

## College Readiness Standards — ACT Assessment Writing Test

	<b>Expressing Judgments</b>	<b>Focusing on the Topic</b>	<b>Developing a Position</b>
<b>3–4</b>	<p>Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt</p> <p>Show limited recognition of the complexity of the issue in the prompt</p>	<p>Maintain a focus on the general topic in the prompt through most of the essay</p>	<p>Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas</p> <p>Show little or no movement between general and specific ideas and examples</p>
<b>5–6</b>	<p>Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but may not maintain that position</p> <p>Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position</p>	<p>Maintain a focus on the general topic in the prompt throughout the essay</p>	<p>Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas</p> <p>Show little movement between general and specific ideas and examples</p>
<b>7–8</b>	<p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer's position</li> <li>• providing some response to counterarguments to the writer's position</li> </ul>	<p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p>	<p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p>
<b>9–10</b>	<p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• partially evaluating implications and/or complications of the issue, and/or</li> <li>• posing and partially responding to counterarguments to the writer's position</li> </ul>	<p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>	<p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p>
<b>11–12</b>	<p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion</p> <p>Show understanding of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• examining different perspectives, and/or</li> <li>• evaluating implications or complications of the issue, and/or</li> <li>• posing and fully discussing counterarguments to the writer's position</li> </ul>	<p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer's position on the issue</p>	<p>Develop several ideas fully, using specific and relevant reasons, details, and examples</p> <p>Show effective movement between general and specific ideas and examples</p>

## College Readiness Standards — ACT Writing Test (continued)

	<b>Organizing Ideas</b>	<b>Using Language</b>
<b>3–4</b>	<p>Provide a discernible organization with some logical grouping of ideas in parts of the essay</p> <p>Use a few simple and obvious transitions</p> <p>Present a discernible, though minimally developed, introduction and conclusion</p>	<p>Show limited control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding</li> <li>• using simple vocabulary</li> <li>• using simple sentence structure</li> </ul>
<b>5–6</b>	<p>Provide a simple organization with logical grouping of ideas in parts of the essay</p> <p>Use some simple and obvious transitional words, though they may at times be inappropriate or misleading</p> <p>Present a discernible, though underdeveloped, introduction and conclusion</p>	<p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul>
<b>7–8</b>	<p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Present a discernible introduction and conclusion with a little development</p>	<p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<b>9–10</b>	<p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>	<p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<b>11–12</b>	<p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p> <p>Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas</p> <p>Present a well-developed introduction and conclusion</p>	<p>Show effective use of language to clearly communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors</li> <li>• using precise and varied vocabulary</li> <li>• using a variety of kinds of sentence structures to vary pace and to support meaning</li> </ul>