

Writing Curriculum Review Worksheets

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

Writing College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
EXJ	201	Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt			
EXJ	202	Generate reasons for a position that are irrelevant or unclear			
FOC	201	Maintain a focus on the general topic in the prompt throughout most of the essay			
DEV	201	Offer little development in support of ideas; attempt to clarify ideas by merely restating them or by using general examples that may not be clearly relevant			
DEV	202	Show little or no movement between general and specific ideas and examples			
ORI	201	Provide a discernible organizational structure by grouping together a few ideas			
ORI	202	Use transitional words and phrases that are simple and obvious, or occasionally misleading			
ORI	203	Present a minimal introduction and conclusion			
USL	201	Show limited control of language by <ul style="list-style-type: none"> ▪ correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding ▪ choosing words that are simplistic or vague ▪ using only simple sentence structure 			

Table 2. ACT Writing College and Career Readiness Standards for Score Range 5-6

Writing College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
EXJ	301	Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt			
EXJ	302	Generate reasons for a position that are vague or simplistic; show a little recognition of the complexity of the issue in the prompt by <ul style="list-style-type: none"> ▪ briefly noting implications and/or complications of the issue, and/or ▪ briefly or unclearly responding to counterarguments to the writer's position 			
FOC	301	Maintain a focus on the general topic in the prompt throughout the essay			
DEV	301	Offer limited development in support of ideas; clarify ideas somewhat with vague explanation and the use of general examples			
DEV	302	Show little movement between general and specific ideas and examples			
ORI	301	Provide a simple organizational structure by logically grouping some ideas			
ORI	302	Use simple and obvious transitional words and phrases			
ORI	303	Present an underdeveloped introduction and conclusion			
USL	301	Show a basic control of language by <ul style="list-style-type: none"> ▪ correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding ▪ choosing words that are simple but generally appropriate ▪ using a little sentence variety 			

Table 3. ACT Writing College and Career Readiness Standards for Score Range 7-8

Writing College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
EXJ	401	Show clear understanding of the persuasive purpose of the task by taking a position on the issue in the prompt and offering some context for discussion			
EXJ	402	Generate reasons for a position that are relevant and clear; show some recognition of the complexity of the issue in the prompt by <ul style="list-style-type: none"> ▪ acknowledging implications and/or complications of the issue, and/or ▪ providing some response to counterarguments to the writer's position 			
FOC	401	Maintain a focus on the specific issue in the prompt throughout most of the essay			
FOC	402	Present a thesis that establishes focus on the topic			
DEV	401	Provide adequate development in support of ideas; clarify ideas by using some specific reasons, details, and examples			
DEV	402	Show some movement between general and specific ideas and examples			
ORI	401	Provide an adequate but simple organizational structure by logically grouping most ideas			
ORI	402	Use some appropriate transitional words and phrases			
ORI	403	Present a somewhat developed introduction and conclusion			
USL	401	Show adequate use of language to communicate by <ul style="list-style-type: none"> ▪ correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding ▪ choosing words that are appropriate ▪ using some varied kinds of sentence structures to vary pace 			

Table 4. ACT Writing College and Career Readiness Standards for Score Range 9-10

Writing College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
EXJ	501	Show strong understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion			
EXJ	502	Generate thoughtful reasons for a position; show recognition of the complexity of the issue in the prompt by <ul style="list-style-type: none"> ▪ partially evaluating implications and/or complications of the issue, and/or ▪ anticipating and responding to counterarguments to the writer's position 			
FOC	501	Maintain a focus on discussing the specific issue in the prompt throughout the essay			
FOC	502	Present a thesis that establishes a focus on the writer's position on the issue			
DEV	501	Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples			
DEV	502	Show clear movement between general and specific ideas and examples			
ORI	501	Provide a coherent organizational structure with some logical sequencing of ideas			
ORI	502	Use accurate and clear transitional words and phrases to convey logical relationships between ideas			
ORI	503	Present a generally well-developed introduction and conclusion			
USL	501	Show competent use of language to communicate ideas by <ul style="list-style-type: none"> ▪ correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding ▪ generally choosing words that are precise and varied ▪ using several kinds of sentence structures to vary pace and to support meaning 			

Table 5. ACT Writing College and Career Readiness Standards for Score Range 11-12

Writing College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your writing curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
EXJ	601	Show advanced understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion			
EXJ	602	Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt by <ul style="list-style-type: none"> ▪ examining different perspectives, and/or ▪ evaluating implications and/or complications of the issue, and/or ▪ anticipating and fully responding to counterarguments to the writer's position 			
FOC	601	Maintain a precise focus on discussing the specific issue in the prompt throughout the essay			
FOC	602	Present a critical thesis that clearly establishes the focus on the writer's position on the issue			
DEV	601	Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples			
DEV	602	Show effective movement between general and specific ideas and examples			
ORI	601	Provide a unified, coherent organizational structure that presents a logical progression of ideas			
ORI	602	Use precise transitional words, phrases, and sentences to convey logical relationships between ideas			
ORI	603	Present a well-developed introduction that effectively frames the prompt's issue and writer's argument; present a well-developed conclusion that extends the essay's ideas			
USL	601	Show effective use of language to communicate ideas clearly by <ul style="list-style-type: none"> ▪ correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors ▪ consistently choosing words that are precise and varied ▪ using a variety of kinds of sentence structures to vary pace and to support meaning 			