ACT English Test

Table 3: The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Topic Development in Terms of Purpose and Focus	*Organization, Unity, and Coherence*	*Word Choice in Terms of Style, Tone, Clarity, and Economy*
1–12	**Standards**	■ Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other score ranges.		
	ideas for progress	■ read and discuss the work of favorite writers ■ regularly write informal responses to literature (fiction and nonfiction) in their journals ■ identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences	■ write short texts, in a variety of genres, illustrating simple organization ■ use paragraphing as an organizational device	■ revise writing to clarify sentences containing too many phrases and clauses ■ check writing to make sure pronoun references are clear ■ revise writing to edit out empty words (e.g., *really, very, big, kind of*)
13–15	**Standards**		■ Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then, this time*)	■ Revise sentences to correct awkward and confusing arrangements of sentence elements ■ Revise vague nouns and pronouns that create obvious logic problems
	ideas for progress	■ read writers of various genres and imitate their work ■ revise writing to ensure that every sentence is necessary to the purpose of the piece and that no important information has been left out	■ write many simply organized short texts of various genres ■ revise writing to ensure that information is in the best order	■ identify and revise obviously wordy, redundant, or cluttered material
16–19	**Standards**	■ Identify the basic purpose or role of a specified phrase or sentence ■ Delete a clause or sentence because it is obviously irrelevant to the essay	■ Select the most logical place to add a sentence in a paragraph	■ Delete obviously synonymous and wordy material in a sentence ■ Revise expressions that deviate from the style of an essay
	ideas for progress	■ continue reading writers of various genres and imitating their work ■ write longer and more complicated essays, stories, reviews, etc. ■ state the main theme of or summarize essays they have written ■ revise essays by eliminating sentences or ideas that violate the essay's focus	■ recognize and experiment with more sophisticated organizational structures (e.g., comparison-contrast, cause-effect) ■ revise writing to delete illogical conjunctive adverbs ■ discuss the most logical place to add specific information in a draft essay ■ discuss the purpose and the importance of the opening paragraph for directing the rest of the piece	■ revise writing to make it more concise and precise ■ discuss and model tone and style

Sentence Structure and Formation	*Conventions of Usage*	*Conventions of Punctuation*
■ vary sentence length by combining simple sentences ■ check writing to make sure verb tenses are consistent	■ make sure to use adjectives like *well, less,* and *worst* correctly	■ learn to recognize when commas are overused
■ Use conjunctions or punctuation to join simple clauses ■ Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	■ Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives	■ Delete commas that create basic sense problems (e.g., between verb and direct object)
■ revise writing to correct glaring shifts in verb tense or voice	■ revise writing to correct basic grammar and punctuation errors ■ practice and understand correct usage of common homonyms (e.g., *their/there, past/passed*)	■ practice using punctuation correctly in simple sentences (e.g., "He ran, jumped, and swam.") ■ check for and correct unnecessary commas
■ Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences ■ Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	■ Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts ■ Recognize and use the appropriate word in frequently confused pairs such as *there* and *their, past* and *passed,* and *led* and *lead*	■ Provide appropriate punctuation in straightforward situations (e.g., items in a series) ■ Delete commas that disturb the sentence flow (e.g., between modifier and modified element)
■ experiment with writing more sophisticated sentences; check to ensure verbs agree with subjects and modifiers don't dangle	■ revise sentences to ensure that each verb agrees with its subject when there is some text between the two	■ use commas to set off parenthetical phrases

ACT English Test

Table 3 (continued): The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Topic Development in Terms of Purpose and Focus	*Organization, Unity, and Coherence*	*Word Choice in Terms of Style, Tone, Clarity, and Economy*
20–23	**Standards**	■ Identify the central idea or main topic of a straightforward piece of writing ■ Determine relevancy when presented with a variety of sentence-level details	■ Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first, afterward, in response*) ■ Decide the most logical place to add a sentence in an essay ■ Add a sentence that introduces a simple paragraph	■ Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") ■ Use the word or phrase most consistent with the style and tone of a fairly straightforward essay ■ Determine the clearest and most logical conjunction to link clauses
	ideas for progress	■ continue reading the work of writers of various genres; begin experimenting with a variety of writing styles ■ revise fairly straightforward writing to sharpen focus and coherence of entire piece	■ experiment with using words and phrases that create clear transitions in writing ■ rearrange sentences in a paragraph in order to improve its coherence ■ write introductions that capture the reader's interest, write conclusions that provide a sense of closure, and describe the rhetorical effects that each creates	■ continue to edit sentences for empty language, wordiness, and redundancy ■ revise structurally complex sentences to correct vague or ambiguous pronoun references
24–27	**Standards**	■ Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal ■ Delete material primarily because it disturbs the flow and development of the paragraph ■ Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	■ Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore, however, in addition*) ■ Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic ■ Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	■ Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence ■ Identify and correct ambiguous pronoun references ■ Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
	ideas for progress	■ develop awareness of ways that form and content can be changed as the audience for the writing changes ■ learn how meaning can be expressed through connotation	■ experiment with more subtle organizational structures ■ revise writing by refining introductions, conclusions, and transitions in complex paragraphs	■ select and manipulate words, phrases, and clauses to convey shades of meaning and tone ■ avoid clutter and use vivid verbs and specific nouns

Sentence Structure and Formation	*Conventions of Usage*	*Conventions of Punctuation*
■ Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)	■ Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for, appeal to*) ■ Ensure that a verb agrees with its subject when there is some text between the two	■ Use commas to set off simple parenthetical phrases ■ Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)
■ revise writing to correct faulty coordination and subordination of clauses ■ revise sentences to correct inconsistencies in verb tense and pronoun person	■ check to be sure pronouns agree with antecedents in increasingly complex sentences	■ use punctuation to set off nonessential information in a sentence ■ recognize inappropriate uses of commas
■ Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems ■ Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	■ Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences ■ Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of*	■ Use punctuation to set off complex parenthetical phrases ■ Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) ■ Use apostrophes to indicate simple possessive nouns ■ Recognize inappropriate uses of colons and semicolons
■ use sentence-combining techniques to create more sophisticated sentences; check to avoid fragments, comma splices, and run-ons	■ recognize the difference between *its* and *it's, your* and *you're, who* and *whom*	■ use commas to set off nonessential appositives or clauses ■ use semicolons to indicate relationships between independent clauses

ACT English Test

Table 3 (continued): The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Topic Development in Terms of Purpose and Focus	*Organization, Unity, and Coherence*	*Word Choice in Terms of Style, Tone, Clarity, and Economy*
28–32	**Standards**	■ Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material ■ Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	■ Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs ■ Rearrange sentences to improve the logic and coherence of a complex paragraph ■ Add a sentence to introduce or conclude a fairly complex paragraph	■ Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint") ■ Correct vague and wordy or clumsy and confusing writing containing sophisticated language
	ideas for progress	■ write essays that indicate a heightened awareness of the audience for those essays ■ recognize the role that specific sentences play in terms of the essay as a whole	■ revise or add introductory sentences or transitions based on an understanding of the logic and rhetorical purpose of the paragraph and the essay as a whole	■ revise writing to delete redundancies in terms of the paragraph as a whole
33–36	**Standards**	■ Determine whether a complex essay has accomplished a specific purpose ■ Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	■ Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay	■ Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole

Sentence Structure and Formation	*Conventions of Usage*	*Conventions of Punctuation*
■ Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs ■ Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole	■ Correctly use reflexive pronouns, the possessive pronouns *its* and *your,* and the relative pronouns *who* and *whom* ■ Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)	■ Use commas to set off a nonessential/ nonrestrictive appositive or clause ■ Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical) ■ Use an apostrophe to show possession, especially with irregular plural nouns ■ Use a semicolon to indicate a relationship between closely related independent clauses
■ maintain parallel structure between phrases and clauses in a complex sentence ■ employ a variety of sentence structures in their writing	■ revise sentences to ensure agreement between verb and subject when a phrase between the two suggests a different number for the verb	■ use the colon to introduce an example or an elaboration
■ Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	■ Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas ■ Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	■ Use a colon to introduce an example or an elaboration

ACT Reading Test

Table 6: The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Main Ideas and Author's Approach	***Supporting Details***
1–12	**Standards**	■ Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other score ranges.	
	ideas for progress	■ locate details in a literary text that suggest the author's or narrator's intent ■ speculate about an author's or narrator's beliefs, motives, or thinking	■ write, exchange, and answer a series of questions that examine significant details presented in a text ■ locate and discuss details presented in a text (e.g., who, what, where)
13–15	**Standards**	■ Recognize a clear intent of an author or narrator in uncomplicated literary narratives	■ Locate basic facts (e.g., names, dates, events) clearly stated in a passage
	ideas for progress	■ work with peers to create logical statements about the main idea or purpose of simple paragraphs	■ determine which details in a text are essential to understanding the author's or narrator's intended message ■ scan a text in order to locate specific details (e.g., dates, specialized terms, facts) ■ identify the author's or narrator's reasons for including specific information in the text

Descriptions of the ACT Reading Passages

Uncomplicated Literary Narratives refers to excerpts from essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.

More Challenging Literary Narratives refers to excerpts from essays, short stories, and novels that tend to make moderate use of figurative language, have a more intricate structure and messages conveyed with some subtlety, and may feature somewhat complex interactions between characters.

Complex Literary Narratives refers to excerpts from essays, short stories, and novels that tend to make generous use of ambiguous language and literary devices, feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage.

Sequential, Comparative, and Cause-Effect Relationships	*Meanings of Words*	*Generalizations and Conclusions*
■ use various strategies (e.g., timelines, event chains, discussion) to determine whether an event occurred and, if so, when it occurred ■ discuss an issue of interest, determining how past events affected the present ■ locate evidence in a text that explicitly states why an event or a series of events occurred ■ search for patterns or clues (e.g., signal words) that indicate cause-effect relationships	■ use various resources (e.g., dictionary, thesaurus) to explore connotations of familiar words or descriptive language	■ recognize generalizations about the main character in a literary text ■ combine several pieces of information to make a reasonable generalization about a specific character ■ make predictions about characters and events presented in a literary text, verifying or rejecting those predictions and making new ones as they read
■ Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages ■ Recognize clear cause-effect relationships described within a single sentence in a passage	■ Understand the implication of a familiar word or phrase and of simple descriptive language	■ Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives
■ analyze how an author or narrator uses description, dialogue, and action to suggest relationships between characters in written or nonprint sources (e.g., films, ads) ■ select phrases or statements from a literary text that illustrate how a specific character feels toward others in the text ■ read portions of a literary text, predicting how a person's actions or words would likely impact a specific situation ■ use various strategies (e.g., questioning, role-playing) to determine plausible cause-effect relationships	■ examine specific language in a text and propose plausible interpretations based in part on their own viewpoints and experiences	■ analyze the reasonableness of generalizations by reviewing information presented in the text and from other sources ■ compose generalizations that include qualifying language (e.g., *a few, sometimes*) when limited evidence is presented by the author or narrator ■ determine what a literary narrative is generally about, organizing the text's information into general statements that are supported by details from the text ■ draw reasonable conclusions about people and situations using evidence presented in a text

Uncomplicated Informational Passages refers to materials that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible.

More Challenging Informational Passages refers to materials that tend to present concepts that are not always stated explicitly and that are accompanied or illustrated by more—and more detailed—supporting data, include some difficult context-dependent words, and are written in a somewhat more demanding and less accessible style.

Complex Informational Passages refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events.

ACT Reading Test

Table 6 (continued): **The College Readiness Standards**

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Main Ideas and Author's Approach	***Supporting Details***
16–19	**Standards**	■ Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	■ Locate simple details at the sentence and paragraph level in uncomplicated passages ■ Recognize a clear function of a part of an uncomplicated passage
	ideas for progress	■ analyze techniques used by the author of a text to reveal or conceal his or her point of view	■ explain in their own words the significance of specific information in written or nonprint sources ■ distinguish between what is most and least important in a text
20–23	**Standards**	■ Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives ■ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	■ Locate important details in uncomplicated passages ■ Make simple inferences about how details are used in passages
	ideas for progress	■ determine how an inference might change based on the inclusion of additional information ■ synthesize information from challenging texts to clarify understanding of important concepts and ideas ■ distinguish between key concepts and subordinate ideas in a text and write a concise summary ■ search for clues that suggest the viewpoint from which a literary text is written or told and determine whether the author's or narrator's point of view is valid or biased ■ analyze the relationship between an author's or narrator's intended message and the rhetorical devices used to convey that message (e.g., language used, evidence provided)	■ gather and interpret details presented in a text, determining the contribution of each to the author's or narrator's intended message ■ identify details that clearly support the key point(s) of written or nonprint sources ■ check inferences against information provided in a text, identifying what is and is not sufficiently supported by the text

Sequential, Comparative, and Cause-Effect Relationships	*Meanings of Words*	*Generalizations and Conclusions*
■ Identify relationships between main characters in uncomplicated literary narratives ■ Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives	■ Use context to understand basic figurative language	■ Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages
■ place events from a literary text in chronological order by locating substantial evidence from the text ■ identify similarities and differences between people, objects, events, or ideas, drawing accurate conclusions ■ identify interrelationships between and among people, objects, events, or ideas in written or nonprint sources ■ determine factors that have clearly influenced the outcome of a situation ■ identify statements in texts that clearly state the cause(s) and effect(s) of specific events	■ clarify the meanings of words or descriptive phrases by searching for clues in the text (e.g., sentence structure, context, prefixes/suffixes, spelling patterns)	■ make accurate generalizations about people and events based on evidence presented in the text ■ identify inaccurate generalizations (e.g., stereotypes) in written or nonprint sources ■ identify details in a challenging text that confirm or disprove conclusions drawn by the author or narrator and by the students themselves or their peers ■ make reasoned judgments about ideas and events based on evidence from written or nonprint sources
■ Order simple sequences of events in uncomplicated literary narratives ■ Identify clear relationships between people, ideas, and so on in uncomplicated passages ■ Identify clear cause-effect relationships in uncomplicated passages	■ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages	■ Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages ■ Draw simple generalizations and conclusions using details that support the main points of more challenging passages
■ analyze the sequence of events in written or nonprint sources ■ map sequences of events in texts or films or from everyday occurrences, defending their reasoning ■ evaluate the extent to which comparisons made by the author or narrator help clarify specific textual relationships ■ search for clues embedded in a text that suggest cause-effect relationships ■ examine events in written or nonprint sources to determine the precipitating cause(s) and final outcome(s)	■ investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people ■ research words and phrases from different sources, identifying their shades of meaning in various contexts or situations	■ defend or challenge the author's or narrator's assertions by locating several key pieces of information in a challenging text ■ make accurate generalizations based on implicit information in the text ■ analyze specific parts of a text, drawing accurate conclusions

ACT Reading Test

Table 6 (continued): **The College Readiness Standards**

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Main Ideas and Author's Approach	***Supporting Details***
24–27	**Standards**	■ Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages ■ Infer the main idea or purpose of straightforward paragraphs in more challenging passages ■ Summarize basic events and ideas in more challenging passages ■ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages	■ Locate important details in more challenging passages ■ Locate and interpret minor or subtly stated details in uncomplicated passages ■ Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
	ideas for progress	■ develop a reasonable interpretation of the central theme(s) or main point(s) of a challenging text ■ divide challenging texts into sections, determining what the key points are for each section ■ determine the primary purpose of specific sections of a text or the text as a whole ■ use two different mediums (e.g., sculpture, poetry, photography, music) to present a synopsis of the main idea(s) of a text, thereby expanding understanding of the text's meaning ■ identify subtle evidence that conveys the author's or narrator's point of view in challenging texts ■ change the wording of a text in order to convey a different tone or attitude (e.g., from persuasive to serious)	■ enumerate aspects or characteristics of people, objects, events, or ideas ■ interpret and integrate details in a text in order to verify or contradict a specific point or claim made by the author or narrator ■ recognize and study the evolution of an author's argument(s) as presented in a complex informational text

Sequential, Comparative, and Cause-Effect Relationships	*Meanings of Words*	*Generalizations and Conclusions*
■ Order sequences of events in uncomplicated passages ■ Understand relationships between people, ideas, and so on in uncomplicated passages ■ Identify clear relationships between characters, ideas, and so on in more challenging literary narratives ■ Understand implied or subtly stated cause-effect relationships in uncomplicated passages ■ Identify clear cause-effect relationships in more challenging passages	■ Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages ■ Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages	■ Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives ■ Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
■ read texts containing challenging sequences (e.g., flashback, flash-forward), discussing how the order of events affects understanding of the text ■ explain how altering a series of events would likely change the outcome of a situation or the actions of the characters ■ develop an in-depth understanding of the fine distinctions between literary characters in a challenging text by closely examining the language used by the author or narrator ■ identify relationships between ideas and/or people in a challenging text and how those relationships develop over the course of the text ■ identify clues in a challenging text that suggest possible motives for and effects of a person's actions or words ■ read conflicting viewpoints of an event and use textual evidence to identify which one has the most reasonable explanations of causes and effects	■ develop and use strategies for deciphering the meanings of words or phrases embedded in richly figurative or technical contexts ■ analyze figurative and technical language in the media, relating some instances to a personal experience	■ synthesize information in challenging texts, making valid generalizations or conclusions about people and situations ■ confirm or disprove generalizations suggested in texts by providing examples or counterexamples from other sources

ACT Reading Test

Table 6 (continued): **The College Readiness Standards**

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Main Ideas and Author's Approach	***Supporting Details***
28–32	**Standards**	■ Infer the main idea or purpose of more challenging passages or their paragraphs ■ Summarize events and ideas in virtually any passage ■ Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage	■ Locate and interpret minor or subtly stated details in more challenging passages ■ Use details from different sections of some complex informational passages to support a specific point or argument
	ideas for progress	■ locate and analyze ideas in a complex text and write a reasoned synopsis of the text ■ determine the author's or narrator's position toward a specific topic, issue, or idea by noting key facts, claims, and details from the text	■ identify facts embedded in complex informational texts
33–36	**Standards**	■ Identify clear main ideas or purposes of complex passages or their paragraphs	■ Locate and interpret details in complex passages ■ Understand the function of a part of a passage when the function is subtle or complex

Sequential, Comparative, and Cause-Effect Relationships	*Meanings of Words*	*Generalizations and Conclusions*
■ Order sequences of events in more challenging passages ■ Understand the dynamics between people, ideas, and so on in more challenging passages ■ Understand implied or subtly stated cause-effect relationships in more challenging passages	■ Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts	■ Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
■ determine the chronological sequence of events and the spatial relationships in complex texts (e.g., Dickens, Garcia Marquez, Morrison, Tolstoy) ■ analyze subtle relationships between and among people, objects, events, and ideas in complex texts or films, forming accurate inferences ■ identify implications and possible consequences of actions in complex texts	■ employ strategies for defining a difficult concept, such as identifying its characteristics or providing examples of what it is and is not like	■ examine information from multiple sources and perspectives (including the author's or narrator's) in order to make reasonable generalizations about people, objects, ideas, and situations ■ evaluate the impact of literary devices (e.g., figurative language) on the meaning of a literary narrative
■ Order sequences of events in complex passages ■ Understand the subtleties in relationships between people, ideas, and so on in virtually any passage ■ Understand implied, subtle, or complex cause-effect relationships in virtually any passage	■ Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage	■ Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage ■ Understand and generalize about portions of a complex literary narrative

ACT Writing Test

Table 8: The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Expressing Judgments	*Focusing on the Topic*	*Developing a Position*
2	**Standards**	■ Scores below 3 do not permit useful generalizations about students' writing abilities.		
	ideas for progress	■ discuss the goal of a persuasive essay ■ ask five people for their opinion on an issue; note the range in viewpoints a single issue can bring out	■ identify a local community or school issue; phrase the issue in the form of a question; then experiment with ways to answer that question clearly in a single sentence	■ study model paragraphs that have topic sentences; notice that in each example the idea in the topic sentence is explained by the rest of the sentences in the paragraph ■ in a model persuasive essay, list the ideas that the writer talks about; discuss which is the essay's main idea and which are ideas that support or illustrate the main idea
3–4	**Standards**	■ Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt ■ Show limited recognition of the complexity of the issue in the prompt	■ Maintain a focus on the general topic in the prompt through most of the essay	■ Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas ■ Show little or no movement between general and specific ideas and examples
	ideas for progress	■ generate a list of issues, then practice restating them clearly and precisely with original wording ■ practice generating possible positions on an issue ■ identify and discuss reasons for selecting one position on an issue over others ■ choose a position on an issue and state it clearly	■ ask *who, what, when, where,* and especially *why* of the topic to establish clear focus for the essay ■ learn to recognize when an essay wanders away from its topic ■ critique writing in peer workshops to identify any ideas that are obviously off the main point of the essay	■ read a variety of model persuasive essays ■ recognize that essays are composed of ideas that must be explained or illustrated with specific examples and details ■ redraft writing to include additional ideas that support the essay's main claim ■ learn prewriting strategies such as freewriting and brainstorming for generating ideas about a topic

Organizing Ideas	*Using Language*
■ practice grouping sentences that share like subjects ■ construct a simple timeline of an event; discuss how the event has a beginning, a middle, and an end	■ read the works of favorite writers ■ regularly write informal entries (responses to readings, or original ideas) in a journal
■ Provide a discernible organization with some logical grouping of ideas in parts of the essay ■ Use a few simple and obvious transitions ■ Present a discernible, though minimally developed, introduction and conclusion	■ Show limited control of language by • correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding • using simple vocabulary • using simple sentence structure
■ use clustering, concept mapping, or another visual organizer to identify relationships among ideas ■ recognize paragraphs as a means for organizing an essay ■ generate a list of words and phrases typically used as transitions (e.g., *however, first, next, moreover, as a matter of fact,* etc.) ■ study the introductions and conclusions of model essays ■ discuss the purpose and importance of the opening paragraph for directing the rest of the essay	■ read and discuss the works of favorite writers; use a dictionary to learn any unfamiliar words or phrases ■ recognize that clarity of expression is essential to clarity of meaning ■ learn to consult a writer's reference on questions of word choice and usage ■ practice proofreading to identify obvious errors and missing words

ACT Writing Test

Table 8 (continued): The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Expressing Judgments	*Focusing on the Topic*	*Developing a Position*
5–6	**Standards**	■ Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but may not maintain that position ■ Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position	■ Maintain a focus on the general topic in the prompt throughout the essay	■ Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas ■ Show little movement between general and specific ideas and examples
	ideas for progress	■ choose a position on an issue and generate a list of possible objections others might have to that position ■ listen to a public debate; identify strategies skilled speakers use in responding to their opponent's viewpoint ■ experiment with ways to acknowledge an opposing viewpoint without weakening the essay's focus or position ■ practice writing brief responses to opposing viewpoints	■ understand the relationship between a general topic and a specific issue within that topic ■ practice writing short responses (one paragraph) that stay focused on a specific topic ■ identify the thesis statements in a variety of model essays ■ critique writing in peer workshops to ensure that the thesis is clear and that the thesis, introduction, and conclusion all focus on the same idea	■ understand that a thesis statement expresses an essay's main idea and must be supported with reasons, examples, and details ■ discuss how to generate specific examples and details to illustrate general ideas ■ read model essays that derive generalizations from specific examples and details
7–8	**Standards**	■ Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt ■ Show some recognition of the complexity of the issue in the prompt by • acknowledging counter-arguments to the writer's position • providing some response to counterarguments to the writer's position	■ Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt ■ Present a thesis that establishes focus on the topic	■ Develop ideas by using some specific reasons, details, and examples ■ Show some movement between general and specific ideas and examples
	ideas for progress	■ understand that issues exist within a larger context; discuss ways in which a certain issue is connected to broader questions of concern to more people ■ practice identifying implications of a position: what would be the outcome if this position were adopted or enacted; who would benefit/not benefit and why ■ develop an awareness of how factors may complicate a position: adopt a position on an issue, then discuss whether it is always a valid and reasonable position; consider how the position might be affected if certain factors were to change	■ revise writing to ensure that every paragraph remains focused on the issue and that no essential information is left out ■ practice composing thesis statements that clearly state a position on an issue and offer a rationale for adopting that position	■ generate a full-sentence outline or visual representation of all major ideas in an essay and the examples and details that support them ■ practice drawing generalizations from specific historical, personal, or literary details ■ learn to identify the most relevant examples to support an idea ■ critique writing in peer workshops to identify any ideas that need further development in order to be persuasive or clear

Organizing Ideas	*Using Language*
■ Provide a simple organization with logical grouping of ideas in parts of the essay ■ Use some simple and obvious transitional words, though they may at times be inappropriate or misleading ■ Present a discernible, though underdeveloped, introduction and conclusion	■ Show a basic control of language by • correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding • using simple but appropriate vocabulary • using a little sentence variety, though most sentences are simple in structure
■ compare the outline of an original essay to the outline of a model essay; discuss ways to reorganize the original writing to make it more effective ■ critique writing in peer workshops to see if paragraphs are organized effectively: identify sentences out of sequence, paragraphs that lack clear topic sentences, and ideas that don't belong ■ review paragraphs to see if smooth transitions are provided from one to the next ■ draft an introduction that includes a clearly stated thesis, and a conclusion that confirms the main theme of the essay	■ continue to read and discuss works by skilled writers to become more familiar with correct language use ■ read original writing aloud to hear and identify language errors ■ revise writing to reduce unnecessary repetition of words and phrases ■ practice varying sentence length by combining simple sentences ■ experiment with varying sentence construction by moving prepositional phrases to the beginning of sentences
■ Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas ■ Use some simple and obvious, but appropriate, transitional words and phrases ■ Present a discernible introduction and conclusion with a little development	■ Show adequate use of language to communicate by • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace
■ practice arranging sentences within a paragraph so that discussion logically builds and progresses ■ identify specific transitional words and phrases, including those indicating causal relationship (e.g., *as a result, this means that*) ■ practice writing an introduction that briefly but effectively introduces a context for the discussion as well as a thesis ■ consider ways to conclude a piece of writing that will emphasize its main theme without restating the discussion or otherwise being repetitive	■ understand correct usage of common homonyms (e.g., *their/there, past/passed, it's/its, you're/your*) ■ practice using a wider vocabulary by replacing vague or general language with more precise words ■ experiment with more sophisticated sentence constructions ■ read model essays to see how skilled writers control pace and emphasis by varying the length of sentences

ACT Writing Test

Table 8 (continued): The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Expressing Judgments	*Focusing on the Topic*	*Developing a Position*
9–10	**Standards**	■ Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion ■ Show recognition of the complexity of the issue in the prompt by • partially evaluating implications and/or complications of the issue, and/or • posing and partially responding to counterarguments to the writer's position	■ Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay ■ Present a thesis that establishes a focus on the writer's position on the issue	■ Develop most ideas fully, using some specific and relevant reasons, details, and examples ■ Show clear movement between general and specific ideas and examples
	ideas for progress	■ understand that an issue has a context; think about what considerations outside the issue shape or limit it ■ learn how to identify and critique assumptions underlying the issue as stated; consider perspectives that might call into question some aspect of the issue itself ■ in an extended discussion, practice demonstrating the logical or practical weaknesses of a counterargument	■ revise writing to ensure that every sentence is necessary to the purpose of the piece ■ refine thesis statements to reflect subtle, critical thinking about complex issues	■ learn how to elaborate ideas fully by logically describing their connection to the essay's main idea ■ practice sustaining a logical and relevant discussion by writing longer and more complex essays ■ check to see if the essay's treatment of each idea is proportional to the idea's importance ■ listen to news analyses on television or radio; notice the strategies that skilled speakers use to present their ideas on an issue
11–12	**Standards**	■ Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion ■ Show understanding of the complexity of the issue in the prompt by • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully discussing counterarguments to the writer's position	■ Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay ■ Present a critical thesis that clearly establishes the focus on the writer's position on the issue	■ Develop several ideas fully, using specific and relevant reasons, details, and examples ■ Show effective movement between general and specific ideas and examples

Organizing Ideas	*Using Language*
■ Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas ■ Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas ■ Present a somewhat developed introduction and conclusion	■ Show competent use of language to communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning
■ practice arranging ideas so that one paragraph leads logically to the next throughout the essay ■ consider how transitional phrases and sentences can help convey logical connections between ideas and between paragraphs ■ think about how an introduction and conclusion can work together to provide unity within an essay ■ experiment with how to conclude an essay while continuing to challenge the audience with critical questions or implications ■ discuss the effect of a conclusion that suggests the essay has been only part of a much larger discussion	■ check to be sure pronouns agree with antecedents in complex sentences ■ edit sentences for empty language, wordiness, and redundancy ■ read a wide variety of texts to improve vocabulary and gain exposure to precise and effective language use ■ read and discuss the effects of rhetorical devices such as rhetorical questions, sarcasm, and humor used by favorite authors
■ Provide unity and coherence throughout the essay, often with a logical progression of ideas ■ Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas ■ Present a well-developed introduction and conclusion	■ Show effective use of language to clearly communicate ideas by • correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors • using precise and varied vocabulary • using a variety of kinds of sentence structures to vary pace and to support meaning

SAT® SKILLS INSIGHT™

Critical Reading

Academic Skills at Each Score Band and Suggestions for Improvement

Determining the Meaning of Words

Academic Skills*

A typical student in this score interval can do the following:

200–290

- Determine the meaning of words in a simple sentence by using context clues including familiar phrases and other vocabulary in the sentence

300–390

- Use context clues when selecting missing vocabulary at the sentence level
- Use knowledge of root words, prefixes and suffixes when selecting missing vocabulary at the sentence level
- Use the context of a sentence or a short section of text to clarify the meaning of unknown words or to select the appropriate meaning of familiar and simple words that have multiple meanings

400–490

- Use knowledge of root words to determine the meaning of words needed to complete a compound or complex sentence
- Recognize and understand less common words and specialized vocabulary (terms used in a particular occupation or field of study)
- Use context clues (such as an embedded definition) to select missing vocabulary at the sentence level
- Use the context of a sentence or a short section of text to clarify the meaning of unknown words (when definitions may or may not be embedded in the text) or to select the appropriate meaning of familiar and simple words that have multiple meanings
- Use sentence structure to negotiate the meaning of the sentence
- Make sense of complex sentences with logical constructions that include terms such as *but*, *although*, *or*, *if*, *then* and *not*

Suggestions for Improvement

To advance to the next highest score band, students should focus on the following skills:

200–290

- While reading, look for words with familiar roots. Think about how roots, prefixes and suffixes work together.
- While reading, use the context of the rest of the sentence to determine the meanings of unknown or multiple meaning words (such as *light* or *run*).

300–390

- When reading, consider root words to help determine the meaning of an unknown or difficult word.
- When encountering an unknown or difficult word in a text, try to find out if that word is jargon, or the specialized vocabulary of a specific field.
- When encountering an unknown word or a word with multiple meanings (such as *light* or *run*) in a text, look at the context of the sentence for clues to what the word means.
- When reading, pick out a long sentence and break it down into smaller parts. Think about how the structure of the sentence creates relationships among the ideas in the sentence. Think about how words like *but*, *although*, and *also* create certain relationships.

400–490

- When reading a text, identify a compound or complex sentence and break it down into smaller parts. Think about how those parts work together and consider how the structure of the sentence sets up relationships among the ideas in the sentence.
- When encountering an unknown word or a word with multiple meanings (such as *light* or *run*) in a text, look at the context of the sentence for clues to what the word means.
- When reading a text (such as a newspaper or magazine article) about an unfamiliar subject, look for words that might be part of a specialized vocabulary — that is, words that are primarily used within a certain field — and determine their meaning. Choose a subject and find a book written by a specialist for other specialists in that field, looking for specialized vocabulary words in the text.

Understanding Literary Elements

Academic Skills*

200–290

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

300–390

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

400–490

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

Suggestions for Improvement

200–290

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

300–390

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

400–490

- When reading a novel, short story or play, try to identify the different ways authors create character. What is revealed about a character through his or her dialogue and interactions with other characters?

Organization and Ideas

Academic Skills*

200–290

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

300–390

This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.

400–490

- Understand the central idea(s) in a simple text or in a short section of a longer text
- Determine the main idea of a text and apply it to a different context
- Understand the relationship of ideas within and across different texts
- Integrate information from short sections of different texts

Suggestions for Improvement

200–290

There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.

300–390

- When reading a text (such as a book, an essay, a newspaper or a magazine article), identify the author's ideas and think about the relationships among those ideas. Identify the main idea and the supporting ideas.
- When reading two texts by different authors on the same topic or on related topics, identify each author's ideas and think about how those ideas relate to each other.

400–490

- When reading a longer text, notice how its parts work together. Consider how the author introduces and concludes his or her idea. Consider what support or evidence the author provides.
- Look for two texts about the same topic by different authors. Compare and contrast how each author feels about the topic and how each author addresses the topic.
- After reading an essay, a newspaper article or a magazine article, consider what conclusions and predictions can be made. Consider what might come next if the essay or article were to continue.

Critical Reading, continued

	500–590	600–690	700–800
Determining the Meaning of Words			
Academic Skills*	• Use the context of a sentence or larger section of text to determine the meaning of unknown words or to differentiate among multiple possible meanings of words • Understand how syntax (the arrangement of words and phrases in a sentence) influences the relationship among words and ideas within a sentence • Demonstrate increased comprehension of specialized vocabulary	• Understand familiar words in unfamiliar contexts and differentiate among multiple possible meanings for words in unfamiliar contexts • Understand sophisticated and specialized vocabulary • Determine the meaning of a word when there is little or no supporting context • Negotiate complex syntax (the arrangement of words and phrases in a sentence), and integrate ideas within and across sentences	• Understand how words can sometimes be used in unusual ways that directly refute common usage • Access broad and extensive vocabulary within complex syntactical structures and in a variety of contexts • Analyze the context of a sentence or larger sections of text to clarify the meaning of unknown words, differentiate among multiple possible meanings of words, detect nuances and infer connotations
Suggestions for Improvement	• When reading a text about an unfamiliar topic, look for familiar words to help determine what any unknown words might mean. • When encountering an unknown word or a difficult word in a text, look it up in a dictionary that provides information on the origins and history of a word. • When encountering a difficult section of text, break down the ideas sentence by sentence and even within sentences. Think about how the ideas work together.	• When reading a difficult text, look for familiar words that are used in unfamiliar ways. • When reading a text about an unfamiliar topic, look for familiar words to help determine what any unknown words might mean. • When encountering a difficult word in a text, use the context of the sentence and surrounding sentences to determine the word's meaning. Also consider the context when determining how a word is being used. For example, does the rest of the sentence indicate that a word is being used with a certain connotation? • To improve vocabulary, read a difficult text and look up any unfamiliar words in a dictionary that provides information on the origins and history of a word.	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.
Understanding Literary Elements			
Academic Skills*	• Identify nuances and attitudes of characters • Determine characterization from dialogue, thoughts and actions, interactions among characters, and narrative perspective	• Analyze characters' function in a narrative • Interpret dialogue from a character's or the narrator's perspective	• Analyze the roles and relationships among characters and between characters and the narrator
Suggestions for Improvement	• When reading a novel, short story or play, choose a character and think about what purpose he or she serves. Consider: Is the character a protagonist, an antagonist or an important minor character? Is the character a foil or a tragic hero? Does the character provide comic relief? How does the character relate to the story's theme? How does the character affect the plot? • When reading a novel, short story or play, pick out a line of one character's dialogue. Think about how other characters would react to what that character says. Keep in mind what is known about each character.	• When reading a novel, short story or play, identify the ways in which the characters (including the narrator) contribute to the work's overall meaning or message. Consider the ways in which the characters relate to each other and to the narrator.	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.
Organization and Ideas			
Academic Skills*	• Integrate ideas within and across sentences and texts • Comprehend generalizations about texts • Analyze and compare concepts across texts • Draw text-based conclusions beyond the main idea • Determine the function of a selected portion of text within a longer text	• Analyze main ideas and concepts within and across complex and sometimes opposing texts • Compare and contrast explicit and implicit supporting ideas across texts • Recognize components of an author's argument within a text	• Analyze context, sentence structure and sentence variation to construct meaning within and across sentences and texts • Interpret multiple layers of a text
Suggestions for Improvement	• Find two challenging essays by different authors on the same topic. Consider how each author addresses the topic. Think about how each author treats the main idea. Consider whether the authors use similar evidence and supporting ideas or use other methods to support their main ideas. • When reading an argumentative text, identify the parts of the author's argument. Consider: What is the thesis? What evidence does the author provide? Does the author cite others? How does he or she conclude the argument?	• When reading a text, look at its organization and its style. Consider how the organization and style work together to contribute to the work's effectiveness. • When reading a text, think about the stated topic and also consider its larger meaning or purpose. Consider whether or not the text has a meaning beyond its stated intention.	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Critical Reading, continued

	200–290	300–390	400–490
Author's Craft			
Academic Skills*	• Use vocabulary clues to determine the tone of a text (the author's attitude toward the subject of the text and toward the audience) • Recognize elements of figurative language (such as metaphor) in a text	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band, where this particular skill group does appear.	• Identify an author's purpose for writing • Identify and describe the effects of literary devices used to achieve a specific purpose • Infer the author's opinion concerning the central ideas in a text • Use tone to infer an author's unstated assumptions • Use context clues to identify an author's rhetorical purpose (for example, to persuade the audience) in a short section of text
Suggestions for Improvement	There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.	• When reading a text, think about the author's *purpose* for writing (for example, to express his or her feelings about a subject, to inform the reader, to present an argument). • When reading a text, look for literary devices such as personification, metaphor and hyperbole; think about what effect these devices have on the text.	• When reading a text, consider the author's tone. Look for specific words and phrases that make the text sound humorous, angry, earnest or objective. Consider why the author has chosen to use this tone. • When reading a text, think about how the author uses rhetoric. For whom is the author is writing? Identify how he or she hooks the reader's interest, and how the author tries to make himself or herself believable. Consider how the author uses evidence to support his or her point. • When reading a longer text, pick one paragraph and carefully analyze the vocabulary, sentence structures and devices in it. Think about how an author uses language to achieve a purpose in just a short section of text. • When reading a novel, short story or play, think about the author's style. Consider what kind of language the author uses — flowery language or straightforward language, for example. Think about how the style affects the text. • When reading a text, look for literary devices such as symbolism and irony.
Reasoning and Inferencing			
Academic Skills*	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.	• Perform clear, simple steps of reasoning • Recognize a general idea, such as a paraphrase, that is supported by separate but related points in different sentences	• Perform multiple steps of reasoning • Make multiple, layered inferences
Suggestions for Improvement	• While reading a text, think about how the author supports his or her main idea. • While reading a text, choose a sentence and restate it, and then choose a whole paragraph and restate it.	• When reading a text and considering the ideas in it, think about how conclusions are reached based on those ideas. Think about what can be guessed about the author and his or her feelings about a topic based on what is in the text: Is the author *suggesting* rather than *stating* a certain idea? Does it seem that the author is saying something or believes in something even if it is not directly stated? Can conclusions be drawn or predictions made based on clues in the text?	• After reading a text and determining how the author feels about a certain topic, consider how he or she would feel about a related argument. Think about how someone with an opposing viewpoint would respond to the text, and how the author would respond to an opposing argument. • When reading a longer text, notice how the author develops an idea. Think about how the idea is introduced and how the idea is developed throughout the text.

Critical Reading, continued

Author's Craft

	500–590	600–690	700–800
Academic Skills*	• Infer an author's purpose for writing • Recognize the use of irony and the effects of other sophisticated literary devices, such as symbolism, in a text • Determine the function of words and devices in limited sections of text • Analyze how an author achieves specific effects using rhetorical devices and strategies	• Analyze an author's explicit and implicit purposes for writing • Analyze the effects of an author's rhetorical and stylistic choices • Distinguish among opinion, fact, conjecture and hypothesis in a text • Recognize how an author uses evidence to support a particular position • Recognize subtleties and differences in tone, such as the use of humor or irony to achieve a specific effect	• Analyze the overall purpose of an author's text • Analyze how sophisticated rhetorical devices support an author's purposes • Analyze how the sophisticated use of literary devices and figurative language (such as extended metaphors, complicated analogies and symbolic images) achieve specific effects
Suggestions for Improvement	• When reading a text, think about why the author chose to write it. Consider both what the author says in the text and what can be inferred. • When reading a text, consider how the author's language and the structure of the text affect the way the author makes his or her point. Think about what kind of support the author provides. Consider: Does the author speculate, cite facts or express an opinion? How does the author's tone relate to the topic?	• When reading a text, consider the author's use of rhetoric. Think about how the author tries to make himself or herself believable and how the author uses evidence to support his or her point. Think about how the author's use of rhetoric supports his or her purpose. • When reading a text, consider how the author carefully uses literary devices (such as understatement, mood, allusion, allegory, paradox, voice and authorial persona) and figurative language. Think about how the author's language and use of devices affect the text.	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Reasoning and Inferencing

Academic Skills*	• Make layered inferences and apply those inferences to different but related situations • Make a connection between one part of a text and a later part of that same text to enhance comprehension	• Perform complex reasoning tasks on short sections of text • Determine an author's unstated assumptions and develop inferences from explicit evidence in different sections of a text • Draw multiple extended inferences that require several steps of reasoning • Draw inferences based on implications throughout a text • Consider the entire text when making inferences, linking information to ideas both before and after a specific section • Integrate both general and detailed information across texts	• Make inferences when there is no explicit reinforcement in the text or when information is missing, and use those inferences to draw further conclusions about the text • Apply conclusions drawn from a text to other contexts, understanding similar or analogous situations in the process • Identify an author's unstated assumptions and draw further conclusions about the text based on these assumptions • Analyze and relate multiple perspectives on similar topics across texts • Compare and contrast deeply embedded details or ideas across texts
Suggestions for Improvement	• When reading a text (such as an essay or newspaper article), think about what the author is trying to say, either directly or indirectly. Think about what the author states, and what can be guessed about what he or she thinks or feels. Identify the evidence in the text that supports any assumptions. • Find two challenging texts by different authors on the same topic. Synthesize the main ideas and supporting details from each text. Think about what conclusions can be drawn from both texts.	• After reading a text, think about the conclusions that can be drawn from that text. Consider how these conclusions might apply to a different scenario or situation. Think about other texts these conclusions bring to mind, and consider how these conclusions might relate to them. • When reading a challenging text, think about the assumptions that underlie the author's position. Think about what the author assumes about the world. Consider: Are the author's assumptions logical? Are his or her assumptions defensible? Does the reader's view of the author and his or her assumptions affect the reader's understanding of the text? • Read essays by different authors on the same topic or related topics. Analyze the essays' similarities and differences from many different perspectives. Consider things such as each author's reasoning, evidence and logical appeals.	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Writing

Academic Skills at Each Score Band and Suggestions for Improvement

	200–290	300–390	400–490
Manage Word Choice and Grammatical Relationships Between Words			
Academic Skills* A typical student in this score interval can do the following:	• Recognize simple pronoun references • Recognize incorrect pronoun case	• Recognize vague pronoun usage (i.e., the pronoun has no clear or specific referent) • Recognize appropriate pronoun usage (i.e., pronoun agrees with referent in terms of number) • Recognize subject–verb disagreement with brief interrupter that does not alter the number considered and that does not shift the focus away from the proper subject • Recognize inappropriate sequence of verb tenses • Recognize redundancy (e.g., "Annually each year . . .")	• Recognize vague pronoun usage • Recognize shift in person (e.g., from third person to second) • Recognize subject–verb agreement with brief interrupter that alters number and shifts focus away from the proper subject • Recognize when a subordinate clause must include a subject and a verb
Suggestions for Improvement To advance to the next highest score band, students should focus on the following skills:	• When reading, focus on specific paragraphs that contain pronouns in order to see how writers use pronouns appropriately. When writing, check to see that any pronouns refer appropriately to a noun earlier in the sentence or in a prior sentence. • When reading, choose a paragraph and identify the subjects and verbs in the sentences within that paragraph in order to see that writers pay careful attention to gender, number and person. When reading, notice that writers use consistent verb tense and active voice. When writing, check to see that subjects and verbs agree in gender and number.	• When reading, focus on specific paragraphs that contain pronouns, noting that pronouns must agree in number and person, and must refer to specific nouns. When writing, be sure to use pronouns appropriately. • When reading, choose a paragraph and identify the subjects and verbs in the sentences within that paragraph in order to see that writers pay careful attention to gender, number and person. When writing, pay attention to subject–verb agreement, even when the subject and verb are not next to each other, to ensure that subjects and verbs agree.	• When reading, choose a paragraph and examine the relationship between the pronouns and their logical antecedents. When writing, make sure that any pronouns refer specifically to logical antecedents. • When reading, try to become aware of idiomatic expressions, especially the use of prepositions. When writing, peer edit or proofread for the idiomatic use of prepositions. • When reading, pay attention to how temporal elements (dates, times, etc.) dictate the appropriate verb forms. When writing, be sure to use consistent verb tense.
Manage Grammatical Structures Used to Modify or Compare			
Academic Skills*	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.	• Recognize proper uses of adverbs and adjectives • Recognize appropriate comparative structures • Recognize improper modification (e.g., introductory clause does not logically modify the subject of the sentence)	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.
Suggestions for Improvement	• When reading, choose a paragraph and identify the adjectives and adverbs in the sentences and the words they modify. When writing, check to see that adjectives are used to modify nouns and that adverbs are used to modify verbs. • When reading, focus on sentences that contain comparative phrases (e.g., "as strong as" or "more fit than"). When writing, check to see that appropriate structures are used to compare things and ideas. • When reading, pay attention to how writers use introductory clauses to logically modify the subject of a sentence. When writing, check to see that introductory clauses correctly and logically modify the subject of a sentence.	There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.	• When reading, pay attention to how writers use introductory phrases to logically modify what follows. When writing, check to see that all modifiers and modifying phrases are used appropriately.

	500–590	600–690	700–800
Manage Word Choice and Grammatical Relationships Between Words			
Academic Skills*	• Recognize the antecedent of a pronoun despite multiple distractors that change the number and/or the subject of the referent within the sentence • Recognize the inappropriate use of a plural pronoun to refer to a singular, collective noun • Recognize how temporal elements influence verb forms in a sentence	• Recognize subject–verb agreement despite multiple distractors and complexities caused by passive construction • Recognize the need for the effective use of concision	• Recognize subject–verb agreement even when the distractors to agreement occur in a subordinate clause
Suggestions for Improvement	• When reading, choose a paragraph and identify the subjects and verbs in the sentences within that paragraph in order to see that writers pay careful attention to subject–verb agreement, even when a word, phrase or clause intervenes between the subject and the verb. When writing, check to see that subjects and verbs agree in number.	There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.
Manage Grammatical Structures Used to Modify or Compare			
Academic Skills*	• Recognize illogical sentences caused by dangling modifiers • Recognize inappropriate correlative constructions (e.g., neither … nor) • Recognize noun–noun disagreement	• Recognize idiomatic use of adjectives/adverbs • Recognize sophisticated comparative structures • Recognize appropriate placement and wording of parallel information in correlative constructions (e.g., "not only . . . but also") • Recognize that illogical sentences caused by dangling modifiers can be corrected by using the passive voice	• Recognize the unidiomatic use of prepositions
Suggestions for Improvement	• When reading, choose a paragraph and identify the adjectives and adverbs in the sentences and the words they modify. When writing, check to see that adjectives are used to modify nouns and that adverbs are used to modify verbs. • When reading, focus on sentences that contain comparative phrases (e.g., "as strong as" or "more fit than"). When writing, check to see that appropriate structures are used to compare things and ideas. • When reading, pay attention to the placement of modifying words, phrases and clauses. When writing, check to see that modifiers are used appropriately.	There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

	200–290	300–390	400–490
Manage Phrases and Clauses in a Sentence			
Academic Skills*	• Recognize awkward/unidiomatic connectives • Understand basic logical comparisons	• Recognize appropriate relationships between clauses in compound sentences and use connectives correctly	• Recognize simple parallel structure • Recognize sentence fragments • Recognize appropriate and logical relationships between parts of a sentence
Suggestions for Improvement	• When reading, examine compound sentences to look at the relationship between the clauses and the ideas expressed by those clauses. When writing, pay attention to how relationships between clauses and ideas are being presented.	• When reading, choose a paragraph and examine how writers use subordination and coordination to construct complete sentences that clearly express the relationships among the ideas within a sentence. When writing, use sentence variety, employing both subordination and coordination to construct sentences.	• When reading, choose a paragraph and be able to distinguish gerunds from main verbs, especially when both end in "ing." When writing, be sure to use gerunds and participles appropriately.
Recognize Correctly Formed Sentences			
Academic Skills	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band where this particular skill group does appear.	• Recognize correctly formed sentences	• Recognize correctly formed sentences
Suggestions for Improvement	• In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.	• In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.	• In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences
Manage Order and Relationships of Sentences and Paragraphs			
Academic Skills*	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band, where this particular skill group does appear.	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in the next highest score band, where this particular skill group does appear.	• Recognize the function of a piece of text (e.g., adds supporting detail, serves as a transition from one idea to the next or from one paragraph to the next) • Recognize context beyond the sentence in question in order to make the appropriate correction • Recognize the need for specific examples in order to develop ideas appropriately
Suggestions for Improvement	There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.	• When reading, develop an awareness of how writers connect ideas logically to one another. When writing, be sure to connect ideas logically when developing paragraphs.	• When reading, be able to recognize coherence, even in paragraphs with a complex development. When writing, develop multiple means of elaborating ideas logically within a paragraph.

	500–590	600–690	700–800
Manage Phrases and Clauses in a Sentence			
Academic Skills*	• Recognize the difference between main verb and participle/gerund while working with parallel structure	• Recognize ways to combine ideas using appropriate, concise syntactic structures • Recognize syntactical structures that include parallel elements • Recognize relationships between phrases and clauses in terms of punctuation, subordination/coordination and semantic relationship	• Recognize proper placement of multiple parallel structures within a single sentence • Recognize the correct use of the colon to join ideas in a sentence
Suggestions for Improvement	• When reading, choose a paragraph from a more difficult piece of nonfiction prose that contains complex syntactical structures. When writing, attempt to employ more sophisticated syntactical structures when appropriate.	• When reading, examine texts that contain sophisticated and difficult sentence structures. When writing, develop sophisticated techniques for developing ideas in multiple ways. • When reading, learn to recognize that subject–verb agreement is not confined to the main clause of a sentence but may occur in embedded subordinate clauses at any point in the sentence. When writing, learn to use complex sentences that may embed important ideas in embedded subordinate clauses.	This is the top score band and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.
Recognize Correctly Formed Sentences			
Academic Skills	• Recognize correctly formed sentences	• Recognize correctly formed sentences	• Recognize correctly formed sentences
Suggestions for Improvement	• In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.	• In your reading, pay attention to the parts of speech and how they agree in well-formed sentences; notice modifying words and phrases and how they function when used correctly; and note the relationships between phrases and clauses in well-formed sentences. In your own writing, make sure that subjects agree in number with their associated verbs and that main verbs are used to construct complete sentences; that pronouns agree in number, gender and person with their logical antecedents; and that verb forms are used consistently and logically. Be sure to use correctly formed modifying words, and make sure that modifying words and phrases are placed correctly to show logical modification. Use proper subordination and coordination to join ideas and to form complete sentences.	This is the top score band and students who score at this level will have likely mastered the skills listed at all other levels. However, you can always benefit from more practice. We encourage you to review the skills and examples listed in the 500–590 and 600–690 score bands.
Manage Order and Relationships of Sentences and Paragraphs			
Academic Skills*	• Recognize coherence between sentences and fill in gaps when needed • Recognize the need for transition words to link sentences in a paragraph	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in other score bands, where this particular skill group does appear.	This particular skill group is not represented in this score band. However, it is an important academic skill tested on the SAT. We encourage students to review the skills and examples in other score bands, where this particular skill group does appear.
Suggestions for Improvement	There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.	There are no specific suggestions for improvement for this skill group in this particular score band. However, we encourage students to review the suggestions and examples in other score bands.	This is the top score band and students who score at this level will have likely mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

ACT Mathematics Test

Table 4: The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Basic Operations & Applications	***Probability, Statistics, & Data Analysis***	***Numbers: Concepts & Properties***
1–12	**Standards**	■ Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other score ranges.		
	ideas for progress	■ practice and apply estimation and computation using whole numbers and decimals ■ choose the appropriate method of computation to solve multistep problems (e.g., calculator, mental, or pencil and paper) ■ practice selecting appropriate units of measure (e.g., inches or feet, hours or minutes, centimeters or meters) and converting between units ■ model and connect physical, verbal, and symbolic representations of money	■ interpret data from a variety of displays and use it in computation (e.g., mean, median, mode, range) ■ organize, display, and analyze data in a variety of ways	
13–15	**Standards**	■ Perform one-operation computation with whole numbers and decimals ■ Solve problems in one or two steps using whole numbers ■ Perform common conversions (e.g., inches to feet or hours to minutes)	■ Calculate the average of a list of positive whole numbers ■ Perform a single computation using information from a table or chart	■ Recognize equivalent fractions and fractions in lowest terms
	ideas for progress	■ investigate and build understanding of the concept of percentage as a comparison of a part to a whole ■ use multiple operations to solve multistep arithmetic problems	■ solve real-world problems that involve measures of central tendency (e.g., mean, median, mode) ■ interpret data from a variety of displays (e.g., box-and-whisker plot) and use it along with additional information to solve real-world problems ■ conduct simple probability experiments and represent results using different formats	■ recognize and apply place value, rounding, and elementary number theory concepts

Expressions, Equations, & Inequalities	*Graphical Representations*	*Properties of Plane Figures*	*Measurement*	*Functions*
■ model a variety of problem situations with expressions and/or equations ■ use the inverse relationships for the basic operations of addition and subtraction to determine unknown quantities	■ locate and describe points in terms of their position on the number line		■ identify line segments in geometric figures and estimate or calculate their measure	
■ Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) ■ Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals	■ Identify the location of a point with a positive coordinate on the number line		■ Estimate or calculate the length of a line segment based on other lengths given on a geometric figure	
■ use mathematical symbols and variables to express a relationship between quantities (e.g., the number of 59¢ candy bars that you can buy for $5 must satisfy $59n \leq 500$) ■ evaluate algebraic expressions and solve simple equations using integers	■ locate and describe objects in terms of their position on the number line and on a grid	■ describe, compare, and contrast plane and solid figures using their attributes	■ distinguish between area and perimeter, and find the area or perimeter when all relevant dimensions are given	■ recognize functions as mappings of an independent variable into a dependent variable

ACT Mathematics Test

Table 4 (continued): The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Basic Operations & Applications	***Probability, Statistics, & Data Analysis***	***Numbers: Concepts & Properties***
16–19	**Standards**	■ Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent ■ Solve some routine two-step arithmetic problems	■ Calculate the average of a list of numbers ■ Calculate the average, given the number of data values and the sum of the data values ■ Read tables and graphs ■ Perform computations on data from tables and graphs ■ Use the relationship between the probability of an event and the probability of its complement	■ Recognize one-digit factors of a number ■ Identify a digit's place value
	ideas for progress	■ solve routine arithmetic problems that involve rates, proportions, and percents ■ model and solve problems that contain verbal and symbolic representations of money ■ do multistep computations with rational numbers	■ interpret data and use appropriate measures of central tendency to find unknown values ■ find the probability of a simple event in a variety of settings ■ gather, organize, display, and analyze data in a variety of ways to use in problem solving ■ conduct simple probability experiments, use a variety of counting techniques (e.g., Venn diagrams, Fundamental Counting Principle, organized lists), and represent results from data using different formats	■ apply elementary number concepts, including identifying patterns pictorially and numerically (e.g., triangular numbers, arithmetic and geometric sequences), ordering numbers, and factoring ■ recognize, identify, and apply field axioms (e.g., commutative)
20–23	**Standards**	■ Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average	■ Calculate the missing data value, given the average and all data values but one ■ Translate from one representation of data to another (e.g., a bar graph to a circle graph) ■ Determine the probability of a simple event ■ Exhibit knowledge of simple counting techniques	■ Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
	ideas for progress	■ apply and use number properties to model and solve problems that involve reasoning with proportions ■ select and use appropriate units when solving problems that involve one or more units of measure	■ construct and analyze Venn diagrams to help determine simple probabilities	■ use the inverse relationships for the four basic operations, exponentiation, and root extractions to determine unknown quantities ■ perform basic operations with complex numbers

Expressions, Equations, & Inequalities	*Graphical Representations*	*Properties of Plane Figures*	*Measurement*	*Functions*
■ Substitute whole numbers for unknown quantities to evaluate expressions ■ Solve one-step equations having integer or decimal answers ■ Combine like terms (e.g., $2x + 5x$)	■ Locate points on the number line and in the first quadrant	■ Exhibit some knowledge of the angles associated with parallel lines	■ Compute the perimeter of polygons when all side lengths are given ■ Compute the area of rectangles when whole number dimensions are given	
■ create expressions that model mathematical situations using combinations of symbols and numbers ■ evaluate algebraic expressions and solve multistep first-degree equations	■ sketch and identify line segments, midpoints, intersections, and vertical and horizontal lines	■ describe angles and triangles using mathematical terminology and apply their properties	■ find area and perimeter of a variety of polygons by substituting given values into standard geometric formulas	■ evaluate polynomial functions that use function notation ■ distinguish between range and domain
■ Evaluate algebraic expressions by substituting integers for unknown quantities ■ Add and subtract simple algebraic expressions ■ Solve routine first-degree equations ■ Perform straightforward word-to-symbol translations ■ Multiply two binomials	■ Locate points in the coordinate plane ■ Comprehend the concept of length on the number line ■ Exhibit knowledge of slope	■ Find the measure of an angle using properties of parallel lines ■ Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)	■ Compute the area and perimeter of triangles and rectangles in simple problems ■ Use geometric formulas when all necessary information is given	■ Evaluate quadratic functions, expressed in function notation, at integer values
■ identify, interpret, and generate symbolic representations that model the context of a problem ■ factor and perform the basic operations on polynomials ■ create and solve linear equations and inequalities that model real-world situations ■ solve literal equations for any variable	■ represent and interpret relationships defined by equations and formulas; translate between representations as ordered pairs, graphs, and equations; and investigate symmetry and transformations (e.g., reflections, translations, rotations)	■ recognize what geometric properties and relationships for parallel lines to apply to find unknown angle measures ■ recognize when to apply geometric properties and relationships of triangles to find unknown angle measures	■ apply a variety of strategies to determine the circumference or perimeter and the area for circles, triangles, rectangles, and composite geometric figures	■ identify the basic trigonometric ratios

ACT Mathematics Test

Table 4 (continued): The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Basic Operations & Applications	***Probability, Statistics, & Data Analysis***	***Numbers: Concepts & Properties***
24–27	**Standards**	■ Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)	■ Calculate the average, given the frequency counts of all the data values ■ Manipulate data from tables and graphs ■ Compute straightforward probabilities for common situations ■ Use Venn diagrams in counting	■ Find and use the least common multiple ■ Order fractions ■ Work with numerical factors ■ Work with scientific notation ■ Work with squares and square roots of numbers ■ Work problems involving positive integer exponents ■ Work with cubes and cube roots of numbers ■ Determine when an expression is undefined ■ Exhibit some knowledge of the complex numbers
	ideas for progress	■ model and solve real-world problems that involve a combination of rates, proportions, and/or percents	■ find the probability of simple events, disjoint events, compound events, and independent events in a variety of settings using a variety of counting techniques	■ apply and use elementary number concepts and number properties to model and solve nonroutine problems that involve new ideas

Expressions, Equations, & Inequalities	*Graphical Representations*	*Properties of Plane Figures*	*Measurement*	*Functions*
■ Solve real-world problems using first-degree equations ■ Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) ■ Identify solutions to simple quadratic equations ■ Add, subtract, and multiply polynomials ■ Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) ■ Solve first-degree inequalities that do not require reversing the inequality sign	■ Identify the graph of a linear inequality on the number line ■ Determine the slope of a line from points or equations ■ Match linear graphs with their equations ■ Find the midpoint of a line segment	■ Use several angle properties to find an unknown angle measure ■ Recognize Pythagorean triples ■ Use properties of isosceles triangles	■ Compute the area of triangles and rectangles when one or more additional simple steps are required ■ Compute the area and circumference of circles after identifying necessary information ■ Compute the perimeter of simple composite geometric figures with unknown side lengths	■ Evaluate polynomial functions, expressed in function notation, at integer values ■ Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
■ create and use basic families of functions (which include linear, absolute value, and quadratic) to model and solve problems in common settings ■ explore and use different methods to solve systems of equations ■ manipulate radical expressions (e.g., rationalize denominators)	■ graph linear equations and inequalities, determine slopes of lines, identify parallel and perpendicular lines, and find distances ■ identify characteristics of figures from a general equation	■ apply special right-triangle properties and the Pythagorean theorem to solve congruent and similar shape problems	■ apply a variety of strategies using relationships between perimeter, area, and volume to calculate desired measures	■ write an expression for and evaluate composite functions ■ use basic trigonometric ratios to solve problems involving indirect measurement

ACT Mathematics Test

Table 4 (continued): The College Readiness Standards

The Standards describe what students who score in the specified score ranges are *likely* to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive.

		Basic Operations & Applications	***Probability, Statistics, & Data Analysis***	***Numbers: Concepts & Properties***
28–32	**Standards**	■ Solve word problems containing several rates, proportions, or percentages	■ Calculate or use a weighted average ■ Interpret and use information from figures, tables, and graphs ■ Apply counting techniques ■ Compute a probability when the event and/or sample space are not given or obvious	■ Apply number properties involving prime factorization ■ Apply number properties involving even/odd numbers and factors/multiples ■ Apply number properties involving positive/negative numbers ■ Apply rules of exponents ■ Multiply two complex numbers
	ideas for progress	■ solve problems that require combining multiple concepts	■ design and conduct probability investigations (e.g., how the margin of error is determined) and then determine, analyze, and communicate the results	■ explain, solve, and/or draw conclusions for complex problems using relationships and elementary number concepts
33–36	**Standards**	■ Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)	■ Distinguish between mean, median, and mode for a list of numbers ■ Analyze and draw conclusions based on information from figures, tables, and graphs ■ Exhibit knowledge of conditional and joint probability	■ Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers ■ Exhibit knowledge of logarithms and geometric sequences ■ Apply properties of complex numbers

Expressions, Equations, & Inequalities	*Graphical Representations*	*Properties of Plane Figures*	*Measurement*	*Functions*
■ Manipulate expressions and equations ■ Write expressions, equations, and inequalities for common algebra settings ■ Solve linear inequalities that require reversing the inequality sign ■ Solve absolute value equations ■ Solve quadratic equations ■ Find solutions to systems of linear equations	■ Interpret and use information from graphs in the coordinate plane ■ Match number line graphs with solution sets of linear inequalities ■ Use the distance formula ■ Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point ■ Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle	■ Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles ■ Use the Pythagorean theorem	■ Use relationships involving area, perimeter, and volume of geometric figures to compute another measure	■ Evaluate composite functions at integer values ■ Apply basic trigonometric ratios to solve right-triangle problems
■ formulate expressions, equations, and inequalities that require planning to accurately model real-world problems (e.g., direct and inverse variation)	■ solve and graph quadratic inequalities	■ make generalizations, arrive at conclusions based on conditional statements, and offer solutions for new situations that involve connecting mathematics with other content areas ■ investigate angle and arc relationships for circles	■ examine and compare a variety of methods to find areas of composite figures and construct scale drawings	■ explore geometric models where unit circle trigonometry and basic identities can be used to solve problems
■ Write expressions that require planning and/or manipulating to accurately model a situation ■ Write equations and inequalities that require planning, manipulating, and/or solving ■ Solve simple absolute value inequalities	■ Match number line graphs with solution sets of simple quadratic inequalities ■ Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ ■ Solve problems integrating multiple algebraic and/or geometric concepts ■ Analyze and draw conclusions based on information from graphs in the coordinate plane	■ Draw conclusions based on a set of conditions ■ Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas ■ Use relationships among angles, arcs, and distances in a circle	■ Use scale factors to determine the magnitude of a size change ■ Compute the area of composite geometric figures when planning or visualization is required	■ Write an expression for the composite of two simple functions ■ Use trigonometric concepts and basic identities to solve problems ■ Exhibit knowledge of unit circle trigonometry ■ Match graphs of basic trigonometric functions with their equations

Mathematics

Academic Skills at Each Score Band and Suggestions for Improvement

	200–290	300–390	400–490
NUMBER AND OPERATIONS			
Academic Skills* A typical student in this score interval can do the following:	• Identify factors of whole numbers • Solve word problems using addition, subtraction, multiplication and division of whole numbers	• Recall basic mathematical facts/definitions about exponential notation, including scientific notation • Identify a rule that describes a numerical pattern in a sequence	• Identify, use and represent fractions and percents in arithmetic and algebraic settings • Use properties of even and odd numbers, multiples and factors • Identify and use the names for place values in solving problems involving decimal representations (e.g., tenths and hundredths) • Use properties of inequalities to compare and order numbers
Suggestions for Improvement To advance to the next highest score band, students should focus on the following skills:	• Recall basic mathematical facts/ definitions about exponential notation, including scientific notation • Identify a rule that describes a numerical pattern in a sequence	• Identify, use and represent fractions and percents in arithmetic and algebraic settings • Use properties of even and odd numbers, multiples and factors • Identify and use the names for place values in solving problems involving decimal representations (e.g., tenths and hundredths) • Use properties of inequalities to compare and order numbers	• Solve problems using ideas from basic set theory and basic number theory • Recognize and apply ratio, proportion or percent in solving problems • Use properties of real number operations, ordering and the zero-product property • Solve problems involving counting techniques
ALGEBRA AND FUNCTIONS			
Academic Skills*	• Use letters as placeholders for unknown values	• Treat expressions such as $a + b$ as a single quantity in linear problem situations (e.g., solving $2(a + b) = 6$ to find the value of $a + b$) • Verify that a value is a solution to a linear or quadratic equation (e.g., substitute and simplify)	• Use function notation in simple situations (e.g., evaluation) • Use variables in multistep abstract settings (e.g., apply the distributive property across several variables) • Solve problems involving positive-integer exponents • Solve word problems involving linear relationships • Substitute values in and simplify systems of equations in two variables • Solve two-step linear equations • Evaluate an operation in two variables represented by unfamiliar symbols
Suggestions for Improvement	• Treat expressions such as $a + b$ as a single quantity in linear problem situations (e.g., solving $2(a + b) = 6$ to find the value of $a + b$) • Verify that a value is a solution to a linear or quadratic equation (e.g., substitute and simplify)	• Use function notation in simple situations (e.g., evaluation) • Use variables in multistep abstract settings (e.g., apply the distributive property across several variables) • Solve problems involving positive-integer exponents • Solve word problems involving linear relationships • Substitute values in and simplify systems of equations in two variables • Solve two-step linear equations • Evaluate an operation in two variables represented by unfamiliar symbols	• Formulate and solve problems involving proportions • Solve multistep problems involving linear and quadratic relationships • Use and interpret graphs, including graphs of step functions • Solve problems involving algebraic inequalities • Solve problems involving exponential growth and decay • Evaluate an operation in three variables represented by unfamiliar symbols
GEOMETRY AND MEASUREMENT			
Academic Skills*	• Solve geometry problems involving basic shapes (e.g., triangles, circles and segments)	• Recall basic mathematical facts about triangles (e.g., properties of isosceles triangles and the 180° angle sum property)	• Apply properties of triangles, including congruence • Apply angle relationships, including those in polygons and circles • Solve problems involving the length of line segments

Suggestions for Improvement	• Recall basic mathematical facts about triangles (e.g., properties of isosceles triangles and the 180° angle sum property)	• Apply properties of triangles, including congruence
		• Apply angle relationships, including those in polygons and circles
		• Solve problems involving the length of line segments
			• Recognize and use the following:
			  ■ Simple inscribed and circumscribed figures
			  ■ The Pythagorean Theorem
			  ■ Coordinate geometry (e.g., slope calculations)
			  ■ Parallelism and perpindicularity
			  ■ Two- and three-dimensional figures
			  ■ Figures composed of two or more simple shapes
			• Interpret and solve two-step problems involving geometric proportions

Mathematics, continued

	500–590	600–690	700–800
NUMBER AND OPERATIONS			
Academic Skills*	• Solve problems using ideas from basic set theory and basic number theory • Recognize and apply ratio, proportion or percent in solving problems • Use properties of real number operations, ordering and the zero-product property • Solve problems involving counting techniques	• Determine values or properties of numbers in a sequence when given a description of the sequence • Create and use ratios, fractions or percents in solving problems • Solve more-complex counting problems (e.g., permutations, combinations and inclusion/exclusion)	• Use π in algebraic and geometric contexts • Create and use ratios, fractions or percents, including algebraic expressions, in solving problems
Suggestions for Improvement	• Determine values or properties of numbers in a sequence when given a description of the sequence • Create and use ratios, fractions or percents in solving problems • Solve more-complex counting problems (e.g., permutations, combinations and inclusion/exclusion)	• Use π in algebraic and geometric contexts • Create and use ratios, fractions or percents, including algebraic expressions, in solving problems	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.
ALGEBRA AND FUNCTIONS			
Academic Skills*	• Formulate and solve problems involving proportions • Solve multistep problems involving linear and quadratic relationships • Use and interpret graphs, including graphs of step functions • Solve problems involving algebraic inequalities • Solve problems involving exponential growth and decay • Evaluate an operation in three variables represented by unfamiliar symbols	• Apply the concept of absolute value to algebraic expressions • Identify and analyze the qualitative behavior of graphs of nonlinear functions • Solve problems involving nonlinear functions and equations (e.g., quadratic, exponential and rational) • Solve problems involving fractional and negative exponents • Identify solution sets in algebraic situations involving inequalities • Solve problems involving composition of functions (e.g., use the output of one function as the input to be evaluated in a second function) • Solve problems involving variables with operations represented by unfamiliar symbols • Generalize an exponential pattern from a geometric sequence • Solve for one variable or expression in terms of another • Work with systems of equations involving three or more variables	• Solve problems involving complex fractions • Solve problems involving functions defined with unfamiliar symbols in one or more variables • Identify, apply and represent transformations of functions, graphically and algebraically • Apply properties of non-integer exponents • Solve multistep problems involving algebraic inequalities • Solve word problems involving rate of change in nonlinear or piecewise-linear settings • Identify and use the relationship between the slope of a line and algebraic rate of change • Interpret and solve word problems using multistep proportional reasoning • Transform an equation or expression by raising it to a power
Suggestions for Improvement	• Apply the concept of absolute value to algebraic expressions • Identify and analyze the qualitative behavior of graphs of nonlinear functions • Solve problems involving nonlinear functions and equations (e.g., quadratic, exponential and rational) • Solve problems involving fractional and negative exponents • Identify solution sets in algebraic situations involving inequalities • Solve problems involving composition of functions (e.g., use the output of one function as the input to be evaluated in a second function) • Solve problems involving variables with operations represented by unfamiliar symbols • Generalize an exponential pattern from a geometric sequence • Solve for one variable or expression in terms of another • Work with systems of equations involving three or more variables	• Solve problems involving complex fractions • Solve problems involving functions defined with unfamiliar symbols in one or more variables • Identify, apply and represent transformations of functions, graphically and algebraically • Apply properties of non-integer exponents • Solve multistep problems involving algebraic inequalities • Solve word problems involving rate of change in nonlinear or piecewise-linear settings • Identify and use the relationship between the slope of a line and algebraic rate of change • Interpret and solve word problems using multistep proportional reasoning • Transform an equation or expression by raising it to a power	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.
GEOMETRY AND MEASUREMENT			

Academic Skills*	• Recognize and use the following:
	  ■ Simple inscribed and circumscribed figures
	  ■ The Pythagorean Theorem
	  ■ Coordinate geometry (e.g., slope calculations)
	  ■ Parallelism and perpindicularity
	  ■ Two- and three-dimensional figures
	  ■ Figures composed of two or more simple shapes
	• Interpret and solve two-step problems involving geometric proportions
		• Recognize and use volume in solving multistep problems
		• Use the relationships between the slopes of parallel and perpendicular lines in the coordinate plane
			• Determine the effect of changes in the linear dimensions of a figure on other measures of the figure, such as area
			• Interpret and solve multistep problems involving geometric proportions
			• Solve problems involving networks

Suggestions for Improvement	• Recognize and use volume in solving multistep problems • Use the relationships between the slopes of parallel and perpendicular lines in the coordinate plane	• Determine the effect of changes in the linear dimensions of a figure on other measures of the figure, such as area • Interpret and solve multistep problems involving geometric proportions • Solve problems involving networks	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels. However, students can always benefit from more practice. We encourage students to review the skills and examples listed in the 500–590 and 600–690 score bands.

Mathematics, continued

	200–290	300–390	400–490
DATA, STATISTICS AND PROBABILITY			
Academic Skills*	• Read simple data displays (e.g., bar graphs, line graphs, pictograms and tables)	• Read and interpret bar graphs	• Extract and use relevant information from tables, graphs and diagrams
Suggestions for Improvement	• Read and interpret bar graphs	• Extract and use relevant information from tables, graphs and diagrams	• Interpret and solve problems involving data displays (e.g., circle graphs)
PROBLEM SOLVING			
Academic Skills*	• Set up and solve one-step problems involving rates • Apply a simple procedure to solve an arithmetic problem	• Solve one-step proportional reasoning problems	• Read, extract and use relevant information from written descriptions and geometric figures to solve a problem • Solve some multistep routine problems • Solve problems involving rates and unit conversions
Suggestions for Improvement	• Solve one-step proportional reasoning problems	• Read, extract and use relevant information from written descriptions and geometric figures to solve a problem • Solve some multistep routine problems • Solve problems involving rates and unit conversions	• Use multistep strategies to solve a problem, such as the following: ■ Drawing auxiliary lines ■ Breaking a larger problem down to smaller components • Solve multistep nonroutine problems (e.g., by trial and error) • Solve multistep geometry problems involving the following: ■ Angle measures and relationships ■ Triangles
REPRESENTATION			
Academic Skills*	• Read pictorial and tabular representations to identify an answer • Select an appropriate representation for a proportion	• Translate verbal statements into algebraic expressions	• Create and apply an appropriate representation for a rate • Visualize or create a geometric representation to solve a problem • Translate between verbal and symbolic representations of linear expressions • Translate between equivalent symbolic representations of linear expressions
Suggestions for Improvement	• Translate verbal statements into algebraic expressions	• Create and apply an appropriate representation for a rate • Visualize or create a geometric representation to solve a problem • Translate between verbal and symbolic representations of linear expressions • Translate between equivalent symbolic representations of linear expressions	• Recognize and translate among information represented verbally, graphically, numerically and symbolically • Visualize or sketch a figure based on a verbal description to solve a problem • Interpret functions and graphs as models in applied situations
REASONING			
Academic Skills*	• Apply reasoning in solving straightforward problems in familiar settings	• Reason about, structure and solve problems about rates and proportions	• Consider and compare different cases in reasoning about a problem situation
Suggestions for Improvement	• Reason about, structure and solve problems about rates and proportions	• Consider and compare different cases in reasoning about a problem situation	• Make and test conjectures involving basic logic and set theory • Use basic number theory to investigate conjectures (e.g., conjectures about odd/even, positive/negative and consecutive integers)
CONNECTIONS			
Academic Skills*	• Make connections between data analysis and number and operations (e.g., use numerical judgment in reading a simple data display)	• Use variables in a geometric context (e.g., work with unknown angles identified by *x* and *y*)	• Use variables in areas other than algebra
Suggestions for Improvement	• Use variables in a geometric context (e.g., work with unknown angles identified by *x* and *y*)	• Use variables in areas other than algebra	• Use connections between areas of mathematics, such as the following: ■ Algebra and geometry (e.g., connect geometric slope with an algebraic expression) ■ Data and algebra (e.g., compute mean of algebraic expressions) ■ Applying proportions in geometric situations
COMMUNICATION			
Academic Skills*	• Use the following notation and terms: ■ Factor (whole number) ■ Radius	• Use the following notation and terms: ■ Congruent angles	• Use the following notation and terms: ■ Function notation ■ Parallel
Suggestions for Improvement	• Use the following notation and terms: ■ Congruent angles	• Use the following notation and terms: ■ Function notation ■ Parallel	• Use the following notation and terms: ■ Consecutive integers ■ "NOT," "CANNOT," "must," "which of the following" ■ Arcs ■ Angle bisector

Mathematics, continued

	500–590	600–690	700–800
DATA, STATISTICS AND PROBABILITY			
Academic Skills*	• Interpret and solve problems involving data displays (e.g., circle graphs)	• Interpret and solve multistep problems involving data displays • Interpret the effect of changes in data on measures of center • Solve problems involving probability	• Solve conditional probability problems • Solve geometric probability problems
Suggestions for Improvement	• Interpret and solve multistep problems involving data displays • Interpret the effect of changes in data on measures of center • Solve problems involving probability	• Solve conditional probability problems • Solve geometric probability problems	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.
PROBLEM SOLVING			
Academic Skills*	• Use multistep strategies to solve a problem, such as the following: ■ Drawing auxiliary lines ■ Breaking a larger problem down to smaller components • Solve multistep nonroutine problems (e.g., by trial and error) • Solve multistep geometry problems involving the following: ■ Angle measures and relationships ■ Triangles	• Solve problems using multiple strategies, including the following: ■ Visualization ■ Estimation skills ■ Recognizing relevant information ■ Function notation • Use insight in solving nonroutine geometric problems involving the following: ■ Triangles ■ Patterns ■ Perimeter ■ The Pythagorean Theorem ■ Properties of circles	• Solve the first stage of a problem, and then apply that solution to solve the next stage of the problem • Recognize complexity in problems that appear at first to be routine • Develop and apply an effective strategy and keep track of information in solving a nonroutine problem • Identify relevant and irrelevant information when choosing a solution strategy • Solve multistep problems involving properties of integers
Suggestions for Improvement	• Solve problems using multiple strategies, including the following: ■ Visualization ■ Estimation skills ■ Recognizing relevant information ■ Function notation • Use insight in solving nonroutine geometric problems involving the following: ■ Triangles ■ Patterns ■ Perimeter ■ The Pythagorean Theorem ■ Properties of circles	• Solve the first stage of a problem, and then apply that solution to solve the next stage of the problem • Recognize complexity in problems that appear at first to be routine • Develop and apply an effective strategy and keep track of information in solving a nonroutine problem • Identify relevant and irrelevant information when choosing a solution strategy • Solve multistep problems involving properties of integers	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.
REPRESENTATION			
Academic Skills*	• Recognize and translate among information represented verbally, graphically, numerically and symbolically • Visualize or sketch a figure based on a verbal description to solve a problem • Interpret functions and graphs as models in applied situations	• Translate verbal descriptions into algebraic representations in solving complex problems • Translate among equivalent representations of expressions involving exponents	• Compare and contrast algebraic and geometric representations • Translate verbal descriptions into nonlinear algebraic representations in solving complex problems
Suggestions for Improvement	• Translate verbal descriptions into algebraic representations in solving complex problems • Translate among equivalent representations of expressions involving exponents	• Compare and contrast algebraic and geometric representations • Translate verbal descriptions into nonlinear algebraic representations in solving complex problems	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.
REASONING			
Academic Skills*	• Make and test conjectures involving basic logic and set theory • Use basic number theory to investigate conjectures (e.g., conjectures about odd/even, positive/negative and consecutive integers)	• Recognize and use counterexamples • Consider multiple cases • Investigate and coordinate multiple conjectures to draw a logical conclusion	• Decide which cases to consider in order to reach a conclusion • Make and test conjectures about properties of operations represented by unfamiliar symbols
Suggestions for Improvement	• Recognize and use counterexamples • Consider multiple cases • Investigate and coordinate multiple conjectures to draw a logical conclusion	• Decide which cases to consider in order to reach a conclusion • Make and test conjectures about properties of operations represented by unfamiliar symbols	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.

Mathematics, continued

	500–590	600–690	700–800
CONNECTIONS			
Academic Skills*	• Use connections between areas of mathematics, such as the following: ■ Algebra and geometry (e.g., connect geometric slope with an algebraic expression) ■ Data and algebra (e.g., compute mean of algebraic expressions) ■ Applying proportions in geometric situations	• Use connections between areas of mathematics, such as the following: ■ Coordinate geometry and algebra ■ Number and operations, and data, statistics, and probability ■ Number and operations, and geometry ■ Number and operations, and algebra ■ Data, statistics, and probability, and geometry and measurement ■ Algebra and functions, and data, statistics, and probability	• Solve nonroutine problems involving the application of concepts from the following: ■ Algebra and functions, and number and operations ■ Geometry and measurement, and algebra and functions ■ Data, statistics, and probability, and number and operations
Suggestions for Improvement	• Use connections between areas of mathematics, such as the following: ■ Coordinate geometry and algebra ■ Number and operations, and data, statistics, and probability ■ Number and operations, and geometry ■ Number and operations, and algebra ■ Data, statistics, and probability, and geometry and measurement ■ Algebra and functions, and data, statistics, and probability	• Solve nonroutine problems involving the application of concepts from the following: ■ Algebra and functions, and number and operations ■ Geometry and measurement, and algebra and functions ■ Data, statistics, and probability, and number and operations	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.
COMMUNICATION			
Academic Skills*	• Use the following notation and terms: ■ Consecutive integers ■ "NOT," "CANNOT," "must," "which of the following" ■ Arcs ■ Angle bisector	• Use the following notation and terms: ■ Median ■ Random	• Use the following notations and terms: ■ π ■ Tangent (line to a circle; circle to a circle) ■ "more than" ■ Symmetry about the origin
Suggestions for Improvement	• Use the following notation and terms: ■ Median ■ Random	• Use the following notations and terms: ■ π ■ Tangent (line to a circle; circle to a circle) ■ "more than" ■ Symmetry about the origin	This is the top score band and students who score at this level will likely have mastered the skills listed at all other levels.