



ACT[®] COLLEGE AND CAREER READINESS STANDARDS WORKBOOK

INTRODUCTION

The ACT® College and Career Readiness Standards form the backbone of every ACT® and PreACT® assessment. These standards set ACT assessments apart because they fully define the essential skills and knowledge students need to become ready for college and career. They give a clearer meaning to students' test scores and link what students have learned with what they are ready to learn next.

In the following pages, we'll take a deep dive into explaining the standards behind each section of the ACT and PreACT tests, what they mean for your students, and how they can be a key tool you can use to improve your school's instructional practices.

WHY USE THE ACT COLLEGE AND CAREER READINESS STANDARDS?

For nearly 30 years, the ACT College and Career Readiness Standards have provided educators with research-backed guidance on the essential skills and knowledge students need to succeed beyond high school, as informed by input from national leaders in K-12 education, postsecondary education, and the workforce. Use these standards to align your curriculum, strengthen instruction, and inform assessment practices — empowering every student to achieve future readiness and success in college and the workforce.



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HOW TO USE ACT COLLEGE AND CAREER READINESS STANDARDS

ACT researchers designed the ACT College and Career Readiness Standards to help educators better understand, align, and communicate how the skills and knowledge measured by ACT assessments correlate to the skills needed to succeed after high school — whether the student's path includes postsecondary education or on-the-job training.

Educators use the standards to:

- **Provide meaning to ACT insights** by connecting students' test scores and score ranges to the skills needed in high school and beyond — English, reading, mathematics, science, and writing.
- **Communicate widely shared learning goals and expectations** with students and parents, including the components of these key skills.
- **Align curriculum with the college and career readiness expectations** expressed by leaders in K-12 education, postsecondary education, and the workforce.
- **Set regular growth targets** to help students stay on track for readiness.



USING THE STANDARDS IN PRACTICE

Here are some examples of how educators use these standards to improve learning outcomes.

- **Benchmarks** — Review the ACT College Readiness Benchmarks, which indicate the scores needed on ACT section tests for a high probability of success in entry-level college courses.
- **Curriculum Review** — Assess the alignment of existing curriculum with the standards. (Note: Curriculum Review Worksheets are included in this eBook, covering each section of the ACT test.)
- **Instructional Planning** — Incorporate the standards into lesson planning to ensure students are developing the necessary skills.
- **Assessment Planning** — Use the standards to inform the development of formative and summative assessments.
- **Intervention** — Identify students who need additional support and provide targeted interventions based on the standards.
- **Career Exploration** — Help students understand the skills needed for different careers and guide them in exploring career pathways.
- **Professional Development** — Provide teachers with professional development focused on the standards and their application in the classroom.
- **Tracking Growth** — Monitor student progress toward college and career readiness.
- **Identifying Gaps** — Regularly assess student performance to identify areas where students may need additional support.
- **Adjusting Instruction** — Use assessment data to adjust instructional strategies and provide targeted support to address learning gaps.
- **Ideas for Progress** — Use benchmarks to identify targeted activities and strategies that enhance students' skills in each area of the tests.

HOW TO USE THIS WORKBOOK

On the following pages, you'll find a detailed listing of the skills, knowledge, and processes for each section of the ACT test, along with explanations of what a student should know and be able to do at each ACT score range.

At the end of each standard section, there are Curriculum Review Worksheets to help you evaluate:

- Whether the skills/knowledge by score range are or should be included in your curriculum.
- The grade level/course in which the standards should be introduced.
- At what grade level/course students are expected to demonstrate proficiency.

► ENGLISH

These Standards describe what students who score in specific score ranges on the English section of the ACT® college readiness assessment are likely to know and be able to do.

SCORE RANGE	Production of Writing TOPIC DEVELOPMENT IN TERMS OF PURPOSE & FOCUS (TOD)
13–15	TOD 201. Delete material because it is obviously irrelevant in terms of the topic of the essay
16–19	TOD 301 Delete material because it is obviously irrelevant in terms of the focus of the essay TOD 302. Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives) TOD 303. Determine whether a simple essay has met a straightforward goal
20–23	TOD 401. Determine relevance of material in terms of the focus of the essay TOD 402. Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples) TOD 403. Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges

18

THE ACT COLLEGE READINESS BENCHMARK FOR ENGLISH IS 18.

Students who achieve this score on the ACT English Test have a 50% likelihood of achieving a B or better in a first-year English Composition course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

► ENGLISH

SCORE RANGE	Production of Writing TOPIC DEVELOPMENT IN TERMS OF PURPOSE & FOCUS (TOD)
24-27	TOD 501. Determine relevance of material in terms of the focus of the paragraph TOD 502. Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations) TOD 503. Determine whether an essay has met a specified goal TOD 504. Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g., sharpening an essay's focus, illustrating a given statement)
28-32	TOD 601. Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay TOD 602. Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question TOD 603. Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)
33-36	TOD 701. Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay TOD 702. Determine whether a complex essay has met a specified goal TOD 703. Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay

► ENGLISH

SCORE RANGE	Production of Writing ORGANIZATION, UNITY, AND COHESION (ORG)
13–15	ORG 201. Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)
16–19	ORG 301. Determine the most logical place for a sentence in a paragraph ORG 302. Provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)
20–23	ORG 401. Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>) ORG 402. Determine the most logical place for a sentence in a straightforward essay ORG 403. Provide an introduction to a straightforward paragraph ORG 404. Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas) ORG 405. Rearrange the sentences in a straightforward paragraph for the sake of logic

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► ENGLISH

SCORE RANGE	Production of Writing ORGANIZATION, UNITY, AND COHESION (ORG)
24-27	ORG 501. Determine the need for transition words or phrases to establish subtle logical relationships within and between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>) ORG 502. Provide a fairly straightforward introduction or conclusion to or transition within a paragraph or essay (e.g., supporting or emphasizing an essay's main idea) ORG 503. Rearrange the sentences in a fairly straightforward paragraph for the sake of logic ORG 504. Determine the best place to divide a paragraph to meet a particular rhetorical goal ORG 505. Rearrange the paragraphs in an essay for the sake of logic
28-32	ORG 601. Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs ORG 602. Determine the most logical place for a sentence in a fairly complex essay ORG 603. Provide a subtle introduction or conclusion to or transition within a paragraph or essay (e.g., echoing an essay's theme or restating the main argument) ORG 604. Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence
33-36	ORG 701. Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay ORG 702. Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay's main images)

► ENGLISH

SCORE RANGE	Knowledge of Language KNOWLEDGE OF LANGUAGE (KLA)
13–15	KLA 201. Revise vague, clumsy, and confusing writing that creates obvious logic problems
16–19	KLA 301. Delete obviously redundant and wordy material KLA 302. Revise expressions that deviate markedly from the style and tone of the essay
20–23	KLA 401. Delete redundant and wordy material when the problem is contained within a single phrase (e.g., “alarmingly startled,” “started by reaching the point of beginning”) KLA 402. Revise expressions that deviate from the style and tone of the essay KLA 403. Determine the need for conjunctions to create straightforward logical links between clauses KLA 404. Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is relatively common

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► ENGLISH

SCORE RANGE	Knowledge of Language KNOWLEDGE OF LANGUAGE (KLA)
24-27	KLA 501. Revise vague, clumsy, and confusing writing KLA 502. Delete redundant and wordy material when the meaning of the entire sentence must be considered KLA 503. Revise expressions that deviate in subtle ways from the style and tone of the essay KLA 504. Determine the need for conjunctions to create logical links between clauses KLA 505. Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon
28-32	KLA 601. Revise vague, clumsy, and confusing writing involving sophisticated language KLA 602. Delete redundant and wordy material that involves fairly sophisticated language (e.g., “the outlook of an aesthetic viewpoint”) or that sounds acceptable as conversational English KLA 603. Determine the need for conjunctions to create subtle logical links between clauses KLA 604. Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is fairly sophisticated
33-36	KLA 701. Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole KLA 702. Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated

► ENGLISH

SCORE RANGE	Conventions of Standard English Grammar, Usage, and Punctuation SENTENCE STRUCTURE AND FORMATION (SST)
13–15	SST 201. Determine the need for punctuation or conjunctions to join simple clauses SST 202. Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences
16–19	SST 301. Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses SST 302. Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered
20–23	SST 401. Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)

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► ENGLISH

SCORE RANGE	Conventions of Standard English Grammar, Usage, and Punctuation SENTENCE STRUCTURE AND FORMATION (SST)
24-27	SST 501. Recognize and correct disturbances in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases) SST 502. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence
28-32	SST 601. Recognize and correct subtle disturbances in sentence structure (e.g., dangles where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences) SST 602. Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole
33-36	SST 701. Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)

► ENGLISH

SCORE RANGE	Conventions of Standard English Grammar, Usage, and Punctuation USAGE CONVENTIONS (USG)
13–15	USG 201. Form the past tense and past participle of irregular but commonly used verbs USG 202. Form comparative and superlative adjectives
16–19	USG 301. Determine whether an adjective form or an adverb form is called for in a given situation USG 302. Ensure straightforward subject-verb agreement USG 303. Ensure straightforward pronoun-antecedent agreement USG 304. Use idiomatically appropriate prepositions in simple contexts USG 305. Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, <i>led</i> and <i>lead</i>)
20–23	USG 401. Use the correct comparative or superlative adjective or adverb form depending on context (e.g., “He is the oldest of my three brothers”) USG 402. Ensure subject-verb agreement when there is some text between the subject and verb USG 403. Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>) USG 404. Recognize and correct expressions that deviate from idiomatic English

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► ENGLISH

SCORE RANGE	Conventions of Standard English Grammar, Usage, and Punctuation USAGE CONVENTIONS (USG)
24-27	USG 501. Form simple and compound verb tenses, both regular and irregular, including forming verbs by using <i>have</i> rather than <i>of</i> (e.g., <i>would have gone</i>, not <i>would of gone</i>) USG 502. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences USG 503. Recognize and correct vague and ambiguous pronouns
28-32	USG 601. Ensure subject-verb agreement in some challenging situations (e.g., <i>when the subject-verb order is inverted or when the subject is an indefinite pronoun</i>) USG 602. 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> USG 603. Use the appropriate word in less-common confused pairs (e.g., <i>allude</i> and <i>elude</i>)
33-36	USG 701. Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb USG 702. Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts

► ENGLISH

SCORE RANGE	Conventions of Standard English Grammar, Usage, and Punctuation PUNCTUATION CONVENTIONS (PUN)
13–15	PUN 201. Delete commas that create basic sense problems (e.g., between verb and direct object)
16–19	PUN 301. Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element) PUN 302. Use appropriate punctuation in straightforward situations (e.g., simple items in a series)
20–23	PUN 401. Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) PUN 402. Delete apostrophes used incorrectly to form plural nouns PUN 403. Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible) PUN 404. Use commas to set off simple parenthetical elements

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► ENGLISH

SCORE RANGE	Conventions of Standard English Grammar, Usage, and Punctuation PUNCTUATION CONVENTIONS (PUN)
24-27	PUN 501. Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>) PUN 502. Recognize and correct inappropriate uses of colons and semicolons PUN 503. Use punctuation to set off complex parenthetical elements PUN 504. Use apostrophes to form simple possessive nouns
28-32	PUN 601. Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items) PUN 602. Use punctuation to set off a nonessential/nonrestrictive appositive or clause PUN 603. Use apostrophes to form possessives, including irregular plural nouns PUN 604. Use a semicolon to link closely related independent clauses
33-36	PUN 701. Delete punctuation around essential/restrictive appositives or clauses PUN 702. Use a colon to introduce an example or an elaboration

► ENGLISH CURRICULUM REVIEW WORKSHEETS

Table 1. ACT English College and Career Readiness Standards for Score Range 13-15

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TOD 201	Delete material because it is obviously irrelevant in terms of the topic of the essay			
ORG 201	Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then</i> , <i>this time</i>)			
KLA 201	Revise vague, clumsy, and confusing writing that creates obvious logic problems			
SST 201	Determine the need for punctuation or conjunctions to join simple clauses			
SST 202	Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences			
USG 201	Form the past tense and past participle of irregular but commonly used verbs			
USG 202	Form comparative and superlative adjectives			
PUN 201	Delete commas that create basic sense problems (e.g., between verb and direct object)			

Table 2. ACT English College and Career Readiness Standards for Score Range 16-19

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TOD 301	Delete material because it is obviously irrelevant in terms of the focus of the essay			
TOD 302	Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)			
TOD 303	Determine whether a simple essay has met a straightforward goal			
ORG 301	Determine the most logical place for a sentence in a paragraph			
ORG 302	Provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)			
KLA 301	Delete obviously redundant and wordy material			
KLA 302	Revise expressions that deviate markedly from the style and tone of the essay			
SST 301	Determine the need for punctuation or conjunctions to correct awkward sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses			
SST 302	Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered			
USG 301	Determine whether an adjective form or an adverb form is called for in a given situation			
USG 302	Ensure straightforward subject-verb agreement			
USG 303	Ensure straightforward pronoun-antecedent agreement			

Table 2 (ext). ACT English College and Career Readiness Standards for Score Range 16-19

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
USC 304	Use idiomatically appropriate prepositions in simple contexts			
USC 305	Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , <i>led</i> and <i>lead</i>)			
PUN 301	Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)			
PUN 302	Use appropriate punctuation in straightforward situations (e.g., simple items in a series)			

Table 3. ACT English College and Career Readiness Standards for Score Range 20-23

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TOD 401	Determine relevance of material in terms of the focus of the essay			
TOD 402	Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)			
TOD 403	Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)			
ORG 401	Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., <i>first</i> , <i>afterward</i> , <i>in response</i>)			
ORG 402	Determine the most logical place for a sentence in a straightforward essay			

Table 3 (ext). ACT English College and Career Readiness Standards for Score Range 20-23

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
ORG 403	Provide an introduction to a straightforward paragraph			
ORG 404	Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)			
ORG 405	Rearrange the sentences in a straightforward paragraph for the sake of logic			
KLA 401	Delete redundant and wordy material when the problem is contained within a single phrase (e.g., "alarmingly startled," "started by reaching the point of beginning")			
KLA 402	Revise expressions that deviate from the style and tone of the essay			
KLA 403	Determine the need for conjunctions to create straightforward logical links between clauses			
KLA 404	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is relatively common			
SST 401	Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)			
USG 401	Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers")			
USG 402	Ensure subject-verb agreement when there is some text between the subject and verb			

Table 3 (ext). ACT English College and Career Readiness Standards for Score Range 20-23

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
USC 403	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i>)			
USC 404	Recognize and correct expressions that deviate from idiomatic English			
PUN 401	Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)			
PUN 402	Delete apostrophes used incorrectly to form plural nouns			
PUN 403	Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible)			
PUN 404	Use commas to set off simple parenthetical elements			

Table 4. ACT English College and Career Readiness Standards for Score Range 24-27

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TOD 501	Determine relevance of material in terms of the focus of the paragraph			
TOD 502	Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations)			

Table 4 (ext). ACT English College and Career Readiness Standards for Score Range 24-27

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TOD 503	Determine whether an essay has met a specified goal			
TOD 504	Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g., sharpening an essay's focus, illustrating a given statement)			
ORG 501	Determine the need for transition words or phrases to establish subtle logical relationships within and between sentences (e.g., <i>therefore</i> , <i>however</i> , <i>in addition</i>)			
ORG 502	Provide a fairly straightforward introduction or conclusion to or transition within a paragraph or essay (e.g., supporting or emphasizing an essay's main idea)			
ORG 503	Rearrange the sentences in a fairly straightforward paragraph for the sake of logic			
ORG 504	Determine the best place to divide a paragraph to meet a particular rhetorical goal			
ORG 505	Rearrange the paragraphs in an essay for the sake of logic			
KLA 501	Revise vague, clumsy, and confusing writing			
KLA 502	Delete redundant and wordy material when the meaning of the entire sentence must be considered			
KLA 503	Revise expressions that deviate in subtle ways from the style and tone of the essay			
KLA 504	Determine the need for conjunctions to create logical links between clauses			

Table 4 (ext). ACT English College and Career Readiness Standards for Score Range 24-27

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
KLA 505	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon			
SST 501	Recognize and correct disturbances in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases)			
SST 502	Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence			
USG 501	Form simple and compound verb tenses, both regular and irregular, including forming verbs by using have rather than of (e.g., <i>would have gone</i> , <i>not would of gone</i>)			
USG 502	Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences			
USG 503	Recognize and correct vague and ambiguous pronouns			
PUN 501	Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)			
PUN 502	Recognize and correct inappropriate uses of colons and semicolons			
PUN 503	Use punctuation to set off complex parenthetical elements			
PUN 504	Use apostrophes to form simple possessive nouns			

Table 5. ACT English College and Career Readiness Standards for Score Range 28-32

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TOD 601	Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay			
TOD 602	Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question			
TOD 603	Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)			
ORG 601	Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs			
ORG 602	Determine the most logical place for a sentence in a fairly complex essay			
ORG 603	Provide a subtle introduction or conclusion to or transition within a paragraph or essay (e.g., echoing an essay's theme or restating the main argument)			
ORG 604	Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence			
KLA 601	Revise vague, clumsy, and confusing writing involving sophisticated language			
KLA 602	Delete redundant and wordy material that involves fairly sophisticated language (e.g., "the outlook of an aesthetic viewpoint") or that sounds acceptable as conversational English			
KLA 603	Determine the need for conjunctions to create subtle logical links between clauses			

Table 5 (ext). ACT English College and Career Readiness Standards for Score Range 28-32

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
KLA 604	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is fairly sophisticated			
SST 601	Recognize and correct subtle disturbances in sentence structure (e.g., dangles where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences)			
SST 602	Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole			
USC 601	Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)			
USC 602	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>			
USC 603	Use the appropriate word in lesscommon confused pairs (e.g., <i>allude</i> and <i>elude</i>)			
PUN 601	Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)			
PUN 602	Use punctuation to set off a nonessential/ nonrestrictive appositive or clause			
PUN 603	Use apostrophes to form possessives, including irregular plural nouns			
PUN 604	Use a semicolon to link closely related independent clauses			

Table 6. ACT English College and Career Readiness Standards for Score Range 33-36

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TOD 701	Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay			
TOD 702	Determine whether a complex essay has met a specified goal			
TOD 703	Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay			
ORG 701	Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay			
ORG 702	Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay's main images)			
KLA 701	Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole			
KLA 702	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated			
SST 701	Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)			
USG 701	Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb			

Table 6 (ext). ACT English College and Career Readiness Standards for Score Range 33-36

ENGLISH COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
USG 702	Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts			
PUN 701	Delete punctuation around essential/restrictive appositives or clauses			
PUN 702	Use a colon to introduce an example or an elaboration			

► MATHEMATICS

These Standards describe what students who score in specific score ranges on the mathematics section of the ACT® college readiness assessment are likely to know and be able to do.

SCORE RANGE	Topics in the flow to NUMBER AND QUANTITY (N)
13–15	N 201. Perform one-operation computation with whole numbers and decimals N 202. Recognize equivalent fractions and fractions in lowest terms N 203. Locate positive rational numbers (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line
16–19	N 301. Recognize one-digit factors of a number N 302. Identify a digit's place value N 303. Locate rational numbers on the number line <i>Note: A matrix as a representation of data is treated here as a basic table.</i>
20–23	N 401. Exhibit knowledge of elementary number concepts such as rounding, the ordering of decimals, pattern identification, primes, and greatest common factor N 402. Write positive powers of 10 by using exponents N 403. Comprehend the concept of length on the number line, and find the distance between two points N 404. Understand absolute value in terms of distance N 405. Find the distance in the coordinate plane between two points with the same x-coordinate or y-coordinate N 406. Add two matrices that have whole number entries

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges

22

THE ACT COLLEGE READINESS BENCHMARK FOR MATHEMATICS IS 22. Students who achieve this score on the ACT Mathematics Test have a 50% likelihood of achieving a B or better in a first-year College Algebra course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

► MATHEMATICS

SCORE RANGE	Topics in the flow to NUMBER AND QUANTITY (N)
24-27	N 501. Order fractions N 502. Find and use the least common multiple N 503. Work with numerical factors N 504. Exhibit some knowledge of the complex numbers N 505. Add and subtract matrices that have integer entries
28-32	N 601. Apply number properties involving prime factorization N 602. Apply number properties involving even/odd numbers and factors/multiples N 603. Apply number properties involving positive/negative numbers N 604. Apply the facts that π is irrational and that the square root of an integer is rational only if that integer is a perfect square N 605. Apply properties of rational exponents N 606. Multiply two complex numbers N 607. Use relations involving addition, subtraction, and scalar multiplication of vectors and of matrices
33-36	N 701. Analyze and draw conclusions based on number concepts N 702. Apply properties of rational numbers and the rational number system N 703. Apply properties of real numbers and the real number system, including properties of irrational numbers N 704. Apply properties of complex numbers and the complex number system N 705. Multiply matrices N 706. Apply properties of matrices and properties of matrices as a number system

Students who achieve the 28–32 level are likely able to use variables fluently so that they can solve problems with variables in the same way that they can solve the problems with numbers, and they can use variables to represent general properties.

► MATHEMATICS

Because algebra and functions are closely connected, some Standards apply to both categories.

SCORE RANGE	Topics in the flow to ALGEBRA (A)	Topics in the flow to FUNCTIONS (F)
13–15	AF 201. Solve problems in one or two steps using whole numbers and using decimals in the context of money	
	A 201. Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) A 202. Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals	F 201. Extend a given pattern by a few terms for patterns that have a constant increase or decrease between terms
16–19	AF 301. Solve routine one-step arithmetic problems using positive rational numbers, such as single-step percent AF 302. Solve some routine two-step arithmetic problems AF 303. Relate a graph to a situation described qualitatively in terms of familiar properties such as before and after, increasing and decreasing, higher and lower AF 304. Apply a definition of an operation for whole numbers (e.g., $a \square b = 3a - b$)	
	A 301. Substitute whole numbers for unknown quantities to evaluate expressions A 302. Solve one-step equations to get integer or decimal answers A 303. Combine like terms (e.g., $2x + 5x$)	F 301. Extend a given pattern by a few terms for patterns that have a constant factor between terms

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges

MATHEMATICS

Because algebra and functions are closely connected, some Standards apply to both categories.

SCORE RANGE	Topics in the flow to ALGEBRA (A)	Topics in the flow to FUNCTIONS (F)
20-23	AF 401. Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and estimating by using a given average value in place of actual values AF 402. Perform straightforward word-to-symbol translations AF 403. Relate a graph to a situation described in terms of a starting value and an additional amount per unit (e.g., unit cost, weekly growth)	
	A 401. Evaluate algebraic expressions by substituting integers for unknown quantities A 402. Add and subtract simple algebraic expressions A 403. Solve routine first degree equations A 404. Multiply two binomials A 405. Match simple inequalities with their graphs on the number line (e.g., $x \geq -\frac{3}{5}$) A 406. Exhibit knowledge of slope	F 401. Evaluate linear and quadratic functions, expressed in function notation, at integer values

22

THE ACT COLLEGE READINESS BENCHMARK FOR MATHEMATICS IS 22. Students who achieve this score on the ACT Mathematics Test have a 50% likelihood of achieving a B or better in a first-year College Algebra course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

► MATHEMATICS

Because algebra and functions are closely connected, some Standards apply to both categories.

SCORE RANGE	Topics in the flow to ALGEBRA (A)	Topics in the flow to FUNCTIONS (F)
24-27	AF 501. Solve multistep arithmetic problems that involve planning or converting common derived units of measure (e.g., feet per second to miles per hour) AF 502. Build functions and 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) AF 503. Match linear equations with their graphs in the coordinate plane	
	A 501. Recognize that when numerical quantities are reported in real-world contexts, the numbers are often rounded A 502. Solve real-world problems by using first-degree equations A 503. Solve first-degree inequalities when the method does not involve reversing the inequality sign A 504. Match compound inequalities with their graphs on the number line (e.g., $-10.5 < x \leq 20.3$) A 505. Add, subtract, and multiply polynomials A 506. Identify solutions to simple quadratic equations	F 501. Evaluate polynomial functions, expressed in function notation, at integer values F 502. Find the next term in a sequence described recursively F 503. Build functions and use quantitative information to identify graphs for relations that are proportional or linear F 504. Attend to the difference between a function modeling a situation and the reality of the situation F 505. Understand the concept of a function as having a well-defined output value at each valid input value

► MATHEMATICS

Because algebra and functions are closely connected, some Standards apply to both categories.

SCORE RANGE	Topics in the flow to ALGEBRA (A)	Topics in the flow to FUNCTIONS (F)
24-27	A 507. Solve quadratic equations in the form $(x + a)(x + b) = 0$, where a and b are numbers or variables A 508. Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) A 509. Work with squares and square roots of numbers A 510. Work with cubes and cube roots of numbers A 511. Work with scientific notation A 512. Work problems involving positive integer exponents A 513. Determine when an expression is undefined A 514. Determine the slope of a line from an equation	F 506. Understand the concept of domain and range in terms of valid input and output, and in terms of function graphs F 507. Interpret statements that use function notation in terms of their context F 508. Find the domain of polynomial functions and rational functions F 509. Find the range of polynomial functions F 510. Find where a rational function's graph has a vertical asymptote F 511. Use function notation for simple functions of two variables

MATHEMATICS

Because algebra and functions are closely connected, some Standards apply to both categories.

SCORE RANGE	Topics in the flow to ALGEBRA (A)	Topics in the flow to FUNCTIONS (F)
28-32	AF 601. Solve word problems containing several rates, proportions, or percentages AF 602. Build functions and write expressions, equations, and inequalities for common algebra settings (e.g., distance to a point on a curve and profit for variable cost and demand) AF 603. Interpret and use information from graphs in the coordinate plane AF 604. Given an equation or function, find an equation or function whose graph is a translation by a specified amount up or down	
	A 601. Manipulate expressions and equations A 602. Solve linear inequalities when the method involves reversing the inequality sign A 603. Match linear inequalities with their graphs on the number line A 604. Solve systems of two linear equations A 605. Solve quadratic equations A 606. Solve absolute value equations	F 601. Relate a graph to a situation described qualitatively in terms of faster change or slower change F 602. Build functions for relations that are inversely proportional F 603. Find a recursive expression for the general term in a sequence described recursively F 604. Evaluate composite functions at integer values

Students who achieve the 28–32 level are likely able to use variables fluently so that they can solve the problems with variables in the same way that they can solve problems with numbers, and they can use variables to represent general properties.

► MATHEMATICS

Because algebra and functions are closely connected, some Standards apply to both categories.

SCORE RANGE	Topics in the flow to ALGEBRA (A)	Topics in the flow to FUNCTIONS (F)
33-36	AF 701. Solve complex arithmetic problems involving percent of increase or decrease or requiring integration of several concepts (e.g., using several ratios, comparing percentages, or comparing averages) AF 702. Build functions and write expressions, equations, and inequalities when the process requires planning and/or strategic manipulation AF 703. Analyze and draw conclusions based on properties of algebra and/or functions AF 704. Analyze and draw conclusions based on information from graphs in the coordinate plane AF 705. Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ AF 706. Given an equation or function, find an equation or function whose graph is a translation by specified amounts in the horizontal and vertical directions	
	A 701. Solve simple absolute value inequalities A 702. Match simple quadratic inequalities with their graphs on the number line A 703. Apply the remainder theorem for polynomials, that $P(a)$ is the remainder when $P(x)$ is divided by $(x - a)$	F 701. Compare actual values and the values of a modeling function to judge model fit and compare models F 702. Build functions for relations that are exponential F 703. Exhibit knowledge of geometric sequences F 704. Exhibit knowledge of unit circle trigonometry F 705. Match graphs of basic trigonometric functions with their equations

► MATHEMATICS

Because algebra and functions are closely connected, some Standards apply to both categories.

SCORE RANGE	Topics in the flow to ALGEBRA (A)	Topics in the flow to FUNCTIONS (F)
33-36		F 706. Use trigonometric concepts and basic identities to solve problems F 707. Exhibit knowledge of logarithms F 708. Write an expression for the composite of two simple functions

MATHEMATICS

SCORE RANGE	Topics in the flow to GEOMETRY (G)
13–15	G 201. Estimate the length of a line segment based on other lengths in a geometric figure G 202. Calculate the length of a line segment based on the lengths of other line segments that go in the same direction (e.g., overlapping line segments and parallel sides of polygons with only right angles) G 203. Perform common conversions of money and of length, weight, mass, and time within a measurement system (e.g., dollars to dimes, inches to feet, and hours to minutes)
16–19	G 301. Exhibit some knowledge of the angles associated with parallel lines G 302. Compute the perimeter of polygons when all side lengths are given G 303. Compute the area of rectangles when whole number dimensions are given G 304. Locate points in the first quadrant
20–23	G 401. Use properties of parallel lines to find the measure of an angle G 402. Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) G 403. Compute the area and perimeter of triangles and rectangles in simple problems G 404. Find the length of the hypotenuse of a right triangle when only very simple computation is involved (e.g., 3-4-5 and 6-8-10 triangles) G 405. Use geometric formulas when all necessary information is given G 406. Locate points in the coordinate plane G 407. Translate points up, down, left, and right in the coordinate plane

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges

22

THE ACT COLLEGE READINESS BENCHMARK FOR MATHEMATICS IS 22. Students who achieve this score on the ACT Mathematics Test have a 50% likelihood of achieving a B or better in a first-year College Algebra course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

► MATHEMATICS

SCORE RANGE	Topics in the flow to GEOMETRY (G)
24-27	G 501. Use several angle properties to find an unknown angle measure G 502. Count the number of lines of symmetry of a geometric figure G 503. Use symmetry of isosceles triangles to find unknown side lengths or angle measures G 504. Recognize that real-world measurements are typically imprecise and that an appropriate level of precision is related to the measuring device and procedure G 505. Compute the perimeter of simple composite geometric figures with unknown side lengths G 506. Compute the area of triangles and rectangles when one or more additional simple steps are required G 507. Compute the area and circumference of circles after identifying necessary information G 508. Given the length of two sides of a right triangle, find the third when the lengths are Pythagorean triples G 509. Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths G 510. Determine the slope of a line from points or a graph G 511. Find the midpoint of a line segment G 512. Find the coordinates of a point rotated 180° around a given center point

► MATHEMATICS

SCORE RANGE	Topics in the flow to GEOMETRY (G)
28-32	G 601. Use relationships involving area, perimeter, and volume of geometric figures to compute another measure (e.g., surface area for a cube of a given volume and simple geometric probability) G 602. Use the Pythagorean theorem G 603. Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles G 604. Apply basic trigonometric ratios to solve right-triangle problems G 605. Use the distance formula G 606. Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point G 607. Find the coordinates of a point reflected across a vertical or horizontal line or across $y = x$ G 608. Find the coordinates of a point rotated 90° about the origin G 609. Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)
33-36	G 701. Use relationships among angles, arcs, and distances in a circle G702. Compute the area of composite geometric figures when planning and/or visualization is required G 703. Use scale factors to determine the magnitude of a size change G 704. Analyze and draw conclusions based on a set of conditions G 705. Solve multistep geometry problems that involve integrating concepts, planning, and/or visualization

Students who achieve the 28–32 level are likely able to use variables fluently so that they can solve the problems with variables in the same way that they can solve problems with numbers, and they can use variables to represent general properties.

► MATHEMATICS

SCORE RANGE	Topics in the flow to STATISTICS AND PROBABILITY (S)
13–15	S 201. Calculate the average of a list of positive whole numbers S 202. Extract one relevant number from a basic table or chart, and use it in a single computation
16–19	S 301. Calculate the average of a list of numbers S 302. Calculate the average given the number of data values and the sum of the data values S 303. Read basic tables and charts S 304. Extract relevant data from a basic table or chart and use the data in a computation S 305. Use the relationship between the probability of an event and the probability of its complement
20–23	S 401. Calculate the missing data value given the average and all data values but one S 402. Translate from one representation of data to another (e.g., a bar graph to a circle graph) S 403. Determine the probability of a simple event S 404. Describe events as combinations of other events (e.g., using <i>and</i>, <i>or</i>, and <i>not</i>) S 405. Exhibit knowledge of simple counting techniques

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges

22

THE ACT COLLEGE READINESS BENCHMARK FOR MATHEMATICS IS 22. Students who achieve this score on the ACT Mathematics Test have a 50% likelihood of achieving a B or better in a first-year College Algebra course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

► MATHEMATICS

SCORE RANGE	Topics in the flow to STATISTICS AND PROBABILITY (S)
24–27	S 501. Calculate the average given the frequency counts of all the data values S 502. Manipulate data from tables and charts S 503. Compute straightforward probabilities for common situations S 504. Use Venn diagrams in counting S 505. Recognize that when data summaries are reported in the real world, results are often rounded and must be interpreted as having appropriate precision S 506. Recognize that when a statistical model is used, model values typically differ from actual values
28–32	S 601. Calculate or use a weighted average S 602. Interpret and use information from tables and charts, including two-way frequency tables S 603. Apply counting techniques S 604. Compute a probability when the event and/or sample space are not given or obvious S 605. Recognize the concepts of conditional and joint probability expressed in real-world contexts S 606. Recognize the concept of independence expressed in realworld contexts
33–36	S 701. Distinguish between mean, median, and mode for a list of numbers S 702. Analyze and draw conclusions based on information from tables and charts, including two-way frequency tables S 703. Understand the role of randomization in surveys, experiments, and observational studies S 704. Exhibit knowledge of conditional and joint probability S 705. Recognize that part of the power of statistical modeling comes from looking at regularity in the differences between actual values and model values

Students who achieve the 28–32 level are likely able to use variables fluently so that they can solve the problems with variables in the same way that they can solve problems with numbers, and they can use variables to represent general properties.

► MATHEMATICS CURRICULUM REVIEW WORKSHEETS

Table 1. ACT Mathematics College and Career Readiness Standards for Score Range 13-15

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
N 201	Perform one-operation computation with whole numbers and decimals			
N 202	Recognize equivalent fractions and fractions in lowest terms			
N 203	Locate positive rational numbers (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line			
AF 201	Solve problems in one or two steps using whole numbers and using decimals in the context of money			
A 201	Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)			
A 202	Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals			
F 201	Extend a given pattern by a few terms for patterns that have a constant increase or decrease between terms			
G 201	Estimate the length of a line segment based on other lengths in a geometric figure			
G 202	Calculate the length of a line segment based on the lengths of other line segments that go in the same direction (e.g., overlapping line segments and parallel sides of polygons with only right angles)			

Table 1 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 13-15

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
G 203	Perform common conversions of money and of length, weight, mass, and time within a measurement system (e.g., dollars to dimes, inches to feet, and hours to minutes)			
S 201	Calculate the average of a list of positive whole numbers			
S 202	Extract one relevant number from a basic table or chart, and use it in a single computation			

Table 2. ACT Mathematics College and Career Readiness Standards for Score Range 16-19

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
N 301	Recognize one-digit factors of a number			
N 302	Identify a digit's place value			
N 303	Locate rational numbers on the number line			
AF 301	Solve routine one-step arithmetic problems using positive rational numbers, such as single-step percent			
AF 302	Solve some routine two-step arithmetic problems			
AF 303	Relate a graph to a situation described qualitatively in terms of familiar properties such as before and after, increasing and decreasing, higher and lower			

Table 2 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 16-19

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
AF 304	Apply a definition of an operation for whole numbers (e.g., $a \cdot b = 3a - b$)			
A 301	Substitute whole numbers for unknown quantities to evaluate expressions			
A 302	Solve one-step equations to get integer or decimal answers			
A 303	Combine like terms (e.g., $2x + 5x$)			
F 301	Extend a given pattern by a few terms for patterns that have a constant factor between terms			
G 301	Exhibit some knowledge of the angles associated with parallel lines			
G 302	Compute the perimeter of polygons when all side lengths are given			
G 303	Compute the area of rectangles when whole number dimensions are given			
G 304	Locate points in the first quadrant			
S 301	Calculate the average of a list of numbers			
S 302	Calculate the average given the number of data values and the sum of the data values			
S 303	Read basic tables and charts			
S 304	Extract relevant data from a basic table or chart and use the data in a computation			
S 305	Use the relationship between the probability of an event and the probability of its complement			

Table 3. ACT Mathematics College and Career Readiness Standards for Score Range 20-23

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
N 401	Exhibit knowledge of elementary number concepts such as rounding, the ordering of decimals, pattern identification, primes, and greatest common factor			
N 402	Write positive powers of 10 by using exponents			
N 403	Comprehend the concept of length on the number line, and find the distance between two points			
N 404	Understand absolute value in terms of distance			
N 405	Find the distance in the coordinate plane between two points with the same x-coordinate or y-coordinate			
N 406	Add two matrices that have whole number entries			
AF 401	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and estimating by using a given average value in place of actual values			
AF 402	Perform straightforward word-to-symbol translations			
AF 403	Relate a graph to a situation described in terms of a starting value and an additional amount per unit (e.g., unit cost, weekly growth)			
A 401	Evaluate algebraic expressions by substituting integers for unknown quantities			
A 402	Add and subtract simple algebraic expressions			
A 403	Solve routine first-degree equations			

Table 3 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 20-23

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
A 404	Multiply two binomials			
A 405	Match simple inequalities with their graphs on the number line (e.g., $x \geq -\frac{3}{5}$)			
A 406	Exhibit knowledge of slope			
F 401	Evaluate linear and quadratic functions, expressed in function notation, at integer values			
G 401	Use properties of parallel lines to find the measure of an angle			
G 402	Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90° , 180° , and 360°)			
G 403	Compute the area and perimeter of triangles and rectangles in simple problems			
G 404	Find the length of the hypotenuse of a right triangle when only very simple computation is involved (e.g., 3-4-5 and 6-8-10 triangles)			
G 405	Use geometric formulas when all necessary information is given			
G 406	Locate points in the coordinate plane			
G 407	Translate points up, down, left, and right in the coordinate plane			
S 401	Calculate the missing data value given the average and all data values but one			
S 402	Translate from one representation of data to another (e.g., a bar graph to a circle graph)			

Table 3 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 20-23

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
S 403	Determine the probability of a simple event			
S 404	Describe events as combinations of other events (e.g., using <i>and</i> , <i>or</i> , and <i>not</i>)			
S 405	Exhibit knowledge of simple counting techniques			

Table 4. ACT Mathematics College and Career Readiness Standards for Score Range 24-27

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
N 501	Order fractions			
N 502	Find and use the least common multiple			
N 503	Work with numerical factors			
N 504	Exhibit some knowledge of the complex numbers			
N 505	Add and subtract matrices that have integer entries			
AF 501	Solve multistep arithmetic problems that involve planning or converting common derived units of measure (e.g., feet per second to miles per hour)			
AF 502	Build functions and 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)			

Table 4 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 24-27

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
AF 503	Match linear equations with their graphs in the coordinate plane			
A 501	Recognize that when numerical quantities are reported in real-world contexts, the numbers are often rounded			
A 502	Solve real-world problems by using first degree equations			
A 503	Solve first-degree inequalities when the method does not involve reversing the inequality sign			
A 504	Match compound inequalities with their graphs on the number line (e.g., $-10.5 < x \leq 20.3$)			
A 505	Add, subtract, and multiply polynomials			
A 506	Identify solutions to simple quadratic equations			
A 507	Solve quadratic equations in the form $(x + a)(x + b) = 0$, where a and b are numbers or variables			
A 508	Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)			
A 509	Work with squares and square roots of numbers			
A 510	Work with cubes and cube roots of numbers			
A 511	Work with scientific notation			
A 512	Work problems involving positive integer exponents			
A 513	Determine when an expression is undefined			

Table 4 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 24-27

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
A 514	Determine the slope of a line from an equation			
F 501	Evaluate polynomial functions, expressed in function notation, at integer values			
F 502	Find the next term in a sequence described recursively			
F 503	Build functions and use quantitative information to identify graphs for relations that are proportional or linear			
F 504	Attend to the difference between a function modeling a situation and the reality of the situation			
F 505	Understand the concept of a function as having a well-defined output value at each valid input value			
F 506	Understand the concept of domain and range in terms of valid input and output, and in terms of function graphs			
F 507	Interpret statements that use function notation in terms of their context			
F 508	Find the domain of polynomial functions and rational functions			
F 509	Find the range of polynomial functions			
F 510	Find where a rational function's graph has a vertical asymptote			
F 511	Use function notation for simple functions of two variables			
G 501	Use several angle properties to find an unknown angle measure			
G 502	Count the number of lines of symmetry of a geometric figure			

Table 4 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 24-27

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
G 503	Use symmetry of isosceles triangles to find unknown side lengths or angle measures			
G 504	Recognize that real-world measurements are typically imprecise and that an appropriate level of precision is related to the measuring device and procedure			
G 505	Compute the perimeter of simple composite geometric figures with unknown side lengths			
G 506	Compute the area of triangles and rectangles when one or more additional simple steps are required			
G 507	Compute the area and circumference of circles after identifying necessary information			
G 508	Given the length of two sides of a right triangle, find the third when the lengths are Pythagorean triples			
G 509	Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths			
G 510	Determine the slope of a line from points or a graph			
G 511	Find the midpoint of a line segment			
G 512	Find the coordinates of a point rotated 180° around a given center point			
S 501	Calculate the average given the frequency counts of all the data values			
S 502	Manipulate data from tables and charts			
S 503	Compute straightforward probabilities for common situations			

Table 4 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 24-27

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
S 504	Use Venn diagrams in counting			
S 505	Recognize that when data summaries are reported in the real world, results are often rounded and must be interpreted as having appropriate precision			
S 506	Recognize that when a statistical model is used, model values typically differ from actual values			

Table 5. ACT Mathematics College and Career Readiness Standards for Score Range 28-32

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
N 601	Apply number properties involving prime factorization			
N 602	Apply number properties involving even/odd numbers and factors/multiples			
N 603	Apply number properties involving positive/negative numbers			
N 604	Apply the facts that p is irrational and that the square root of an integer is rational only if that integer is a perfect square			
N 605	Apply properties of rational exponents			
N 606	Multiply two complex numbers			

Table 5 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 28-32

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
N 607	Use relations involving addition, subtraction, and scalar multiplication of vectors and of matrices			
AF 601	Solve word problems containing several rates, proportions, or percentages			
AF 602	Build functions and write expressions, equations, and inequalities for common algebra settings (e.g., distance to a point on a curve and profit for variable cost and demand)			
AF 603	Interpret and use information from graphs in the coordinate plane			
AF 604	Given an equation or function, find an equation or function whose graph is a translation by a specified amount up or down			
A 601	Manipulate expressions and equations			
A 602	Solve linear inequalities when the method involves reversing the inequality sign			
A 603	Match linear inequalities with their graphs on the number line			
A 604	Solve systems of two linear equations			
A 605	Solve quadratic equations			
A 606	Solve absolute value equations			
F 601	Relate a graph to a situation described qualitatively in terms of faster change or slower change			
F 602	Build functions for relations that are inversely proportional			

Table 5 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 28-32

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
F 603	Find a recursive expression for the general term in a sequence described recursively			
F 604	Evaluate composite functions at integer values			
G 601	Use relationships involving area, perimeter, and volume of geometric figures to compute another measure (e.g., surface area for a cube of a given volume and simple geometric probability)			
G 602	Use the Pythagorean theorem			
G 603	Apply properties of 30°-60°-90°, 45°- 45°-90°, similar, and congruent triangles			
G 604	Apply basic trigonometric ratios to solve right-triangle problems			
G 605	Use the distance formula			
G 606	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point			
G 607	Find the coordinates of a point reflected across a vertical or horizontal line or across $y = x$			
G 608	Find the coordinates of a point rotated 90° about the origin			
G 609	Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)			
S 601	Calculate or use a weighted average			
S 602	Interpret and use information from tables and charts, including two-way frequency tables			

Table 5 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 28-32

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
S 603	Apply counting techniques			
S 604	Compute a probability when the event and/or sample space are not given or obvious			
S 605	Recognize the concepts of conditional and joint probability expressed in real world contexts			
S 606	Recognize the concept of independence expressed in real-world contexts			

Table 6. ACT Mathematics College and Career Readiness Standards for Score Range 33-36

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
N 701	Analyze and draw conclusions based on number concepts			
N 702	Apply properties of rational numbers and the rational number system			
N 703	Apply properties of real numbers and the real number system, including properties of irrational numbers			
N 704	Apply properties of complex numbers and the complex number system			
N 705	Multiply matrices			
N 706	Apply properties of matrices and properties of matrices as a number system			

Table 6 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 33-36

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
AF 701	Solve complex arithmetic problems involving percent of increase or decrease or requiring integration of several concepts (e.g., using several ratios, comparing percentages, or comparing averages)			
AF 702	Build functions and write expressions, equations, and inequalities when the process requires planning and/or strategic manipulation			
AF 703	Analyze and draw conclusions based on properties of algebra and/or functions			
AF 704	Analyze and draw conclusions based on information from graphs in the coordinate plane			
AF 705	Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$			
AF 706	Given an equation or function, find an equation or function whose graph is a translation by specified amounts in the horizontal and vertical directions			
A 701	Solve simple absolute value inequalities			
A 702	Match simple quadratic inequalities with their graphs on the number line			
A 703	Apply the remainder theorem for polynomials, that $P(a)$ is the remainder when $P(x)$ is divided by $(x - a)$			
F 701	Compare actual values and the values of a modeling function to judge model fit and compare models			
F 702	Build functions for relations that are exponential			
F 703	Exhibit knowledge of geometric sequences			

Table 6 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 33-36

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
F 704	Exhibit knowledge of unit circle trigonometry			
F 705	Match graphs of basic trigonometric functions with their equations			
F 706	Use trigonometric concepts and basic identities to solve problems			
F 707	Exhibit knowledge of logarithms			
F 708	Write an expression for the composite of two simple functions			
G 701	Use relationships among angles, arcs, and distances in a circle			
G 702	Compute the area of composite geometric figures when planning and/or visualization is required			
G 703	Use scale factors to determine the magnitude of a size change			
G 704	Analyze and draw conclusions based on a set of conditions			
G 705	Solve multistep geometry problems that involve integrating concepts, planning, and/or visualization			
S 701	Distinguish between mean, median, and mode for a list of numbers			
S 702	Analyze and draw conclusions based on information from tables and charts, including two-way frequency tables			
S 703	Understand the role of randomization in surveys, experiments, and observational studies			
S 704	Exhibit knowledge of conditional and joint probability			

Table 6 (ext). ACT Mathematics College and Career Readiness Standards for Score Range 33-36

MATHEMATICS COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Mathematics curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
S	Recognize that part of the power of statistical modeling comes from looking at regularity in the differences between actual values and model values			
705				

▶ READING

These Standards describe what students who score in specific score ranges on the reading section of the ACT® college readiness assessment are likely to know and be able to do.

SCORE RANGE	Key ideas and details CLOSE READING (CLR)
13–15	CLR 201. Locate basic facts (e.g., names, dates, events) clearly stated in a passage CLR 202. Draw simple logical conclusions about the main characters in somewhat challenging literary narratives
16–19	CLR 301. Locate simple details at the sentence and paragraph level in somewhat challenging passages CLR 302. Draw simple logical conclusions in somewhat challenging passages
20–23	CLR 401. Locate important details in somewhat challenging passages CLR 402. Draw logical conclusions in somewhat challenging passages CLR 403. Draw simple logical conclusions in more challenging passages CLR 404. Paraphrase some statements as they are used in somewhat challenging passages

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22.

Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

▶ READING

SCORE RANGE	Key ideas and details CLOSE READING (CLR)
24-27	CLR 501. Locate and interpret minor or subtly stated details in somewhat challenging passages CLR 502. Locate important details in more challenging passages CLR 503. Draw subtle logical conclusions in somewhat challenging passages CLR 504. Draw logical conclusions in more challenging passages CLR 505. Paraphrase virtually any statement as it is used in somewhat challenging passages CLR 506. Paraphrase some statements as they are used in more challenging passages
28-32	CLR 601. Locate and interpret minor or subtly stated details in more challenging passages CLR 602. Locate important details in complex passages CLR 603. Draw subtle logical conclusions in more challenging passages CLR 604. Draw simple logical conclusions in complex passages CLR 605. Paraphrase virtually any statement as it is used in more challenging passages
33-36	CLR 701. Locate and interpret minor or subtly stated details in complex passages CLR 702. Locate important details in highly complex passages CLR 703. Draw logical conclusions in complex passages CLR 704. Draw simple logical conclusions in highly complex passages CLR 705. Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage CLR 706. Paraphrase statements as they are used in complex passages

▶ READING

SCORE RANGE	Key ideas and details CENTRAL IDEAS, THEMES, AND SUMMARIES (IDT)
13–15	IDT 201. Identify the topic of passages and distinguish the topic from the central idea or theme
16–19	IDT 301. Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives
20–23	IDT 401. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives IDT 402. Identify a clear central idea or theme in somewhat challenging passages or their paragraphs IDT 403. Summarize key supporting ideas and details in somewhat challenging passages

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22.

Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

▶ READING

SCORE RANGE	Key ideas and details CENTRAL IDEAS, THEMES, AND SUMMARIES (IDT)
24–27	IDT 501. Infer a central idea or theme in somewhat challenging passages or their paragraphs IDT 502. Identify a clear central idea or theme in more challenging passages or their paragraphs IDT 503. Summarize key supporting ideas and details in more challenging passages
28–32	IDT 601. Infer a central idea or theme in more challenging passages or their paragraphs IDT 602. Summarize key supporting ideas and details in complex passages
33–36	IDT 701. Identify or infer a central idea or theme in complex passages or their paragraphs IDT 702. Summarize key supporting ideas and details in highly complex passages

▶ READING

SCORE RANGE	Key ideas and details RELATIONSHIPS (REL)
13–15	REL 201. Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages REL 202. Identify simple cause-effect relationships within a single sentence in a passage
16–19	REL 301. Identify clear comparative relationships between main characters in somewhat challenging literary narratives REL 302. Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives
20–23	REL 401. Order simple sequences of events in somewhat challenging literary narratives REL 402. Identify clear comparative relationships in somewhat challenging passages REL 403. Identify clear cause-effect relationships in somewhat challenging passages

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22.

Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

▶ READING

SCORE RANGE	Key ideas and details RELATIONSHIPS (REL)
24-27	REL 501. Order sequences of events in somewhat challenging passages REL 502. Understand implied or subtly stated comparative relationships in somewhat challenging passages REL 503. Identify clear comparative relationships in more challenging passages REL 504. Understand implied or subtly stated cause-effect relationships in somewhat challenging passages REL 505. Identify clear cause-effect relationships in more challenging passages
28-32	REL 601. Order sequences of events in more challenging passages REL 602. Understand implied or subtly stated comparative relationships in more challenging passages REL 603. Identify clear comparative relationships in complex passages REL 604. Understand implied or subtly stated cause-effect relationships in more challenging passages REL 605. Identify clear cause-effect relationships in complex passages
33-36	REL 701. Order sequences of events in complex passages REL 702. Understand implied or subtly stated comparative relationships in complex passages REL 703. Identify clear comparative relationships in highly complex passages REL 704. Understand implied or subtly stated cause-effect relationships in complex passages REL 705. Identify clear cause-effect relationships in highly complex passages

▶ READING

SCORE RANGE	Craft and structure WORD MEANINGS AND WORD CHOICE (WME)
13–15	WME 201. Understand the implication of a familiar word or phrase and of simple descriptive language
16–19	WME 301. Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple WME 302. Interpret basic figurative language as it is used in a passage
20–23	WME 401. Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages WME 402. Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22.

Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

▶ READING

SCORE RANGE	Craft and structure WORD MEANINGS AND WORD CHOICE (WME)
24-27	WME 501. Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle WME 502. Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages WME 503. Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings WME 504. Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings
28-32	WME 601. Analyze how the choice of a specific word or phrase shapes meaning or tone in complex passages WME 602. Interpret virtually any word or phrase as it is used in more challenging passages, including determining technical, connotative, and figurative meanings WME 603. Interpret words and phrases in a passage that makes consistent use of figurative, general academic, domain-specific, or otherwise difficult language
33-36	WME 701. Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex WME 702. Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings WME 703. Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language

▶ READING

SCORE RANGE	Craft and structure TEXT STRUCTURE (TST)
13–15	TST 201. Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated
16–19	TST 301. Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is simple TST 302. Identify a clear function of straightforward paragraphs in somewhat challenging literary narratives
20–23	TST 401. Analyze how one or more sentences in somewhat challenging passages relate to the whole passage TST 402. Infer the function of straightforward paragraphs in somewhat challenging literary narratives TST 403. Identify a clear function of paragraphs in somewhat challenging passages TST 404. Analyze the overall structure of somewhat challenging passages

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22.

Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

▶ READING

SCORE RANGE	Craft and structure TEXT STRUCTURE (TST)
24-27	TST 501. Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle TST 502. Analyze how one or more sentences in more challenging passages relate to the whole passage TST 503. Infer the function of paragraphs in somewhat challenging passages TST 504. Identify a clear function of paragraphs in more challenging passages TST 505. Analyze the overall structure of more challenging passages
28-32	TST 601. Analyze how one or more sentences in complex passages relate to the whole passage TST 602. Infer the function of paragraphs in more challenging passages TST 603. Analyze the overall structure of complex passages
33-36	TST 701. Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex TST 702. Identify or infer the function of paragraphs in complex passages TST 703. Analyze the overall structure of highly complex passages

▶ READING

SCORE RANGE	Craft and structure PURPOSE AND POINT OF VIEW (PPV)
13–15	PPV 201. Recognize a clear intent of an author or narrator in somewhat challenging literary narratives
16–19	PPV 301. Recognize a clear intent of an author or narrator in somewhat challenging passages
20–23	PPV 401. Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style PPV 402. Understand point of view in somewhat challenging passages

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22.

Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

▶ READING

SCORE RANGE	Craft and structure PURPOSE AND POINT OF VIEW (PPV)
24-27	PPV 501. Infer a purpose in somewhat challenging passages and how that purpose shapes content and style PPV 502. Identify a clear purpose of more challenging passages and how that purpose shapes content and style PPV 503. Understand point of view in more challenging passages
28-32	PPV 601. Infer a purpose in more challenging passages and how that purpose shapes content and style PPV 602. Understand point of view in complex passages
33-36	PPV 701. Identify or infer a purpose in complex passages and how that purpose shapes content and style PPV 702. Understand point of view in highly complex passages

▶ READING

SCORE RANGE	Integration of knowledge and ideas ARGUMENTS (ARG)
13–15	ARG 201. Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated
16–19	ARG 301. Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple
20–23	ARG 401. Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim ARG 402. Identify a clear central claim in somewhat challenging passages

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22.

Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

▶ READING

SCORE RANGE	Integration of knowledge and ideas ARGUMENTS (ARG)
24-27	ARG 501. Analyze how one or more sentences in more challenging passages offer reasons for or support a claim ARG 502. Infer a central claim in somewhat challenging passages ARG 503. Identify a clear central claim in more challenging passages
28-32	ARG 601. Analyze how one or more sentences in complex passages offer reasons for or support a claim ARG 602. Infer a central claim in more challenging passages
33-36	ARG 701. Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex ARG 702. Identify or infer a central claim in complex passages ARG 703. Identify a clear central claim in highly complex passages

▶ READING

SCORE RANGE	Integration of knowledge and ideas MULTIPLE TEXTS (SYN)
13–15	SYN 201. Make simple comparisons between two passages
16–19	SYN 301. Make straightforward comparisons between two passages
20–23	SYN 401. Draw logical conclusions using information from two literary narratives

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22.

Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

▶ READING

SCORE RANGE	Integration of knowledge and ideas MULTIPLE TEXTS (SYN)
24-27	SYN 501. Draw logical conclusions using information from two informational texts
28-32	SYN 601. Draw logical conclusions using information from multiple portions of two literary narratives
33-36	SYN 701. Draw logical conclusions using information from multiple portions of two informational texts

▶ READING CURRICULUM REVIEW WORKSHEETS

Table 1. ACT Reading College and Career Readiness Standards for Score Range 13-15

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
CLR 201	Locate basic facts (e.g., names, dates, events) clearly stated in a passage			
CLR 202	Draw simple logical conclusions about the main characters in somewhat challenging literary narratives			
IDT 201	Identify the topic of passages and distinguish the topic from the central idea or theme			
REL 201	Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages			
REL 202	Identify simple cause-effect relationships within a single sentence in a passage			
WME 201	Understand the implication of a familiar word or phrase and of simple descriptive language			
TST 201	Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated			
PPV 201	Recognize a clear intent of an author or narrator in somewhat challenging literary narratives			
ARG 201	Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated			
SYN 201	Make simple comparisons between two passages			

Table 2. ACT Reading College and Career Readiness Standards for Score Range 16-19

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
CLR 301	Locate simple details at the sentence and paragraph level in somewhat challenging passages			
CLR 302	Draw simple logical conclusions in somewhat challenging passages			
IDT 301	Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives			
REL 301	Identify clear comparative relationships between main characters in somewhat challenging literary narratives			
REL 302	Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives			
WME 301	Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple			
WME 302	Interpret basic figurative language as it is used in a passage			
TST 301	Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is simple			
TST 302	Identify a clear function of straightforward paragraphs in somewhat challenging literary narratives			
PPV 301	Recognize a clear intent of an author or narrator in somewhat challenging passages			
ARG 301	Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple			
SYN 301	Make straightforward comparisons between two passages			

Table 3. ACT Reading College and Career Readiness Standards for Score Range 20-23

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
CLR 401	Locate important details in somewhat challenging passages			
CLR 402	Draw logical conclusions in somewhat challenging passages			
CLR 403	Draw simple logical conclusions in more challenging passages			
CLR 404	Paraphrase some statements as they are used in somewhat challenging passages			
IDT 401	Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives			
IDT 402	Identify a clear central idea or theme in somewhat challenging passages or their paragraphs			
IDT 403	Summarize key supporting ideas and details in somewhat challenging passages			
REL 401	Order simple sequences of events in somewhat challenging literary narratives			
REL 402	Identify clear comparative relationships in somewhat challenging passages			
REL 403	Identify clear cause-effect relationships in somewhat challenging passages			
WME 401	Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages			
WME 402	Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings			
TST 401	Analyze how one or more sentences in somewhat challenging passages relate to the whole passage			

Table 3 (ext). ACT Reading College and Career Readiness Standards for Score Range 20-23

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TST 402	Infer the function of straightforward paragraphs in somewhat challenging literary narratives			
TST 403	Identify a clear function of paragraphs in somewhat challenging passages			
TST 404	Analyze the overall structure of somewhat challenging passages			
PPV 401	Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style			
PPV 402	Understand point of view in somewhat challenging passages			
ARG 401	Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim			
ARG 402	Identify a clear central claim in somewhat challenging passages			
SYN 401	Draw logical conclusions using information from two literary narratives			

Table 4. ACT Reading College and Career Readiness Standards for Score Range 24-27

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
CLR 501	Locate and interpret minor or subtly stated details in somewhat challenging passages			
CLR 502	Locate important details in more challenging passages			
CLR 503	Draw subtle logical conclusions in somewhat challenging passages			

Table 4 (ext). ACT Reading College and Career Readiness Standards for Score Range 24-27

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
CLR 504	Draw logical conclusions in more challenging passages			
CLR 505	Paraphrase virtually any statement as it is used in somewhat challenging passages			
CLR 506	Paraphrase some statements as they are used in more challenging passages			
IDT 501	Infer a central idea or theme in somewhat challenging passages or their paragraphs			
IDT 502	Identify a clear central idea or theme in more challenging passages or their paragraphs			
IDT 503	Summarize key supporting ideas and details in more challenging passages			
REL 501	Order sequences of events in somewhat challenging passages			
REL 502	Understand implied or subtly stated comparative relationships in somewhat challenging passages			
REL 503	Identify clear comparative relationships in more challenging passages			
REL 504	Understand implied or subtly stated cause-effect relationships in somewhat challenging passages			
REL 505	Identify clear cause-effect relationships in more challenging passages			
WME 501	Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle			
WME 502	Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages			

Table 4 (ext). ACT Reading College and Career Readiness Standards for Score Range 24-27

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
WME 503	Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings			
WME 504	Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings			
TST 501	Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle			
TST 502	Analyze how one or more sentences in more challenging passages relate to the whole passage			
TST 503	Infer the function of paragraphs in somewhat challenging passages			
TST 504	Identify a clear function of paragraphs in more challenging passages			
TST 505	Analyze the overall structure of more challenging passages			
PPV 501	Infer a purpose in somewhat challenging passages and how that purpose shapes content and style			
PPV 502	Identify a clear purpose of more challenging passages and how that purpose shapes content and style			
PPV 503	Understand point of view in more challenging passages			
ARG 501	Analyze how one or more sentences in more challenging passages offer reasons for or support a claim			
ARG 502	Infer a central claim in somewhat challenging passages			
ARG 503	Identify a clear central claim in more challenging passages			

Table 4 (ext). ACT Reading College and Career Readiness Standards for Score Range 24-27

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
SYN 501	Draw logical conclusions using information from two informational texts			

Table 5. ACT Reading College and Career Readiness Standards for Score Range 28-32

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
CLR 601	Locate and interpret minor or subtly stated details in more challenging passages			
CLR 602	Locate important details in complex passages			
CLR 603	Draw subtle logical conclusions in more challenging passages			
CLR 604	Draw simple logical conclusions in complex passages			
CLR 605	Paraphrase virtually any statement as it is used in more challenging passages			
IDT 601	Infer a central idea or theme in more challenging passages or their paragraphs			
IDT 602	Summarize key supporting ideas and details in complex passages			
REL 601	Order sequences of events in more challenging passages			
REL 602	Understand implied or subtly stated comparative relationships in more challenging passages			
REL 603	Identify clear comparative relationships in complex passages			

Table 5 (ext). ACT Reading College and Career Readiness Standards for Score Range 28-32

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
REL 604	Understand implied or subtly stated cause-effect relationships in more challenging passages			
REL 605	Identify clear cause-effect relationships in complex passages			
WME 601	Analyze how the choice of a specific word or phrase shapes meaning or tone in complex passages			
WME 602	Interpret virtually any word or phrase as it is used in more challenging passages, including determining technical, connotative, and figurative meanings			
WME 603	Interpret words and phrases in a passage that makes consistent use of figurative, general academic, domain-specific, or otherwise difficult language			
TST 601	Analyze how one or more sentences in complex passages relate to the whole passage			
TST 602	Infer the function of paragraphs in more challenging passages			
TST 603	Analyze the overall structure of complex passages			
PPV 601	Infer a purpose in more challenging passages and how that purpose shapes content and style			
PPV 602	Understand point of view in complex passages			
ARG 601	Analyze how one or more sentences in complex passages offer reasons for or support a claim			
ARG 602	Infer a central claim in more challenging passages			
SYN 601	Draw logical conclusions using information from multiple portions of two literary narratives			

Table 6. ACT Reading College and Career Readiness Standards for Score Range 33-36

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
CLR 701	Locate and interpret minor or subtly stated details in complex passages			
CLR 702	Locate and interpret minor or subtly stated details in complex passages			
CLR 703	Draw logical conclusions in complex passages			
CLR 704	Draw simple logical conclusions in highly complex passages			
CLR 705	Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage			
CLR 706	Paraphrase statements as they are used in complex passages			
IDT 701	Identify or infer a central idea or theme in complex passages or their paragraphs			
IDT 702	Summarize key supporting ideas and details in highly complex passages			
REL 701	Order sequences of events in complex passages			
REL 702	Understand implied or subtly stated comparative relationships in complex passages			
REL 703	Identify clear comparative relationships in highly complex passages			
REL 704	Understand implied or subtly stated cause-effect relationships in complex passages			
REL 705	Identify clear cause-effect relationships in highly complex passages			
WME 701	Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex			

Table 6 (ext). ACT Reading College and Career Readiness Standards for Score Range 33-36

READING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Reading curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
WME 702	Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings			
WME 703	Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language			
TST 701	Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex			
TST 702	Identify or infer the function of paragraphs in complex passages			
TST 703	Analyze the overall structure of highly complex passages			
PPV 701	Identify or infer a purpose in complex passages and how that purpose shapes content and style			
PPV 702	Understand point of view in highly complex passages			
ARG 701	Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex			
ARG 702	Identify or infer a central claim in complex passages			
ARG 703	Identify a clear central claim in highly complex passages			
SYN 701	Draw logical conclusions using information from multiple portions of two informational texts			

► SCIENCE

These Standards describe what students who score in specific score ranges on the science section of the ACT® college readiness assessment are likely to know and be able to do.

SCORE RANGE	INTERPRETATION OF DATA (IOD)
13–15	IOD 201. Select one piece of data from a simple data presentation (e.g., a simple food web diagram) IOD 202. Identify basic features of a table, graph, or diagram (e.g., units of measurement) IOD 203. Find basic information in text that describes a simple data presentation
16–19	IOD 301. Select two or more pieces of data from a simple data presentation IOD 302. Understand basic scientific terminology IOD 303. Find basic information in text that describes a complex data presentation IOD 304. Determine how the values of variables change as the value of another variable changes in a simple data presentation
20–23	IOD 401. Select data from a complex data presentation (e.g., a phase diagram) IOD 402. Compare or combine data from a simple data presentation (e.g., order or sum data from a table) IOD 403. Translate information into a table, graph, or diagram IOD 404. Perform a simple interpolation or simple extrapolation using data in a table or graph

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

23

THE ACT COLLEGE READINESS BENCHMARK FOR SCIENCE IS 23.

Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

► SCIENCE

SCORE RANGE	INTERPRETATION OF DATA (IOD)
24-27	IOD 501. Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) IOD 502. Compare or combine data from a complex data presentation IOD 503. Determine how the values of variables change as the value of another variable changes in a complex data presentation IOD 504. Determine and/or use a simple (e.g., linear) mathematical relationship that exists between data IOD 505. Analyze presented information when given new, simple information
28-32	IOD 601. Compare or combine data from a simple data presentation with data from a complex data presentation IOD 602. Determine and/or use a complex (e.g., nonlinear) mathematical relationship that exists between data IOD 603. Perform a complex interpolation or complex extrapolation using data in a table or graph
33-36	IOD 701. Compare or combine data from two or more complex data presentations IOD 702. Analyze presented information when given new, complex information

► SCIENCE

SCORE RANGE	SCIENTIFIC INVESTIGATION (SIN)
13–15	SIN 201. Find basic information in text that describes a simple experiment SIN 202. Understand the tools and functions of tools used in a simple experiment
16–19	SIN 301. Understand the methods used in a simple experiment SIN 302. Understand the tools and functions of tools used in a complex experiment SIN 303. Find basic information in text that describes a complex experiment
20–23	SIN 401. Understand a simple experimental design SIN 402. Understand the methods used in a complex experiment SIN 403. Identify a control in an experiment SIN 404. Identify similarities and differences between experiments SIN 405. Determine which experiments utilized a given tool, method, or aspect of design

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

23

THE ACT COLLEGE READINESS BENCHMARK FOR SCIENCE IS 23.

Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

► SCIENCE

SCORE RANGE	SCIENTIFIC INVESTIGATION (SIN)
24-27	SIN 501. Understand a complex experimental design SIN 502. Predict the results of an additional trial or measurement in an experiment SIN 503. Determine the experimental conditions that would produce specified results
28-32	SIN 601. Determine the hypothesis for an experiment SIN 602. Determine an alternate method for testing a hypothesis
33-36	SIN 701. Understand precision and accuracy issues SIN 702. Predict the effects of modifying the design or methods of an experiment SIN 703. Determine which additional trial or experiment could be performed to enhance or evaluate experimental results

► SCIENCE

SCORE RANGE	EVALUATION OF MODELS, INFERENCES, AND EXPERIMENTAL RESULTS (EMI)
13–15	EMI 201. Find basic information in a model (conceptual)
16–19	EMI 301. Identify implications in a model EMI 302. Determine which models present certain basic information
20–23	EMI 401. Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text EMI 402. Identify key assumptions in a model EMI 403. Determine which models imply certain information EMI 404. Identify similarities and differences between models

Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

23

THE ACT COLLEGE READINESS BENCHMARK FOR SCIENCE IS 23.

Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

► SCIENCE

SCORE RANGE	EVALUATION OF MODELS, INFERENCES, AND EXPERIMENTAL RESULTS (EMI)
24-27	EMI 501. Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text EMI 502. Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why EMI 503. Identify the strengths and weaknesses of models EMI 504. Determine which models are supported or weakened by new information EMI 505. Determine which experimental results or models support or contradict a hypothesis, prediction, or conclusion
28-32	EMI 601. Determine which complex hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text EMI 602. Determine whether presented information, or new information, supports or weakens a model, and why EMI 603. Use new information to make a prediction based on a model
33-36	EMI 701. Determine which complex hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text EMI 702. Determine whether presented information, or new information, supports or contradicts a complex hypothesis or conclusion, and why

► SCIENCE

ACT College and Career Readiness Standards for Science are measured in rich and authentic contexts based on science content that students encounter in science courses. This content includes:

LIFE SCIENCE/BIOLOGY

- 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

PHYSICAL SCIENCE/CHEMISTRY, PHYSICS

- 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

EARTH AND SPACE SCIENCE

- 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

► SCIENCE CURRICULUM REVIEW WORKSHEETS

Table 1. ACT Science College and Career Readiness Standards for Score Range 13-15

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD 201	Select one piece of data from a simple data presentation (e.g., a simple food web diagram)			
IOD 202	Identify basic features of a table, graph, or diagram (e.g., units of measurement)			
IOD 203	Find basic information in text that describes a simple data presentation			
SIN 201	Find basic information in text that describes a simple experiment			
SIN 202	Understand the tools and functions of tools used in a simple experiment			
EMI 201	Find basic information in a model (conceptual)			

Table 2. ACT Science College and Career Readiness Standards for Score Range 16-19

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD 301	Select two or more pieces of data from a simple data presentation			
IOD 302	Understand basic scientific terminology			

Table 2 (ext). ACT Science College and Career Readiness Standards for Score Range 16-19

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD 303	Find basic information in text that describes a complex data presentation			
IOD 304	Determine how the values of variables change as the value of another variable changes in a simple data presentation			
SIN 301	Understand the methods used in a simple experiment			
SIN 302	Understand the tools and functions of tools used in a complex experiment			
SIN 303	Find basic information in text that describes a complex experiment			
EMI 301	Identify implications in a model			
EMI 302	Determine which models present certain basic information			

Table 3. ACT Science College and Career Readiness Standards for Score Range 20-23

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD 401	Select data from a complex data presentation (e.g., a phase diagram)			
IOD 402	Compare or combine data from a simple data presentation (e.g., order or sum data from a table)			
IOD 403	Translate information into a table, graph, or diagram			
IOD 404	Perform a simple interpolation or simple extrapolation using data in a table or graph			

Table 3 (ext). ACT Science College and Career Readiness Standards for Score Range 20-23

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
SIN 401	Understand a simple experimental design			
SIN 402	Understand the methods used in a complex experiment			
SIN 403	Identify a control in an experiment			
SIN 404	Identify similarities and differences between experiments			
SIN 405	Determine which experiments utilized a given tool, method, or aspect of design			
EMI 401	Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text			
EMI 402	Identify key assumptions in a model			
EMI 403	Determine which models imply certain information			
EMI 404	Identify similarities and differences between models			

Table 4. ACT Science College and Career Readiness Standards for Score Range 24-27

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD 501	Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)			

Table 4 (ext). ACT Science College and Career Readiness Standards for Score Range 24-27

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD 502	Compare or combine data from a complex data presentation			
IOD 503	Determine how the values of variables change as the value of another variable changes in a complex data presentation			
IOD 504	Determine and/or use a simple (e.g., linear) mathematical relationship that exists between data			
IOD 505	Analyze presented information when given new, simple information			
SIN 501	Understand a complex experimental design			
SIN 502	Predict the results of an additional trial or measurement in an experiment			
SIN 503	Determine the experimental conditions that would produce specified results			
EMI 501	Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text			
EMI 502	Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why			
EMI 503	Identify the strengths and weaknesses of models			
EMI 504	Determine which models are supported or weakened by new information			
EMI 505	Determine which experimental results or models support or contradict a hypothesis, prediction, or conclusion			

Table 5. ACT Science College and Career Readiness Standards for Score Range 28-32

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD 601	Compare or combine data from a simple data presentation with data from a complex data presentation			
IOD 602	Determine and/or use a complex (e.g., nonlinear) mathematical relationship that exists between data			
IOD 603	Perform a complex interpolation or complex extrapolation using data in a table or graph			
SIN 601	Determine the hypothesis for an experiment			
SIN 602	Determine an alternate method for testing a hypothesis			
EMI 601	Determine which complex hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text			
EMI 602	Determine whether presented information, or new information, supports or weakens a model, and why			
EMI 603	Use new information to make a prediction based on a mode			
IOD 601	Compare or combine data from a simple data presentation with data from a complex data presentation			
IOD 602	Determine and/or use a complex (e.g., nonlinear) mathematical relationship that exists between data			
IOD 603	Perform a complex interpolation or complex extrapolation using data in a table or graph			
SIN 601	Determine the hypothesis for an experiment			
SIN 602	Determine an alternate method for testing a hypothesis			

Table 5 (ext). ACT Science College and Career Readiness Standards for Score Range 28-32

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
EMI 601	Determine which complex hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text			
EMI 602	Determine whether presented information, or new information, supports or weakens a model, and why			
EMI 603	Use new information to make a prediction based on a model			

Table 6. ACT Science College and Career Readiness Standards for Score Range 33-36

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD 701	Compare or combine data from two or more complex data presentations			
IOD 702	Analyze presented information when given new, complex information			
SIN 701	Understand precision and accuracy issues			
SIN 702	Predict the effects of modifying the design or methods of an experiment			
SIN 703	Determine which additional trial or experiment could be performed to enhance or evaluate experimental results			
EMI 701	Determine which complex hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text			

Table 6 (ext). ACT Science College and Career Readiness Standards for Score Range 33-36

SCIENCE COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
EMI 702	Determine whether presented information, or new information, supports or contradicts a complex hypothesis or conclusion, and why			

▶ WRITING

These Standards describe what students who score in specific score ranges on the writing section of the ACT® college readiness assessment are likely to know and be able to do.

SCORE RANGE	IDEAS AND ANALYSIS (I&A)
3-4	I&A 201. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a thesis that is unclear or not entirely related to the given issue • Respond weakly to other perspectives on the issue I&A 202. Analyzing critical elements of an issue and differing perspectives on it A score in this range indicates that the writer is able to: • Provide analysis that is incomplete or largely irrelevant
5-6	I&A 301. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a somewhat clear thesis that establishes a perspective on a contemporary issue • Respond to other perspectives on the issue I&A 302. Analyzing critical elements of an issue and differing perspectives on it A score in this range indicates that the writer is able to: • Establish a limited or tangential context for analysis • Provide analysis that is simplistic or somewhat unclear
7-8	I&A 401. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a clear thesis that establishes a perspective on a contemporary issue • Engage with other perspectives on the issue I&A 402. Analyzing critical elements of an issue and differing perspectives on it A score in this range indicates that the writer is able to: • Establish and employ a relevant context for analysis • Recognize implications, complexities and tensions, and/or underlying values and assumptions

Scores below 3 do not permit useful generalizations about students' writing abilities.

▶ WRITING

SCORE RANGE	IDEAS AND ANALYSIS (I&A)
9-10	I&A 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a precise thesis that establishes a perspective on a contemporary issue • Engage productively with other perspectives on the issue I&A 502. Analyzing critical elements of an issue and differing perspectives on it A score in this range indicates that the writer is able to: • Establish and employ a thoughtful context for analysis • Address implications, complexities and tensions, and/or underlying values and assumptions
11-12	I&A 601. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a nuanced, precise thesis that establishes a perspective on a contemporary issue • Engage critically with other perspectives on the issue I&A 602. Analyzing critical elements of an issue and differing perspectives on it A score in this range indicates that the writer is able to: • Establish and employ an insightful context for analysis • Examine implications, complexities and tensions, and/or underlying values and assumptions

▶ WRITING

SCORE RANGE	DEVELOPMENT AND SUPPORT (D&S)
3-4	D&S 201. Building and strengthening the argument A score in this range indicates that the writer is able to: • Arrive at a weak understanding of the issue and differing perspectives on it through inadequate reasoning and examples • Offer a rationale that fails to clarify the argument • Provide elaboration of ideas and analysis that is illogical, disjointed, or circular
5-6	D&S 301. Building and strengthening the argument A score in this range indicates that the writer is able to: • Make use of mostly relevant reasoning and examples to support the thesis and arrive at a general or simplistic understanding of the issue • Offer a rationale that largely clarifies the argument • Provide elaboration of ideas and analysis that is somewhat repetitive or imprecise
7-8	D&S 401. Building and strengthening the argument A score in this range indicates that the writer is able to: • Make use of clear reasoning and examples to arrive at an understanding of the issue and differing perspectives on it • Adequately convey reasons why the argument is worth considering • Extend ideas and analysis by considering factors that complicate the writer's own perspective • Anticipate objections by qualifying the argument

Scores below 3 do not permit useful generalizations about students' writing abilities.

▶ WRITING

SCORE RANGE	DEVELOPMENT AND SUPPORT (D&S)
9-10	D&S 501. Building and strengthening the argument A score in this range indicates that the writer is able to: • Make purposeful use of reasoning and examples to support the thesis and arrive at a deeper understanding of the issue • Capably convey reasons why the argument is worth considering • Enrich ideas and analysis by considering factors that complicate the writer's own perspective • Anticipate objections by qualifying the argument
11-12	D&S 601. Building and strengthening the argument A score in this range indicates that the writer is able to: • Make skillful use of reasoning and examples to broaden the context for analysis, support the thesis, and arrive at deeper insight into the issue • Effectively convey reasons why the argument is worth considering • Enrich and strengthen ideas and analysis by considering factors that complicate the writer's own perspective • Anticipate objections by qualifying the argument

▶ WRITING

SCORE RANGE	ORGANIZATION (ORG)
3-4	ORG 201. Grouping and connecting ideas A score in this range indicates that the writer is able to: • Group ideas with little consistency or clarity • Use misleading and poorly formed transitions ORG 202. Employing an organizational strategy A score in this range indicates that the writer is able to: • Provide a minimal organizational structure in which some ideas are grouped locally
5-6	ORG 301. Grouping and connecting ideas A score in this range indicates that the writer is able to: • Group most ideas logically • Use transitions between and within paragraphs to clarify some relationships among ideas ORG 302. Employing an organizational strategy A score in this range indicates that the writer is able to: • Provide a basic organizational structure
7-8	ORG 401. Grouping and connecting ideas A score in this range indicates that the writer is able to: • Group and sequence ideas logically • Use transitions between and within paragraphs to clarify relationships among ideas ORG 402. Employing an organizational strategy A score in this range indicates that the writer is able to: • Make use of an emergent controlling idea or purpose to shape the argument

Scores below 3 do not permit useful generalizations about students' writing abilities.

▶ WRITING

SCORE RANGE	ORGANIZATION (ORG)
9-10	ORG 501. Grouping and connecting ideas A score in this range indicates that the writer is able to: • Group and sequence ideas logically to increase the effectiveness of the argument • Use transitions between and within paragraphs to consistently clarify relationships among ideas ORG 502. Employing an organizational strategy A score in this range indicates that the writer is able to: • Make use of a controlling idea or purpose to unify the argument
11-12	ORG 601. Grouping and connecting ideas A score in this range indicates that the writer is able to: • Group and sequence ideas logically, creating a progression that increases the effectiveness of the argument • Use transitions between and within paragraphs to strengthen the relationships among ideas ORG 602. Employing an organizational strategy A score in this range indicates that the writer is able to: • Make use of a controlling idea or purpose to unify and focus the argument

▶ WRITING

SCORE RANGE	LANGUAGE USE AND CONVENTIONS (L&C)
3-4	L&C 201. Using language to enhance meaning A score in this range indicates that the writer is able to: • Make word choices that are rudimentary and frequently imprecise • Make stylistic choices, including voice, tone, and diction, that are inconsistent and are not always appropriate for the given writing purpose and topic L&C 202. Applying the conventions of standard written English A score in this range indicates that the writer is able to: • Compose sentences that sometimes have clear structures • Produce writing that has distracting errors in grammar, usage, and mechanics and only sometimes conveys meaning clearly
5-6	L&C 301. Using language to enhance meaning A score in this range indicates that the writer is able to: • Make word choices that are general and occasionally imprecise • Make stylistic choices, including voice, tone, and diction, that are not always appropriate for the given writing purpose and topic L&C 302. Applying the conventions of standard written English A score in this range indicates that the writer is able to: • Compose sentences that usually have clear structures but show little variety • Produce writing that has distracting errors in grammar, usage, and mechanics but, in most instances, conveys meaning clearly

Scores below 3 do not permit useful generalizations about students' writing abilities.

▶ WRITING

SCORE RANGE	LANGUAGE USE AND CONVENTIONS (L&C)
7-8	L&C 401. Using language to enhance meaning A score in this range indicates that the writer is able to: • Make adequate word choices that convey the argument with clarity • Make stylistic choices, including voice, tone, and diction, that are appropriate for the given writing purpose and topic L&C 402. Applying the conventions of standard written English A score in this range indicates that the writer is able to: • Compose sentences with clear and occasionally varied structures • Produce writing that has errors in grammar, usage, and mechanics but conveys meaning clearly
9-10	L&C 501. Using language to enhance meaning A score in this range indicates that the writer is able to: • Make precise word choices that work in service of the argument • Make stylistic choices, including voice, tone, and diction, that are effective for the given writing purpose and topic L&C 502. Applying the conventions of standard written English A score in this range indicates that the writer is able to: • Compose sentences with clear and often varied structures • Produce writing that has only minor errors in grammar, usage, and mechanics

▶ WRITING

SCORE RANGE	LANGUAGE USE AND CONVENTIONS (L&C)
11-12	L&C 601. Using language to enhance meaning A score in this range indicates that the writer is able to: • Make skillful and precise word choices that enhance the argument • Make stylistic choices, including voice, tone, and diction, that are strategic and effective for the given writing purpose and topic L&C 602. Applying the conventions of standard written English A score in this range indicates that the writer is able to: • Compose sentences with clear and consistently varied structures • Produce writing that is free of all but a few minor errors in grammar, usage, and mechanics

► WRITING CURRICULUM REVIEW WORKSHEETS

Table 1. ACT Writing College and Career Readiness Standards

WRITING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
I&A 601	Understanding the task and writing with purpose - Generate a nuanced, precise thesis that establishes a perspective on a contemporary issue - Engage critically with perspectives on the issues			
I&A 602	Analyzing critical elements of an issue and differing perspectives on it - Establish and employ an insightful context for analysis - Examine implications, complexities and tensions, and/or underlying values and assumptions			
D&S 601	Building and strengthening the argument - Make a skillful use of reasoning and examples to broaden the context for analysis, support the thesis, and arrive at deeper insight into the issue - Effectively convey reasons why the argument is worth considering - Enrich and strengthen ideas and analysis by considering factors that complicate the writer's own perspective - Anticipate objections by qualifying the argument			
ORG 601	Grouping and connecting ideas - Group and sequence ideas logically, creating a progression that increases the effectiveness of the arguments - Use transitions between and within paragraphs to strengthen the relationships among ideas			

Table 1 (ext). ACT Writing College and Career Readiness Standards

WRITING COLLEGE AND CAREER READINESS STANDARDS		FOR EACH SKILL, KNOWLEDGE, OR PROCESS:		
		Is it included in your Writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
ORG 602	Employing an organizational strategy Make use of a controlling idea or purpose to unify and focus the argument			
L&C 601	Using language to enhance meaning - Make skillful and precise word choices that enhance the argument - Make stylistic choices, including voice, tone, and diction, that are strategic and effective for the given writing purpose and topic			
L&C 602	Applying the conventions of standard written English - Compose sentences with clear and consistently varied structures - Produce writing that is free of all but a few minor errors in grammar, usage, and mechanics			

USING ACT COLLEGE AND CAREER READINESS STANDARDS IN DAILY INSTRUCTION AND PREP

7 PRACTICAL STRATEGIES FOR EDUCATORS AND STUDENTS

Visualize the Standards

Use ACT college and career readiness posters as roadmaps.

- Post score-range charts in the classroom.
- Focus weekly on specific skill areas.

Match Scores to Skills

Use student ACT®/PreACT® scores to target instruction.

- Match student scores to the corresponding score range.
- Help students set personal growth goals.
- Group by skill bands for practice and support.

Target Next-Level Skills

Focus on the next score range.

- Build confidence with stretch goals or next score range.
- Mix in ACT-style questions regularly.
- Use peer teaching, games, and real-world examples.

Embed Standards into Lessons

Integrate ACT College and Career Readiness Standards into current curriculum.

- Identify overlap with current lessons.
- Simulate test conditions.
- Use timed questions and prompts.
- Include ACT Practice Problems.
- Solve one ACT question each day.

Practice Smarter, Not Harder

Use short, ACT-style practice tasks and questions.

- Practice daily mini math drills.
- Add science data analysis — analyze graphs and charts together.
- Conduct grammar error hunts — identify grammar mistakes in sentences.

Check Progress Often

Use low-stakes checks — tied to college readiness standards skills.

- Use bell ringers, exit tickets, and mini-assessments.
- Assign ACT Question of the Day and practice quizzes/tests (MyACT).
- Use timed reading passages and peer review.

Recognize and Celebrate

Track student improvement and celebrate.

- Update student goals and instructional strategies regularly.
- Host mini-awards program or recognition boards.
- Encourage self-reflection and reward effort.



Resources

Use ACT College and Career Readiness Standards as your roadmap — organized by score ranges and skill domains.

- Download/print the ACT College and Readiness Standards posters and worksheets from act.org/standards.
- Review the **Content Standards and Ideas for Progress** online tool.
- Practice using **ACT Quiz Me!**



Educator Tips

Why use the ACT College and Career Readiness Standards? Aligning instruction to these standards supports stronger outcomes—on the test and in life.

- Group students by CCRS level.
- Use CCRS to inform intervention and acceleration.
- Let students track their own progress.
- Add CCRS targets to lesson plans and use ACT terminology.



Student Tips

Set personal score growth goals, one score range above, tied to a specific skill.

- Pick 1–2 skills in score range to focus on during specified time block.
- Check off once mastered.
- Solve one ACT question each day.
- Join peer tutoring and study groups.
- Use ACT Quiz Me. Celebrate milestones.



TAKING THE NEXT STEPS — CREATING A READINESS STANDARDS-BASED CULTURE AT YOUR SCHOOL

Now that you've explored the ACT College and Career Readiness Standards, it's time to put them to work at your school and our experts can help.



Contact ACT

Connect with an ACT expert who will help you look at your data and walk you through strategic use of the standards in your district or school.



Explore ACT® Online Prep, Powered by MasteryPrep™

Discover a **next-generation test prep platform** you can deliver to students in your classroom that aligns with ACT College and Career Readiness Standards and state standards for ACT test readiness, with dashboards that align the standards to each student's needs.



Get Professional Development for Your Educators

Grow your school's standards-focused culture with training designed to level up your school's educational practices.



ACT Instructional Mastery

Empower educators with student test-taking strategies and insights that fully align your educational programs with ACT standards.



ACT Professional Services

Explore the full range of ACT professional development options for educators, including workshops, courses, and other services.

EXPLORE ACT COLLEGE AND CAREER READINESS STANDARDS WITH INTERACTIVE DASHBOARDS

Access a **dynamic dashboard in Tableau** that helps you fully engage with the ACT College and Career Readiness Standards reporting categories, score ranges, and standard descriptions. Easily sort, filter, and interact with the standards information you need — empowering educators and leaders to make data-driven decisions with confidence.

GET THE ACT COLLEGE AND CAREER READINESS POSTERS FOR YOUR CLASSROOM OR SCHOOL

Help your students take ownership of their learning by downloading or printing ACT's College and Career Readiness Standards Posters. These easy-to-read posters clearly show what students know at each score range—and what they need to learn next—making it simple for educators and learners to set goals and track progress. Displaying these posters in classrooms or hallways empowers students to understand their ACT scores and stay motivated on their path to college and career readiness.

Download the posters for sharing:

[ACT ELA Standards Poster](#)

[ACT STEM Standards Poster](#)

Download the posters for printing:

[ACT ELA Standards Poster](#)

[ACT STEM Standards Poster](#)

Learn More act.org/12

