

**ACT English**

Standards for Score Range 13-15	Standards for Score Range 16-19	Standards for Score Range 20-23	Standards for Score Range 24-27	Standards for Score Range 28-32	Standards for Score Range 33-36
Delete material because it is obviously irrelevant in terms of the topic of the essay	Delete material because it is obviously irrelevant in terms of the focus of the essay	Determine relevance of material in terms of the focus of the essay	Determine relevance of material in terms of the focus of the paragraph	Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay	Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay
Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then, this time</i> )	Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)	Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)	Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations)	Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question	Determine whether a complex essay has met a specified goal
Revise vague, clumsy, and confusing writing that creates obvious logic problems	Determine whether a simple essay has met a straightforward goal	Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)	Determine whether an essay has met a specified goal	Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)	Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay
Determine the need for punctuation or conjunctions to join simple clauses	Determine the most logical place for a sentence in a paragraph	Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., <i>first, afterward, in response</i> )	Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g., sharpening an essay's focus, illustrating a given statement)	Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs	Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay
Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	Provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)	Determine the most logical place for a sentence in a straightforward essay	Determine the need for transition words or phrases to establish subtle logical relationships within and between sentences (e.g., <i>therefore, however, in addition</i> )	Determine the most logical place for a sentence in a fairly complex essay	Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay's main images)
Form the past tense and past participle of irregular but commonly used verbs	Delete obviously redundant and wordy material	Provide an introduction to a straightforward paragraph	Provide a fairly straightforward introduction or conclusion to or transition within a paragraph or essay (e.g., supporting or emphasizing an essay's main idea)	Provide a subtle introduction or conclusion to or transition within a paragraph or essay (e.g., echoing an essay's theme or restating the main argument)	Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole
Form comparative and superlative adjectives	Revise expressions that deviate markedly from the style and tone of the essay	Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)	Rearrange the sentences in a fairly straightforward paragraph for the sake of logic	Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated
Delete commas that create basic sense problems (e.g., between verb and direct object)	Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses	Rearrange the sentences in a straightforward paragraph for the sake of logic	Determine the best place to divide a paragraph to meet a particular rhetorical goal	Revise vague, clumsy, and confusing writing involving sophisticated language	Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)
	Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered	Delete redundant and wordy material when the problem is contained within a single phrase (e.g., "alarmingly startled," "started by reaching the point of beginning")	Rearrange the paragraphs in an essay for the sake of logic	Delete redundant and wordy material that involves fairly sophisticated language (e.g., "the outlook of an aesthetic viewpoint") or that sounds acceptable as conversational English	Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb
	Determine whether an adjective form or an adverb form is called for in a given situation	Revise expressions that deviate from the style and tone of the essay	Revise vague, clumsy, and confusing writing	Determine the need for conjunctions to create subtle logical links between clauses	Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts
	Ensure straightforward subject-verb agreement	Determine the need for conjunctions to create straightforward logical links between clauses	Delete redundant and wordy material when the meaning of the entire sentence must be considered	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is fairly sophisticated	Delete punctuation around essential/restrictive appositives or clauses
	Ensure straightforward pronoun-antecedent agreement	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is relatively common	Revise expressions that deviate in subtle ways from the style and tone of the essay	Recognize and correct subtle disturbances in sentence structure (e.g., danglers where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences)	Use a colon to introduce an example or an elaboration
	Use idiomatically appropriate prepositions in simple contexts	Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)	Determine the need for conjunctions to create logical links between clauses	Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole	
	Use the appropriate word in frequently confused pairs (e.g., <i>there and their, past and passed, led and lead</i> )	Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers")	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon	Ensure subject-verb agreement in some challenging situations (e.g., when the subject verb order is inverted or when the subject is an indefinite pronoun)	
	Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)	Ensure subject-verb agreement when there is some text between the subject and verb	Recognize and correct disturbances in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases)	Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronouns <i>who</i> and <i>whom</i>	
	Use appropriate punctuation in straightforward situations (e.g., simple items in a series)	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for, appeal to</i> )	Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence	Use the appropriate word in less-common confused pairs (e.g., <i>allude and elude</i> )	
		Recognize and correct expressions that deviate from idiomatic English	Form simple and compound verb tenses, both regular and irregular, including forming verbs by using <i>have</i> rather than <i>of</i> (e.g., <i>would have gone, not would of gone</i> )	Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)	
	Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)		Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences	Use punctuation to set off a nonessential/nonrestrictive appositive or clause	
	Delete apostrophes used incorrectly to form plural nouns		Recognize and correct vague and ambiguous pronouns	Use apostrophes to form possessives, including irregular plural nouns	
	Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible)		Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by <i>and</i> )	Use a semicolon to link closely related independent clauses	
	Use commas to set off simple parenthetical elements		Recognize and correct inappropriate uses of colons and semicolons		
			Use punctuation to set off complex parenthetical elements		
			Use apostrophes to form simple possessive nouns		

**ACT English Benchmark 18**

**Your ACT English Score \_\_\_\_\_**