ACT® Tutorials are built from ACT College and Career Readiness Standards and provide students with a less stressful and more successful preparation effort for key areas of the ACT exam.

ACT Mathematics, English, and Reading Tutorials offer targeted instruction, practice, and review. Students engage with the content in an interactive, feedback-rich environment as they progress through ACT test aligned modules. Students will practice skills essential to the test they're preparing for and build the depth of knowledge, confidence, and higher order skills required to demonstrate mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible to students through focused content, guided analysis, and practice with personalized feedback so students are empowered to increase their Exam Readiness. The Review It offers an engaging and high impact video summary of key concepts and important to grasp connections. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers, linking a student's performance to ACT key idea details and score ranges. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are ready for test day and where they need to continue their review and practice.

This Tutorial is aligned with ACT College and Career Readiness Standards (2014) and ACT College Readiness Benchmark score ranges.

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1. STRATEGY

- **WORD CHOICE**
    - **TOD 302** *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)*
    - **TOD 402** *Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)*
    - **TOD 403** *Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)*
    - **TOD 502** *Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations)*
    - **TOD 504** *Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g., sharpening an essay's focus, illustrating a given statement)*
    - **TOD 602** *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*
    - **TOD 603** *Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)*
    - **TOD 701** *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*
    - **TOD 703** *Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay*
    - **USL 201.b** *choosing words that are simplistic or vague*
    - **USL 301.b** *choosing words that are simple but generally appropriate*
    - **USL 401.b** *choosing words that are appropriate*
    - **USL 501.b** *generally choosing words that are precise and varied*
    - **USL 601.b** *consistently choosing words that are precise and varied*

- **RHETORICAL TECHNIQUES**
    - **ORG 504** *Determine the best place to divide a paragraph to meet a particular rhetorical goal*

2. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**
  - **USL 201.c** *using only simple sentence structure*
  - **USL 301.c** *using a little sentence variety*
  - **USL 401.c** *using some varied kinds of sentence structures to vary pace*
  - **USL 501.c** *using several kinds of sentence structures to vary pace and to support meaning*
  - **USL 601.c** *using a variety of kinds of sentence structures to vary pace and to support meaning*
  - **SST 401** *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)*
  - **SST 501** *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)*
  - **SST 502** *Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence*
  - **SST 601** *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)*
  - **SST 602** *Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole*

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - **SST 202** *Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences*
  - **SST 301** *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*
  - **SST 601** *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)*
  - **SST 701** *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)*
  - **PUN 201** *Delete commas that create basic sense problems (e.g., between verb and direct object)*
  - **PUN 301** *Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)*
  - **PUN 302** *Use appropriate punctuation in straightforward situations (e.g., simple items in a series)*
  - **PUN 401** *Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)*
  - **PUN 403** *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)*
  - **PUN 404** *Use commas to set off simple parenthetical elements*
  - **PUN 501** *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 and)*
  - **PUN 502** *Recognize and correct inappropriate uses of colons and semicolons*
  - **PUN 503** *Use punctuation to set off complex parenthetical elements*
  - **PUN 601** *Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)*
  - **PUN 602** *Use punctuation to set off a nonessential/nonrestrictive appositive or clause*
  - **PUN 604** *Use a semicolon to link closely related independent clauses*
  - **PUN 701** *Delete punctuation around essential/restrictive appositives or clauses*
  - **PUN 702** *Use a colon to introduce an example or an elaboration*

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - **USG 304** *Use idiomatically appropriate prepositions in simple contexts*

- **VERB TENSE AND VOICE**
  - **SST 302** *Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must*

be considered

- ○ **SST 502** *Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence*
- ○ **USG 201** *Form the past tense and past participle of irregular but commonly used verbs*
- ○ **USG 501** *Form simple and compound verb tenses, both regular and irregular, including forming verbs by using have rather than of (e.g., would have gone, not would of gone)*
- ○ **SST 602** *Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole*

3. SENTENCE STYLE 1

- ● **SUBJECT-VERB AGREEMENT**
    - ○ **SST 302** *Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered*
    - ○ **SST 401** *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)*
    - ○ **SST 501** *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)*
    - ○ **SST 502** *Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence*
    - ○ **SST 601** *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)*
    - ○ **SST 602** *Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole*
    - ○ **USG 201** *Form the past tense and past participle of irregular but commonly used verbs*
    - ○ **USG 301** *Determine whether an adjective form or an adverb form is called for in a given situation*
    - ○ **USG 302** *Ensure straightforward subject-verb agreement*
    - ○ **USG 402** *Ensure subject-verb agreement when there is some text between the subject and verb*
    - ○ **USG 403** *Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)*
    - ○ **USG 404** *Recognize and correct expressions that deviate from idiomatic English*
    - ○ **USG 501** *Form simple and compound verb tenses, both regular and irregular, including forming verbs by using have rather than of (e.g., would have gone, not would of gone)*
    - ○ **USG 601** *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)*
    - ○ **USG 701** *Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb*
    - ○ **USG 702** *Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts*

- ● **MODIFIERS**
    - ○ **TOD 302** *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)*
    - ○ **TOD 402** *Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)*
    - ○ **SST 401** *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)*
    - ○ **SST 501** *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)*
    - ○ **USG 202** *Form comparative and superlative adjectives*
    - ○ **USG 401** *Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers")*

- ● **NOUNS AND CAPITALIZATION**
    - ○ **USL 201.a** *correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding*

- **USL 301.a** *correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding*
- **USL 401.a** *correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding*
- **USL 501.a** *correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding*
- **USL 601.a** *correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors*

4. SENTENCE STYLE 2

- **PRONOUN-ANTECEDENT AGREEMENT**
  - **USG 502** *Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences*
  - **USG 303** *Ensure straightforward pronoun-antecedent agreement*

- **PRONOUN CASE**
  - **SST 502** *Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence*
  - **SST 602** *Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole*
  - **USG 602** *Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom*

- **PRONOUN SHIFTS AND AMBIGUITY**
  - **USG 503** *Recognize and correct vague and ambiguous pronouns*

5. PUNCTUATION

- **PUNCTUATION**
  - **PUN 302** *Use appropriate punctuation in straightforward situations (e.g., simple items in a series)*

- **COLONS AND SEMICOLONS**
  - **PUN 201** *Delete commas that create basic sense problems (e.g., between verb and direct object)*
  - **PUN 301** *Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)*
  - **PUN 302** *Use appropriate punctuation in straightforward situations (e.g., simple items in a series)*
  - **PUN 401** *Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)*
  - **PUN 403** *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)*
  - **PUN 404** *Use commas to set off simple parenthetical elements*
  - **PUN 501** *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 and)*
  - **PUN 502** *Recognize and correct inappropriate uses of colons and semicolons*
  - **PUN 503** *Use punctuation to set off complex parenthetical elements*
  - **PUN 601** *Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)*
  - **PUN 602** *Use punctuation to set off a nonessential/nonrestrictive appositive or clause*
  - **PUN 604** *Use a semicolon to link closely related independent clauses*
  - **PUN 701** *Delete punctuation around essential/restrictive appositives or clauses*
  - **PUN 702** *Use a colon to introduce an example or an elaboration*

- **COMMAS WITH PHRASES AND CLAUSES**
  - **SST 201** *Determine the need for punctuation or conjunctions to join simple clauses*
  - **SST 202** *Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple*

adjoining sentences

- ○ **SST 301** *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*
- ○ **SST 701** *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)*
- ○ **PUN 201** *Delete commas that create basic sense problems (e.g., between verb and direct object)*
- ○ **PUN 301** *Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)*
- ○ **PUN 302** *Use appropriate punctuation in straightforward situations (e.g., simple items in a series)*
- ○ **PUN 401** *Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)*
- ○ **PUN 403** *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)*
- ○ **PUN 404** *Use commas to set off simple parenthetical elements*
- ○ **PUN 501** *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 and)*
- ○ **PUN 502** *Recognize and correct inappropriate uses of colons and semicolons*
- ○ **PUN 503** *Use punctuation to set off complex parenthetical elements*
- ○ **PUN 601** *Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)*
- ○ **PUN 602** *Use punctuation to set off a nonessential/nonrestrictive appositive or clause*
- ○ **PUN 604** *Use a semicolon to link closely related independent clauses*
- ○ **PUN 701** *Delete punctuation around essential/restrictive appositives or clauses*
- ○ **PUN 702** *Use a colon to introduce an example or an elaboration*
- ○ **USL 201.a** *correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding*
- ○ **USL 301.a** *correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding*
- ○ **USL 401.a** *correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding*
- ○ **USL 501.a** *correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding*
- ○ **USL 601.a** *correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors*

- **APOSTROPHES**

  - ○ **PUN 504** *Use apostrophes to form simple possessive nouns*
  - ○ **PUN 603** *Use apostrophes to form possessives, including irregular plural nouns*
  - ○ **PUN 402** *Delete apostrophes used incorrectly to form plural nouns*

6. USAGE

- **FORMAL AND INFORMAL LANGUAGE**

  - ○ **KLA 302** *Revise expressions that deviate markedly from the style and tone of the essay*
  - ○ **KLA 402** *Revise expressions that deviate from the style and tone of the essay*
  - ○ **KLA 404** *Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is relatively common*
  - ○ **KLA 503** *Revise expressions that deviate in subtle ways from the style and tone of the essay*
  - ○ **KLA 505** *Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon*

- **COMMONLY CONFUSED WORDS**

  - ○ **USG 305** *Use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, led and lead)*
  - ○ **USG 603** *Use the appropriate word in less-common confused pairs (e.g., allude and elude)*

7. BUILDING AN ESSAY

- ## INTRODUCTIONS

  - **ORI 203** *Present a minimal introduction and conclusion*
  - **ORI 303** *Present an underdeveloped introduction and conclusion*
  - **ORI 403** *Present a somewhat developed introduction and conclusion*
  - **ORI 503** *Present a generally well-developed introduction and conclusion*
  - **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*

- ## CONCLUSIONS

  - **ORI 203** *Present a minimal introduction and conclusion*
  - **ORI 303** *Present an underdeveloped introduction and conclusion*
  - **ORI 403** *Present a somewhat developed introduction and conclusion*
  - **ORI 503** *Present a generally well-developed introduction and conclusion*
  - **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*

- ## NARRATIVE TECHNIQUES

  - **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*

8. EXPOSITORY WRITING

- ## EXPOSITORY THESIS STATEMENTS

  - **FOC 201** *Maintain a focus on the general topic in the prompt throughout most of the essay*
  - **FOC 301** *Maintain a focus on the general topic in the prompt throughout the essay*
  - **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*
  - **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*
  - **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 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*
  - **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*
  - **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*
  - **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*
  - **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*

- ## EXPOSITORY PARAGRAPH DEVELOPMENT

  - **ORG 302** *Provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)*
  - **ORG 404** *Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)*

- ○ **ORG 502** *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)*
- ○ **ORG 702** *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)*
- ○ **FOC 402** *Present a thesis that establishes focus on the topic*
- ○ **FOC 502** *Present a thesis that establishes a focus on the writer's position on the issue*
- ○ **FOC 602** *Present a critical thesis that clearly establishes the focus on the writer's position on the issue*
- ○ **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 301** *Offer limited development in support of ideas; clarify ideas somewhat with vague explanation and the use of general examples*
- ○ **DEV 401** *Provide adequate development in support of ideas; clarify ideas by using some specific reasons, details, and examples*
- ○ **DEV 501** *Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples*
- ○ **DEV 601** *Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples*
- ○ **FOC 201** *Maintain a focus on the general topic in the prompt throughout most of the essay*
- ○ **FOC 301** *Maintain a focus on the general topic in the prompt throughout the essay*
- ○ **FOC 401** *Maintain a focus on the specific issue in the prompt throughout most of the essay*
- ○ **FOC 501** *Maintain a focus on discussing the specific issue in the prompt throughout the essay*
- ○ **FOC 601** *Maintain a precise focus on discussing the specific issue in the prompt throughout the essay*
- ○ **DEV 202** *Show little or no movement between general and specific ideas and examples*
- ○ **DEV 302** *Show little movement between general and specific ideas and examples*
- ○ **DEV 402** *Show some movement between general and specific ideas and examples*
- ○ **DEV 502** *Show clear movement between general and specific ideas and examples*
- ○ **DEV 602** *Show effective movement between general and specific ideas and examples*
- ○ **ORG 201** *Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., then, this time)*
- ○ **ORG 401** *Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., first, afterward, in response)*
- ○ **ORG 601** *Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs*
- ○ **ORG 701** *Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay*

- ● **EXPOSITORY ESSAYS**
  - ○ **ORG 403** *Provide an introduction to a straightforward paragraph*
  - ○ **ORG 404** *Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)*
  - ○ **ORG 502** *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)*
  - ○ **ORG 601** *Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs*
  - ○ **ORG 702** *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)*
  - ○ **ORI 601** *Provide a unified, coherent organizational structure that presents a logical progression of ideas*

9. ARGUMENTATIVE WRITING

- ● **CLAIMS AND COUNTERCLAIMS**
  - ○ **EXJ 302.b** *briefly or unclearly responding to counterarguments to the writer's position*
  - ○ **EXJ 402.b** *providing some response to counterarguments to the writer's position*
  - ○ **EXJ 502.b** *anticipating and responding to counterarguments to the writer's position*
  - ○ **EXJ 602.c** *anticipating and fully responding to counterarguments to the writer's position*
  - ○ **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*
- **EXJ 301** *Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt*
- **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 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 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 302.a** *briefly noting implications and/or complications of the issue, and/or*
- **EXJ 402.a** *acknowledging implications and/or complications of the issue, and/or*
- **EXJ 502.a** *partially evaluating implications and/or complications of the issue, and/or*
- **EXJ 602.a** *examining different perspectives, and/or*
- **EXJ 602.b** *evaluating implications or complications of the issue, and/or*

ARGUMENTATIVE PARAGRAPH DEVELOPMENT

- **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*
- **EXJ 301** *Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt*
- **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 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 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 302.a** *briefly noting implications and/or complications of the issue, and/or*
- **EXJ 302.b** *briefly or unclearly responding to counterarguments to the writer's position*
- **EXJ 402.a** *acknowledging implications and/or complications of the issue, and/or*
- **EXJ 402.b** *providing some response to counterarguments to the writer's position*
- **EXJ 502.a** *partially evaluating implications and/or complications of the issue, and/or*
- **EXJ 502.b** *anticipating and responding to counterarguments to the writer's position*
- **EXJ 602.a** *examining different perspectives, and/or*
- **EXJ 602.b** *evaluating implications or complications of the issue, and/or*
- **EXJ 602.c** *anticipating and fully responding to counterarguments to the writer's position*

ARGUMENTATIVE ESSAYS

- **ORG 603** *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)*

10. REVISION CONSIDERATIONS

UNITY AND FOCUS

- **TOD 303** *Determine whether a simple essay has met a straightforward goal*
- **TOD 401** *Determine relevance of material in terms of the focus of the essay*
- **TOD 501** *Determine relevance of material in terms of the focus of the paragraph*
- **TOD 503** *Determine whether an essay has met a specified goal*
- **TOD 603** *Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)*
- **TOD 701** *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*
- **TOD 702** *Determine whether a complex essay has met a specified goal*
- **TOD 703** *Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay*

- ○ **ORG 301** *Determine the most logical place for a sentence in a paragraph*
- ○ **ORG 402** *Determine the most logical place for a sentence in a straightforward essay*
- ○ **ORG 405** *Rearrange the sentences in a straightforward paragraph for the sake of logic*
- ○ **ORG 503** *Rearrange the sentences in a fairly straightforward paragraph for the sake of logic*
- ○ **ORG 505** *Rearrange the paragraphs in an essay for the sake of logic*
- ○ **ORG 602** *Determine the most logical place for a sentence in a fairly complex essay*
- ○ **ORG 604** *Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence*
- ○ **ORG 701** *Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay*
- ○ **ORI 201** *Provide a discernible organizational structure by grouping together a few ideas*
- ○ **ORI 301** *Provide a simple organizational structure by logically grouping some ideas*
- ○ **ORI 401** *Provide an adequate but simple organizational structure by logically grouping most ideas*
- ○ **ORI 501** *Provide a coherent organizational structure with some logical sequencing of ideas*
- ○ **ORI 601** *Provide a unified, coherent organizational structure that presents a logical progression of ideas*

- • **WORDINESS AND REDUNDANCY**
  - ○ **TOD 201** *Delete material because it is obviously irrelevant in terms of the topic of the essay*
  - ○ **TOD 301** *Delete material because it is obviously irrelevant in terms of the focus of the essay*
  - ○ **TOD 601** *Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay*
  - ○ **TOD 602** *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*
  - ○ **KLA 201** *Revise vague, clumsy, and confusing writing that creates obvious logic problems*
  - ○ **KLA 301** *Delete obviously redundant and wordy material*
  - ○ **KLA 401** *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")*
  - ○ **KLA 501** *Revise vague, clumsy, and confusing writing*
  - ○ **KLA 502** *Delete redundant and wordy material when the meaning of the entire sentence must be considered*
  - ○ **KLA 601** *Revise vague, clumsy, and confusing writing involving sophisticated language*
  - ○ **KLA 602** *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*
  - ○ **KLA 604** *Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is fairly sophisticated*
  - ○ **KLA 701** *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*
  - ○ **KLA 702** *Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated*

- • **TRANSITIONAL ELEMENTS**
  - ○ **ORI 202** *Use transitional words and phrases that are simple and obvious, or occasionally misleading*
  - ○ **ORI 302** *Use simple and obvious transitional words and phrases*
  - ○ **ORI 402** *Use some appropriate transitional words and phrases*
  - ○ **ORI 502** *Use accurate and clear transitional words and phrases to convey logical relationships between ideas*
  - ○ **ORI 602** *Use precise transitional words, phrases, and sentences to convey logical relationships between ideas*
  - ○ **ORG 201** *Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., then, this time)*
  - ○ **ORG 501** *Determine the need for transition words or phrases to establish subtle logical relationships within and between sentences (e.g., therefore, however, in addition)*
  - ○ **KLA 403** *Determine the need for conjunctions to create straightforward logical links between clauses*
  - ○ **KLA 504** *Determine the need for conjunctions to create logical links between clauses*
  - ○ **KLA 603** *Determine the need for conjunctions to create subtle logical links between clauses*

- • **MAINTAINING A FORMAL STYLE**

- **KLA 302** *Revise expressions that deviate markedly from the style and tone of the essay*
- **KLA 402** *Revise expressions that deviate from the style and tone of the essay*
- **KLA 404** *Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is relatively common*
- **KLA 503** *Revise expressions that deviate in subtle ways from the style and tone of the essay*
- **KLA 505** *Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon*