

ACT TEST

The Joy of Running

[1]

I keep in shape by running on an indoor track

several times a week. There are many advantages to

running as a sport, of which the top two advantages are: 1. A. NO CHANGE

B. sport, of which a few of the many advantages are:

C. sport, which I will now list:

D. sport

I never have to reserve a court or find teammates;

teammates are usual in many sports; I can run at

2. F. NO CHANGE

G. those who play tennis do have to worry about courts;

H. although running is hard on one's feet;

J. I need only shoes for equipment;

6. Given the evidence provided throughout the passage, the children probably silently mouth the word "no" (lines 94--97) because:

F. Mrs. Sennett has just called them bad, noisy children, and they are defending themselves.

G. they do not want to leave the Cape before the summer is over and are protesting.

H. they are letting the narrator know that Mrs. Sennett is thinking about returning to the Cape.

J. they are continuing their battle against Mrs. Sennett's intention to return to the Cape.

12. What is the sum of the 2 real solutions to the equation $x = 6 - x^2$?

F. 6

G. 2

H. 1

J. -1

5. According to the Oxygen Theory, both the burning of a material and the rusting of a metal involve:

A. converting the elements of the material into gaseous compounds.

B. forming oxygen-containing compounds from the elements in the material.

C. removing oxygen from the material and releasing it into the air.

D. producing high temperatures as a result of the chemical reactions.

ACT Standards English

EPAS English Standards for Transition by Strand and Score Range			
	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
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 <p>Instructional level</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Determine the clearest and most logical conjunction to link clauses

Level 1 Juniors

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 	<ul style="list-style-type: none"> Use conjunctive adverbs or phrases to create subtle logical connections between sentences, such as cause-effect Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Provide a transition between paragraphs when the essay is fairly straightforward 	<ul style="list-style-type: none"> Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct vague pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
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Level 2 Juniors

ACT Standards Reading

Level 1 Juniors Literature

EPAS Reading Standards for Transition by Strand and Score Range					
	Main Ideas	Significant Details	Sequence of Events	Comparative Relationships	Cause-Effect Relationships
20-23	<ul style="list-style-type: none">▪ Draw simple conclusions using details that support the main points of more challenging passages	<ul style="list-style-type: none">▪ Locate important details in uncomplicated passages	<ul style="list-style-type: none">▪ Order simple sequences of events in uncomplicated literary narratives	<ul style="list-style-type: none">▪ Identify comparative relationships between ideas and people in uncomplicated passages	<ul style="list-style-type: none">▪ Identify clearly stated cause-effect relationships in uncomplicated passages

EPAS Reading Standards for Transition by Strand and Score Range			
	Meanings of Words	Generalizations	Author's Voice and Method
20-23	<ul style="list-style-type: none">▪ Use context clues to define some words and interpret some figurative language in uncomplicated passages	<ul style="list-style-type: none">▪ Make more specific generalizations about people and ideas in uncomplicated passages	<ul style="list-style-type: none">▪ Make generalizations about the author's or narrator's attitude toward his or her subject in uncomplicated passages▪ Understand the overall approach taken by an author or narrator, including point of view, in uncomplicated informational passages

ACT Standards Reading

Level 2 Juniors Literature

EPAS Reading Standards for Transition by Strand and Score Range

	Main Ideas	Significant Details	Sequence of Events	Comparative Relationships	Cause-Effect Relationships
24-27	<ul style="list-style-type: none"> Identify a clear main idea in any paragraph or paragraphs in uncomplicated passages Infer the main idea of some paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages 	<ul style="list-style-type: none"> Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages 	<ul style="list-style-type: none"> Order sequences of events in uncomplicated passages 	<ul style="list-style-type: none"> Have a sound grasp of relationships between people and ideas in uncomplicated passages Identify clearly established relationships between characters and ideas in more challenging literary narratives 	<ul style="list-style-type: none"> Identify subtly stated cause-effect relationships in uncomplicated passages Identify clearly stated cause-effect relationships in more challenging passages

EPAS Reading Standards for Transition by Strand and Score Range

	Meanings of Words	Generalizations	Author's Voice and Method
24-27	<ul style="list-style-type: none"> Use context clues to determine the appropriate meaning of multiple-meaning words or phrases in uncomplicated passages 	<ul style="list-style-type: none"> Make subtle generalizations about characters in uncomplicated literary narratives Make generalizations about people and situations in more challenging passages 	<ul style="list-style-type: none"> Understand the overall approach taken by an author or narrator, including point of view, in uncomplicated literary narratives

ACT Writing is at the 8 for Level 1

ACT Writing is at the 8+ for Level 2

ACT Standards Math

After completion of Alg. 1 & 2 and Geometry A

EPAS Mathematics Standards for Transition by Strand and Score Range

	Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties	Algebraic Expressions	Equations & Inequalities
20-23	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 * 	<ul style="list-style-type: none"> •Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor 	<ul style="list-style-type: none"> •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) 	<ul style="list-style-type: none"> •Solve routine first-degree equations

EPAS Mathematics Standards for Transition by Strand and Score Range

20-23	<ul style="list-style-type: none"> •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 * 	<ul style="list-style-type: none"> •Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°) 	<ul style="list-style-type: none"> •Compute the area and perimeter of triangles and rectangles in simple problems •Use geometric formulas when all necessary information is given 	<ul style="list-style-type: none"> •Work with function notation in evaluating simple quadratic functions at integer values
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Geometry is Plane and Coordinate

Discrete Math ?

ACT Standards Science

After completion of Biology, Introduction to Physics, Introduction to Chemistry, Earth Science and ACT Prep.

Standards for Transition [®] for EPAS [®] Science Tests			
The Standards for Transition describe what students who score in the specified score ranges are <i>likely</i> to know and to be able to do.			
Score Range	Interpretation of Data	Scientific Investigation	Evaluation of Experiments, Models, and Assertions
24–27	<ul style="list-style-type: none"> Compare data from a complex table, graph, or diagram Interpolate between data points in a table or graph Identify or use a simple mathematical relationship that exists between data Identify a direct or inverse relationship between variables in a complex table, graph, or diagram Compare or combine data from two simple data sets Combine new, simple information (data or text) with given information (data or text) 	<ul style="list-style-type: none"> Understand moderately complex lab procedures Understand simple experimental designs 	<ul style="list-style-type: none"> Select a simple hypothesis, prediction, or conclusion that is supported by one or more data sets or viewpoints Identify strengths and weaknesses in one or more viewpoints Identify similarities and differences in two or more viewpoints Identify key issues or assumptions in an argument or viewpoint Determine whether new information supports or weakens a viewpoint or hypothesis

If you use a trimester schedule students should have 3 credits completed
In all four cores prior to the ACT.

	is it included in your English 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?
Identify the basic purpose or role of a specified phrase or sentence			
Delete a clause or sentence because it is obviously irrelevant to the 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 deviate from the style of an essay			
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences			
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence			
Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts			
Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i>			
Provide appropriate punctuation in straightforward situations (e.g., items in a			

ACT Success Report

Model Course Syllabus—English—Grade 10

Course Description/Overview

In this full-year English class you will be reading literature including short stories, poetry, plays, autobiographies, and novels written in different time periods and from different countries. It is my hope that as you read and analyze the literature you will be clarifying your own beliefs and values. Class discussion is an integral part of our class, and I will do everything I can to make sure that all voices are heard in a supportive and encouraging environment.

In addition to our literature study, you will be writing a great deal, in many genres. I will encourage you to find your voice in expository, persuasive, and creative writing. You will find a larger audience by participating in many writing contests. You will have an opportunity to do some journal writing, where you can express yourself in a less formal way and keep a record of your growth and development during sophomore year.

We will also apply ourselves to grammar study and vocabulary development.

English 9, English 10 Classroom

- Focus on
 - Literature & reading comprehension w/ nonfiction
 - Grammar
 - Vocabulary
 - Writing with Six Traits
- Assessing & Measuring
 - SPI test at beginning of course – modified PLAN Test
 - Post-test at end of course – same modified PLAN Test

English 11 Classroom

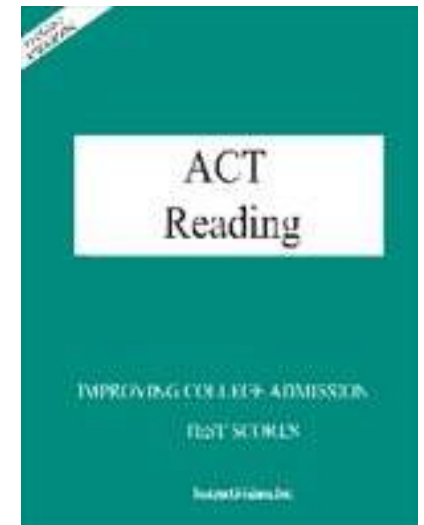
- Focus is the same
 - Literature & reading comprehension w/ nonfiction
 - Grammar
 - Vocabulary
 - Writing with Six Traits
- With more ...
 - Test-taking strategies
 - Test-timing strategies
 - Applying learned skills to the test

English 11 Classroom

- Assessing & Measuring – throughout the year
 - 1st trimester
 - Focus on skills, skills, skills in core areas
 - Take one full-length test of each core before final exam in early December – not timed
 - Final Exam consists of English & Reading tests
 - Scores tracked in Xcel spreadsheet

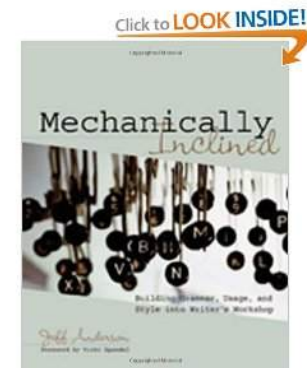
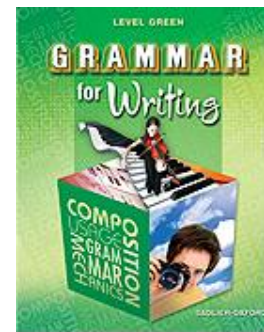
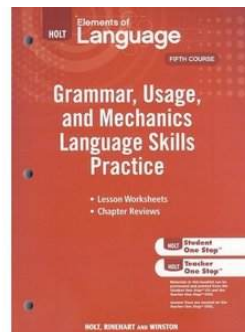
English 11 Materials & Resources

- Literature & Reading Comprehension (no textbook)
 - Books
 - *Bleachers* by John Grisham
 - *Marley & Me* by John Grogan (nonfiction)
 - *Pay It Forward* by Catherine Ryan Hyde
 - *Crunch Time* by Mariah Fredericks
 - Nonfiction
 - *The New York Times*
 - *ACT Reading* by Instructivision, Inc.
 - *TIME Magazine* & *Newsweek* magazines



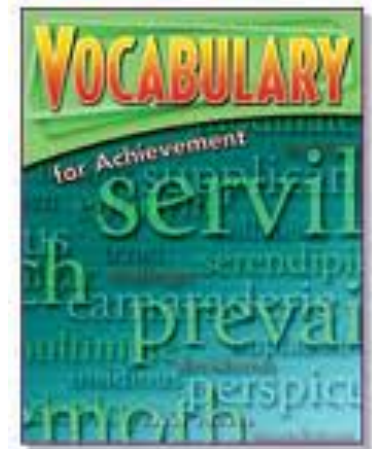
English 11 Materials & Resources

- Grammar
 - HOLT Elements of Language, Fifth Course. *Grammar, Usage, and Mechanics: Language Skills Practice* (workbook only)
 - I use textbook as a reference if needed
 - Sadlier-Oxford. *Grammar for Writing*
 - *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* by Jeff Anderson



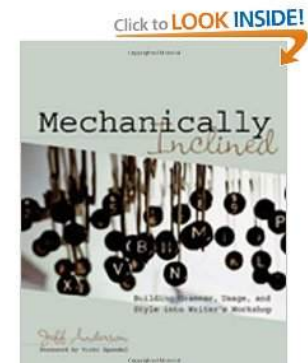
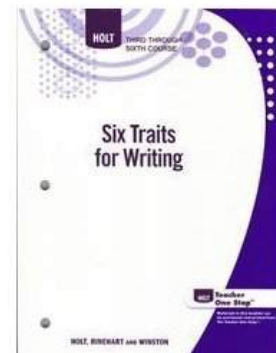
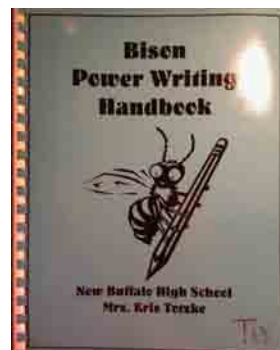
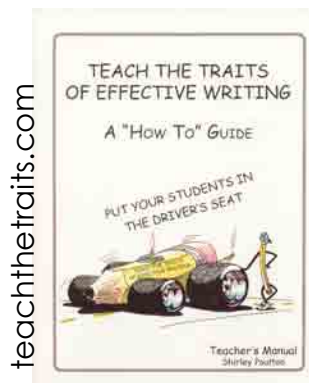
English 11 Materials & Resources

- Vocabulary
 - Great Source, Fifth Course. *Vocabulary for Achievement*
 - Words in context from readings
 - Novels and books
 - *ACT Reading*
 - *The New York Times*
 - *TIME Magazine & Newsweek*



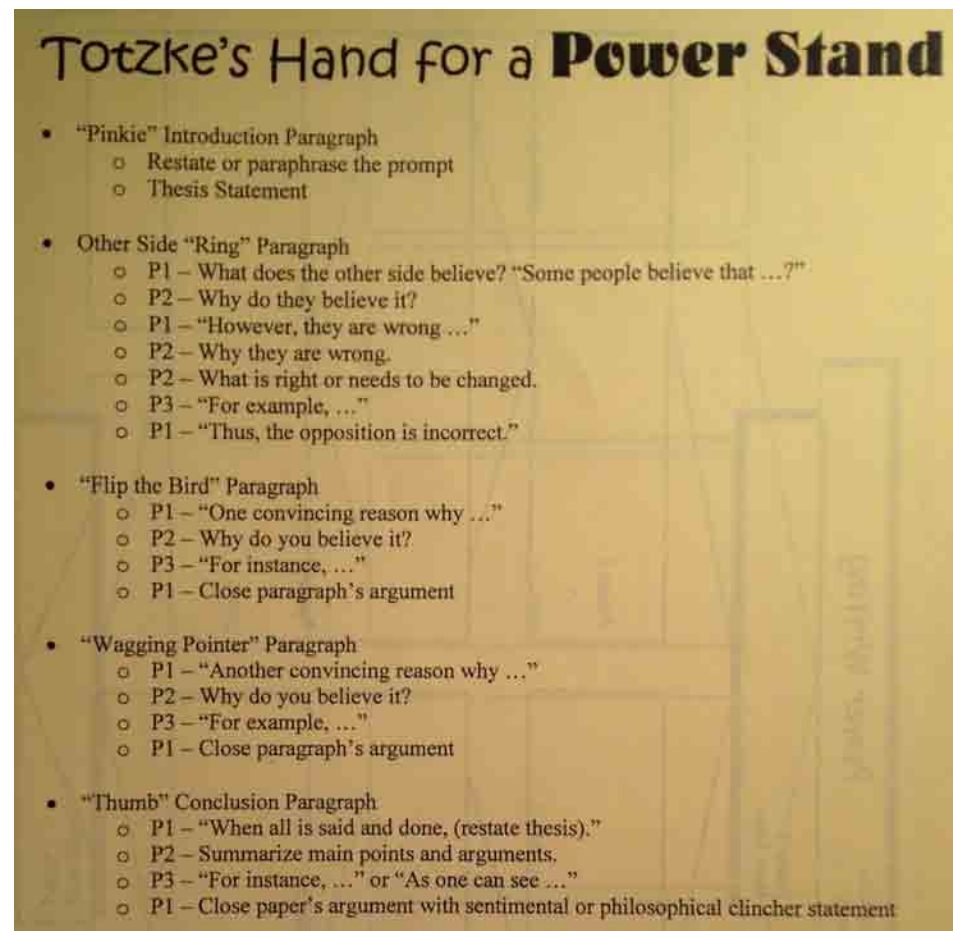
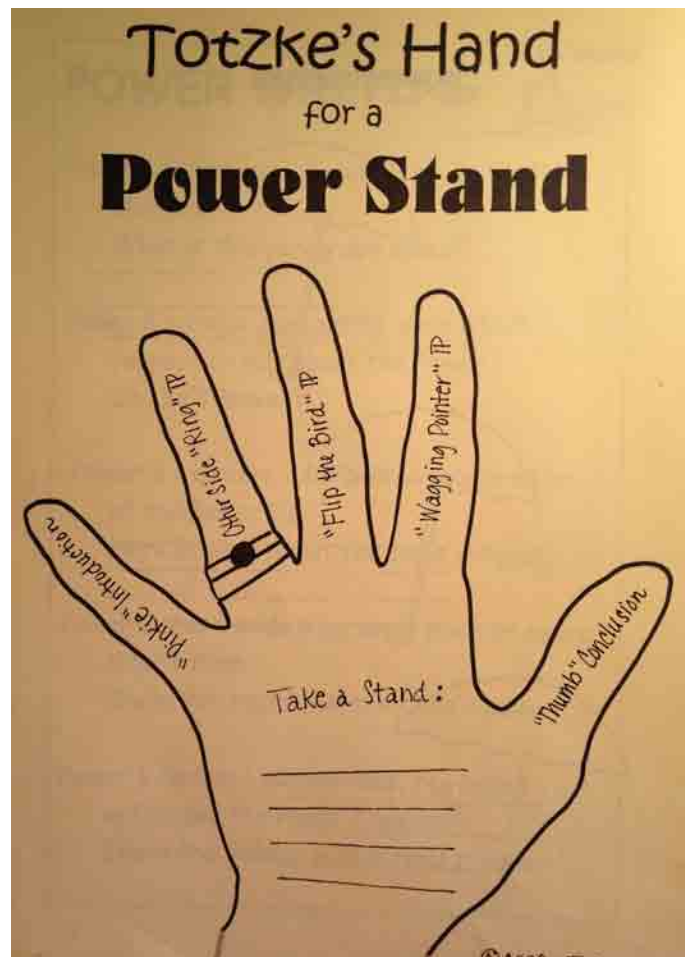
English 11 Materials & Resources

- Writing
 - *Teach the Traits of Effective Writing: A “How To” Guide* by Shirley Poulton (resulting *Bison Power Writing Handbook*)
 - HOLT. *Six Traits for Writing*
 - *Mechanically Inclined: Building Grammar, Usage, and Style into Writer’s Workshop* by Jeff Anderson



English 11 Materials &

- Writing Resources
 - *Bison Power Writing Handbook*



English 11 Materials & Resources

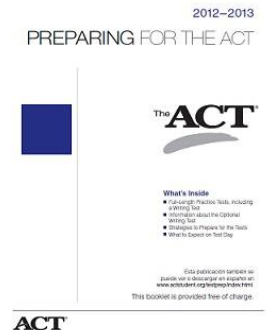
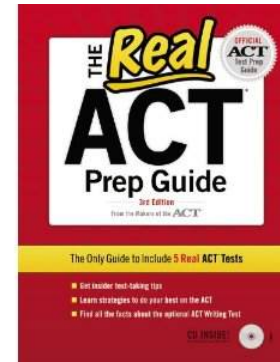
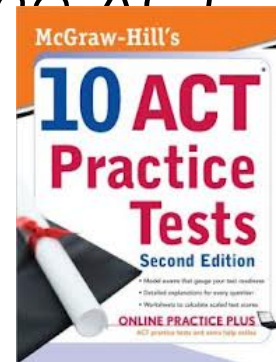
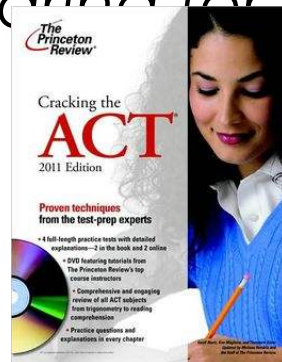
- Writing
 - ACT Rubric – pulled apart

Outlined Six-Point Holistic Scoring Rubric for ACT Writing Test

Taking a Stance						
	6	5	4	3	2	1
Position and Support	The essay takes a position on the issue and may offer a critical context for discussion. The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position.	The essay takes a position on the issue and may offer a broad context for discussion. The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position.	The essay takes a position on the issue and may offer some context for discussion. The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position.	The essay takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear.	The essay may not take a position on the issue, or the essay may take a position but fail to answer reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counterargument to the writer's position.	If the essay takes a position, it fails to convey reasons to support that position.
Ideas and Content	Development of ideas is specific, and logical. Most ideas are fully elaborated.	Development of ideas is specific and logical. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details.	Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details.	Development of ideas is limited and may be repetitive, with little, if any, movement between general statements and specific reasons, examples, and details.	The essay is fairly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer's ideas or of ideas in the prompt.	The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt.
Focus	A clear focus on the specific issue in the prompt is maintained.	Focus on the specific issue in the prompt is maintained.	Focus on the specific issue in the prompt is maintained throughout most of the essay.	Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained.	Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained.	Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained.
Organization and Transitions	The organization of the essay is clear; the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay.	The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used.	The organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious.	The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious.	There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading.	There is little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used.
Introduction and Conclusion	If an introduction and conclusion are effective, clear, and well developed.	The introduction and conclusion are clear and generally well developed.	The introduction and conclusion are clear and somewhat developed.	An introduction and conclusion are clearly discernible but underdeveloped.	An introduction and conclusion are discernible but minimal.	If present, an introduction and conclusion are minimal.
Word Choice and Conventions	The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors or distractions to the reader.	Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise. There may be a few errors, but they are not distracting.	Language is adequate, with some sentence variety and appropriate word choice. There may be some distracting errors, but they do not impede understanding.	Language shows a basic control. Sentences show a little variety and word choice is appropriate. Errors may be distracting and may occasionally impede understanding.	Sentence structure and word choice are usually simple. Errors may be frequently distracting and may sometimes impede understanding.	Sentence structure and word choice is simple. Errors may be frequently distracting and may significantly impede understanding.


English 11 Materials & Resources

- Test Prep
 - The Princeton Review. *Cracking the ACT, 2011 Edition*
 - McGraw-Hill's *10 ACT Practice Tests, Second Edition*
 - ACT. *The Real ACT Prep Guide, Third Edition*
 - ACT. *Preparing for the ACT*



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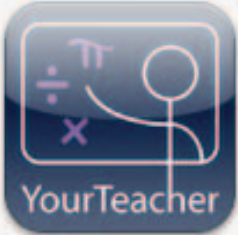




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IPAD APPS

Showing results for ACT.

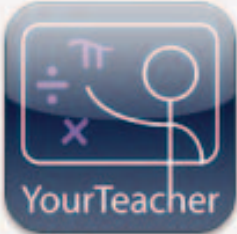





iPhone Apps

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App Icon	App Name	Category	Price
	ACTStudent	Education	Free
	ACT @ YourTeacher	Education	\$9.99
	Flashcards*	Education	Free
	ACT TestBank 36 - Preparation a...	Education	Free
	ACT Math Connect Free	Education	Free
	Flashcards [+]	Education	Free

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App Icon	App Name	Category	Price
	ACT @ YourTeacher	Education	\$9.99
	Flashcards*	Education	Free
	ACT TestBank 36 - Preparation a...	Education	Free
	ACT Math Connect Free	Education	Free
	Flashcards [+]	Education	Free
	Animal Kingdom - Bunny Act Games	Education	Free

Good Practice Websites

<http://www.4tests.com/>

<http://grammar.ccc.commnet.edu/grammar/>

<http://www.act.org/aap/writing/index.html>

<http://www.act.org/workkeys/pdf/Preparing.pdf>

<http://www.act-sat-prep.com/>

<http://www.mel.org>

http://www.internet4classrooms.com/act_sat.htm

<http://www.grammarbook.com>

<https://www.number2.com/>

<http://www.studyguidezone.com/acttest.htm>

<http://owl.english.purdue.edu/owl/>

<http://www.act.org/workkeys/assess/reading/index.html>

<http://www.learnatest.com/LEL/index.cfm/?HR=http://elibrary.mel.org>

ACT PREP CLASS

- ◆ Grading – A, B, CR or NC
- ◆ Day 1 Practice test
- ◆ Separate students by math scores
- ◆ Test taking strategies
- ◆ Learn to use the calculator
- ◆ Tell them all about the test
- ◆ Tell them it is designed so most to finish it
- ◆ If you get 50% right, it's an 18
- ◆ 2 questions per section make a big difference
- ◆ Teach the 5 paragraph persuasive essay
- ◆ Test at the end to see progress

