

Exhibit Number: 11

“ACT Standards for Transition”

This exhibit size is 24' X 36', a poster that exceeds the size maximum that can be scanned. Two portions of the poster have been scanned for your research. The original exhibit is on file at the Montana Historical Society and may be viewed there

ACTTM

INFORMATION FOR LIFE'S TRANSITIONS

Standard

Descriptions of the Skills

Score Range	ENGLISH	
15-15	<ul style="list-style-type: none"> ■ Recognize blatantly illogical conjunctive adverbs ■ Revise sentences to correct awkward and confusing arrangements of sentence elements ■ Revise ambiguous pronouns that create obvious sense problems (e.g., meaning or logic) ■ Use conjunctions or punctuation to join simple clauses ■ Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences 	<ul style="list-style-type: none"> ■ Solve such basic usage problems as whether to use a comparative or a superlative adjective and which word to use in such pairs as <i>past</i> or <i>passed</i> ■ Delete commas that create basic sense problems (e.g., between two parts of a compound noun, between verb and direct object)
16-19	<ul style="list-style-type: none"> ■ Identify the basic purpose or role of a specified phrase or sentence ■ Delete obviously irrelevant material from an 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 violate the essay's tone ■ Revise phrases to provide the most specific detail ■ Use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments 	<ul style="list-style-type: none"> ■ Correct glaringly inappropriate shifts in verb tense or voice ■ Solve such basic grammatical problems as whether to use an adverb or an adjective form, how to form comparative and superlative adjectives, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and when to use the contraction <i>it's</i> ■ 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)
20-23	<ul style="list-style-type: none"> ■ Identify the main theme or topic of a straightforward piece of writing ■ Determine relevancy when presented with a variety of sentence-level details ■ Use a conjunctive adverb or phrase to express a straightforward logical relationship, such as chronology ■ 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 	<ul style="list-style-type: none"> ■ Determine the clearest and most logical conjunction to link clauses ■ Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing relative pronouns, dangling or misplaced modifiers) ■ Identify the past and past participle forms of irregular but commonly used verbs and identify when prepositions are idiomatically appropriate to their context ■ Ensure that a verb agrees with its subject when there is some text between the two ■ Use commas to set off basic parenthetical phrases ■ Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between a verb and direct object clause)
24-27	<ul style="list-style-type: none"> ■ 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 introduce or summarize the essay and to accomplish a fairly straightforward purpose such as illustrating a given statement ■ Use conjunctive adverbs or phrases to create subtle 	<ul style="list-style-type: none"> ■ 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 <i>have</i> rather than <i>of</i> ■ Use punctuation to set off complex parenthetical phrases

s for Transition[®]

and Knowledge Associated with EXPLORE[®], PLAN[®], and ACT A

MATHEMATICS

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)

Find equivalent values of coins

Perform a single computation using information from a table or chart

- 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

- Draw simple conclusions about people and events in uncomplicated literary narratives
- Locate specific facts (e.g., names, dates, events) clearly stated in a passage
- Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages
- Recognize cause-effect relationships explicitly described within a single sentence in a passage

Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent and calculate a simple average of whole numbers

Solve some routine two-step arithmetic problems

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

- Combine like terms (e.g., $2x + 5x$)*
- Substitute whole numbers for unknown quantities to evaluate expressions
- Solve one-step equations having integer or decimal answers
- Locate points on the number line and in the first quadrant
- Compute the perimeter of polygons when all side lengths are given
- Compute the area of rectangles when whole number dimensions are given

- Draw simple conclusions about the main points and people in uncomplicated passages
- Locate simple details at the sentence and paragraph level in uncomplicated passages
- Identify relationships between principal characters in uncomplicated literary narratives
- Recognize clearly stated cause-effect relationships within a single paragraph in uncomplicated literary narratives
- Use context clues to understand basic figurative language

Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, computing an average with negative integers, and computing with a given average

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

Manipulate basic algebraic expressions (e.g., substitute integers for unknown quantities, add and subtract simple algebraic expressions, [multiply two binomials*], and perform straightforward word-to-symbol translations)

- Solve routine first-degree equations
- Comprehend the concept of length on the number line*
- Locate points in the coordinate plane
- Exhibit knowledge of vertical and horizontal lines and of their point of intersection
- Exhibit knowledge of slope*
- 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
- Work with function notation in evaluating simple quadratic functions at integer values†

- Draw simple conclusions using details to support the main points of more challenging passages
- Locate important details in uncomplicated passages
- Order simple sequences of events in uncomplicated literary narratives
- Identify comparative relationships between ideas and people in uncomplicated passages
- Identify clearly stated cause-effect relationships in uncomplicated passages
- Use context clues to define some words and interpret some figurative language in uncomplicated passages

Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)

Manipulate data from tables and graphs

Use Venn diagrams in counting*

Compute straightforward probabilities for common situations

Work problems involving [positive integer exponents*], scientific notation, ordering fractions,

- Identify solutions to simple quadratic equations
- Write equations and 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 the graph of a linear inequality on the number line*
- Determine the slope of a line from points or equations*

- Identify a clear main idea in any paragraph or paragraphs in uncomplicated passage
- Infer the main idea of some paragraphs in more challenging passages
- Summarize basic events and ideas in more challenging passages
- Locate and interpret minor or subtly stated details in uncomplicated passages
- Discern which details, though they may