversing the inequality sign</p>
28–32	<p>Solve word problems containing several rates, proportions, or percentages</p>	<p>Calculate or use a weighted average</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Apply counting techniques</p> <p>Compute a probability when the event and/or sample space are not given or obvious</p>	<p>Apply number properties involving prime factorization</p> <p>Apply number properties involving even/odd numbers and factors/multiples</p> <p>Apply number properties involving positive/negative numbers</p> <p>Apply rules of exponents</p> <p>Multiply two complex numbers</p>	<p>Manipulate expressions and equations</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Solve linear inequalities that require reversing the inequality sign</p> <p>Solve absolute value equations</p> <p>Solve quadratic equations</p> <p>Find solutions to systems of linear equations</p>
33–36	<p>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)</p>	<p>Distinguish between mean, median, and mode for a list of numbers</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Exhibit knowledge of conditional and joint probability</p>	<p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p>Exhibit knowledge of logarithms and geometric sequences</p> <p>Apply properties of complex numbers</p>	<p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p> <p>Solve simple absolute value inequalities</p>

Table 4E (continued).
ACT's College Readiness Standards — Mathematics to ALL QualityCore Mathematics Objectives

	Graphical Representations	Properties of Plane Figures	Measurement	Functions
13–15	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	
16–19	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	
20–23	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
24–27	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 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
28–32	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
33–36	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 5A. ACT's College Readiness Standards — Science to QualityCore Biology Objectives

	Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences, and Experimental Results
13–15	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)		
16–19	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	
20–23	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
24–27	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
28–32	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
33–36	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

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 5B. ACT's College Readiness Standards — Science to QualityCore Chemistry Objectives

	Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences, and Experimental Results
13–15	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)		
16–19	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	
20–23	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
24–27	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
28–32	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
33–36	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

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 5C. ACT's College Readiness Standards — Science to QualityCore Physics Objectives

	Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences, and Experimental Results
13–15	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)		
16–19	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	
20–23	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
24–27	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
28–32	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
33–36	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

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 5D. ACT's College Readiness Standards — Science to ALL QualityCore Science Objectives

	Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences, and Experimental Results
13–15	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)		
16–19	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	
20–23	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
24–27	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
28–32	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
33–36	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

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