

MyAA User Guide

Thank you for continuing to use our content. We believe you'll find our “MyAA & FAB User Guide” useful as you switch from classroom to online instruction. Throughout this user guide, you will learn about college readiness skills in FAB and how they apply to various standard systems such as the ACT, SAT, and Common Core.

- You can read about the specific subjects on page 3.
- Afterwards, starting on page 7, you will learn about the resources that are available to you via www.myacademicapproach.com.
- On page 9, we go into detail about our pre-made assessments using the power standards.
- On page 23, we provide in-depth instruction on how to create your own assessments and utilize various functions to provide efficient online instruction practices.
- For more information on our power standards and content bank, we have provided additional content located in Appendix A and B on pages 32 and 41, respectively.

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Introduction

During this challenging time, where instruction suddenly shifted to online delivery, one of the concerns many teachers have is how to ensure their students are adequately preparing for college. The broad concept of college readiness may seem difficult to assess since curricula are often built around granular standard mastery (be it Common Core, ACT, or SAT). You may feel like you must redesign your entire teaching approach at this moment; however, you can still leverage a standard-mastery approach to support college readiness among your students.

Primary college readiness skills include:

1. Critical Reading,
2. Critical Thinking,
3. Data Analysis and Interpretation,
4. Problem Solving, and
5. Sophisticated Writing.

These skills are undeniably vital to any student's success in college (and beyond) and are always in our minds as we create content suitable for standardized test preparation. Teachers have enough to worry about at the moment—let us show you how to use Academic Approach's online tools and resources to keep your students' learning goals on the track to success!

College Readiness: Skills & Standards

There is certainly an argument to be made for the importance of every educational standard (identified by the College Board, ACT, and Common Core) for students' academic growth and achievement. When viewed through the lens of college readiness, some skills and standards emerge as particularly essential for building critical thinking, critical reading, data analysis and interpretation, problem solving, and sophisticated writing skills.

Below, we identify specific skills (along with their corresponding SAT, ACT, and Common Core standards) that are most relevant to students' college readiness. Many of these skills also appear as SAT or ACT power standards—that is, the most frequently tested standards on either test. More information on power standards can be found at the bottom of page 7.

Because these skills were selected with college readiness in mind, they are applicable to students at all high school levels. However, 9th and 10th grade students may need to build towards them by refreshing more foundational skills. For instance, if students are not quite grasping the concept of making inferences in reading, refresh their close reading skills by focusing on identifying explicit details in a text.

Reading

No matter a student’s course of study or career, the ability to critically read and think about texts is essential to their success. To achieve college readiness in reading, students must master citing textual evidence, drawing inferences and conclusions, analyzing multiple texts, and analyzing quantitative information. By focusing on these skills, you can keep your students on the track to reading college readiness.

Citing textual evidence: This critical reading skill enables students to analyze how pieces of a text support its main ideas or arguments. The ability to evaluate and cite evidence is critical in comprehending and interpreting any type of informational text. The following standards are relevant to citing textual evidence.

- **SAT:** ITE.01
- **ACT:** ARG 201, ARG 301, ARG 401, ARG 501, ARG 601, ARG 701
- **CCSS:** RI.9-10.1, RL.9-10.1, RS.9-10.1, RI.11-12.1, RL.11-12.1, RS.11-12.1

Drawing inferences and conclusions: This critical thinking skill enables students to extrapolate from what a text says explicitly and draw generalizations about it. The ability to infer from a text will set students up for success in college as course discussions will focus on breaking down texts at this level. The following standards are relevant to drawing inferences and conclusions.

- **SAT:** IIRC.02
- **ACT:** CLR 202, CLR 302, CLR 402, CLR 403, CLR 503, CLR 504, CLR 603, CLR 604, CLR 704, CLR 705, CLR 706
- **CCSS:** RI.9-10.1, RL.9-10.1, RS.9-10.1, RI.11-12.1, RL.11-12.1, RS.11-12.1

Analyzing multiple texts: This critical reading and critical thinking skill enables students to synthesize information from multiple sources. Students’ ability to synthesize information will be important as they take multiple courses towards their college majors, write research papers, and take final exams, all of which require combining information from various texts, units or courses. The following standards are relevant to analyzing multiple texts.

- **SAT:** SMT.01
- **ACT:** SYN 201, SYN 301, SYN 401, SYN 501, SYN 601, SYN 701
- **CCSS:** RI.9-10.7, RL.9-10.7, RS.9-10.9, RI.11-12.7, RL.11-12.7, RS.11-12.9

Analyzing quantitative information: This data analysis and interpretation skill enables students to synthesize information presented in charts, graphs, or tables with information presented in a text. Many texts students will encounter in college (e.g., research articles) will be accompanied

by information presented quantitatively. The following standards are relevant to analyzing quantitative information.

- **SAT:** SQN.01
- **ACT:** IOD 201, IOD 301, IOD 304, IOD 401, IOD 402, IOD 403, EMI 301, EMI 401, EMI 403, EMI 501
- **CCSS:** RI.9-10.7, RS.9-10.7, RI.11-12.7, RS.11-12.7

English/Writing & Language

Whether for a chemistry lab report or a political science research paper, sophisticated writing skills are necessary for college writing assignments. To achieve college readiness in writing, students must master development of ideas and effective language use. By focusing on these skills, you can ensure that your students are continuing to grasp sophisticated writing. Note that students in lower grade levels may first need to review punctuation and sentence construction before working on these more complex writing skills.

Development of ideas: The key characteristics of developed writing include an organized text structure, well-supported arguments and ideas, and the inclusion of focused, relevant information. You may already be working with students on text structure and support through outlining, or on focus as students revise first drafts. Continuing to build these skills will be crucial for students in college, as they write essays and reports, including the development of strong thesis statements. The following standards are relevant to development of ideas.

- **SAT:** DFOC.01, DPRO.01, DSUP.01
- **ACT:** TOD 201, TOD 301, TOD 302, TOD 401, TOD 402, TOD 403, TOD 501, TOD 504, TOD 601, TOD 603, ORG 403, ORG 404
- **CCSS:** W.6.2.b, W.8.2.b, W.4.2.a, W.5.2.a, W.5.2.c, W.6.2.b, W.7.2.a, W.7.2.f, W.4.2.b, W.6.2.b, W.8.2.b

Effective language use: The building blocks of effective language use are concision and precision. Concise writing skills enable students to make their points economically, avoiding redundancy and effectively meeting word count limitations on assignments. Precise writing skills enable students to use exact or appropriate word choice, including jargon or domain-specific terms, as necessary to the content of an assignment. Style, tone, and varied syntax are also hallmarks of effective language use. The following standards are relevant to effective language use.

- **SAT:** LCON.01, LPRE.01, LSTY.01, LSYN.01
- **ACT:** KLA 301, KLA 302, KLA 401, KLA 402, KLA 404, KLA 502, KLA 503, KLA 504, KLA 505, KLA 601, KLA 602, KLA 604, KLA 702,

- **CCSS:** L.7.3.a, L.4.3.a, L.6.3.b, L3.3.a, L.4.3.a, L.6.3.b, L.5.3.a, L.7.1.c, W.11-12.2.c

Math

To prepare for college readiness, students will need to gain the skills to successfully manage the math that they will experience every day of their lives. Whether a student is going into a STEM-related field and will dive deep into complex math content or pursues a college major that may seem to lack direct math usage, they will encounter situations that require fundamental math skills at every stage of their college career.

Foundations of Math: For skills that apply proportional relationships, ratios, rates, units, unit conversions, and percentages in a variety of contexts, the following standards will be useful to master.

- **SAT:** PSDA.RRU, PSDA.PCT
- **ACT:** AF 201, AF 401, AF 501, AF 502, A 502, AF 601, AF 701
- **CCSS:** 6.EE.2.c, 6.RP.3.b, 7.RP.3, 7.RP.3, 8.F.4, 8.SP.1, A-REI.2, 6.RP.3.c, 7.RP.2.c, 7.RP.3, A-CED.1, F-LE.2, 4.MD.2, 5.MD.1, 6.RP.3.b, 6.RP.3.d, 7.RP.3, N-Q.1

Mathematical Fluency: For skills that build upon years of fundamental math skills that create the mathematical strength to fluently solve and simplify equations & expressions in a variety of contexts, the following standards will be useful to master.

- **SAT:** PAM.EQE, HOA.LE1, HOA.LE2
- **ACT:** AF 302, A 300s, A401, A 402, A 403, A 404, A 502, A 505, A 512, A 601, AF 703
- **CCSS:** 6.EE.7, 8.EE.7.b, A-REI.3, 7.EE.4.b A-CED.1, A-CED.3, 8.EE.8.c, A-CED.4, A-SSE.3, A-SSE.3.a, A-SSE.3.b, A-SSE.3.c, N-RN.2, A-APR.3, A-APR.6, A-SSE.2

Data Analysis: For skills that foster critical thinking and allow students to analyze and interpret a variety of data distributions and models, the following standards will be useful to master.

- **SAT:** PSDA.1VD, PSDA.2VD
- **ACT:** S 302, S 304, S 402, S 502, S 602, S 702
- **CCSS:** F-LE.1.c, S-CP.4, S-ID.5, S-IC.3, S-ID.3, S-ID.5

Geometric Reasoning: For skills that develop strengths in identifying and manipulating 2-D and 3-D objects and spaces, the following standards will be useful to master.

- **SAT:** ATM.AV, ATM.LAT, ATM.RTT, ATM.C
- **ACT:** G 403, G 404, G 501, G 505, G 506, G 507, G 509, G 601, G 602, G 603, G 604, G 701, G 705

- **CCSS:** 8.G.9, G-SRT.5, G-C.5, 8.G.5, G-CO.9, G-CO.10, G-SRT.5, G-SRT.6, G-SRT.7

Passport to Advanced Math: For skills that will create a pathway to the complex mathematical concepts covered in a wide range of STEM majors and careers, the following standards will be useful to master.

- **SAT:** PAM.NLE, PAM.NLF, ATM.CN
- **ACT:** F 401, F 500s, A 605, F 604, N 701, N 702, N 703, N 704, AF 702, AF 703, AF 704, AF 705, A 703, F 702, F 705, F 706, F 707, F 708
- **CCSS:** 7.RP.3, A-CED.1, A-REI.4.b, F-LE.2, A-REI.4.b, A-SSE.3.a, F-IF.7.c, A-SSE.1.a, F-IF.4, F-BF.3, A-CED.3, A-SSE.3.b, F-IF.2, F-IF.7.a, 8.F.4, A-SSE.2, F-BF.1.c, F-IF.1, N-CN.2

Science

To prepare for college readiness, it is pertinent that students gain the skills to critically understand new texts and clearly interpret information in data across all subjects. Interpolation and extrapolation are key skills not only for analyzing data, but also for drawing inferences from data to make valid claims and assumptions. In nearly every course that a student takes within their major, they will utilize the quantitative and qualitative skills learned through science.

Interpretation of Data: For skills that require students to properly identify, compare, and combine data in a variety of contexts such as graphs, charts, and models, the following standards will be useful to master.

- **ACT:** IOD 201, IOD 202, IOD 301, IOD 401, IOD 402, IOD 501, IOD 502, IOD 601, IOD 701
- **SAT:** PSDA.1VD, PSDA.2VD
- **CCSS:** 6.SP.5.a, 7.SP.2, 7.SP.4, S-IC.5, S-ID.2

Determining Mathematical Relationships: For skills that require students to analyze data and determine mathematical relationships that can be found within data sets and models, the following standards will be useful to master.

- **ACT:** IOD 304, IOD 503, IOD 504, IOD 602
- **SAT:** PSDA.1VD, PSDA.2VD
- **CCSS:** 6.SP.2, 6.SP.3, 6.SP.5.c, 7.SP.2, 8.SP.1, 8.SP.2, S-IC.4

Scientific Understanding: For skills that build science understanding to determine proper experimental procedures and methods, the following standards will be useful to master.

- **ACT:** SIN 202, SIN 301, SIN 302, SIN 401, SIN 402, SIN 402, SIN 404, SIN 405, SIN 501, SIN 701
- **SAT:** PSDA.ESC
- **CCSS:** 6.SP.5.b, 7.SP.1, 8.SP.4, S-IC.3

Evaluation of Data and Models: For skills that build critical thinking to determine the strength and weaknesses of experiments, hypotheses, models, and results, the following standards will be useful to master.

- **ACT:** EMI 400s, EMI 500s, EMI 601, EMI 602, EMI 701
- **SAT:** PSDA. 1VD, PSDA.2VD, PSDA.ESC
- **CCSS:** 6.SP.5.b, 6.SP.5.d, 7.SP.3, 8.SP.4, S-IC.1, S-IC.2, S-IC.6, S-ID.5

Available Resources

Assessments

Our website www.myacademicapproach.com contains a treasure trove of content, which you can utilize in a variety of ways to keep your students on a path to college readiness. One of the simplest methods is to use one of our readily available 118 premade assessments which we have meticulously created to demonstrate the ideal execution of our Formative Assessment Builder (FAB). The premade assessments were designed to promote mastery of a particular skill or standard.

The SAT Mastery Assessments are built to assess the most frequently tested standards on an SAT, also known as the Power Standards.

Power standards are simply the most frequently tested skills on either the ACT or SAT. Academic Approach’s curriculum team has analyzed numerous ACT and SAT tests to determine the specific power standards for full-length ACTs and SATs, as well as the PSAT 10 and PSAT 8/9 test forms. Identifying the power standards is important because it helps guide students and teachers in their preparation. For example, by mastering the top three to five power standards in a given subject, a student can “get the most bang for their buck” in their preparation by ensuring that they can achieve high accuracy on frequently tested skills. Utilizing these power standards will help make sure your students are maintaining some of the most important skills for college readiness. (For a detailed list of Power Standards, see Appendix A on page 32).

The premade SAT Mastery Assessments are not only focused on the SAT Power Standards, but they also feature 5-6 questions each in order to provide an efficient assessment of growth among your students.

These premade assessments are useful for 9th, 10th, 11th, and 12th grade students, as each of the power-standard-based assessments is associated with a set of score bands or difficulty levels. There are five score bands (15-19, 20-24, 25-29, 30-34, 35-40) and three difficulty levels (easy, medium, hard) for each of these important SAT skills to assess growth through different grade levels or within a school year.

Reading has 18 SAT Mastery Assessments, English/Writing & Language has 18, and Math has 82. To access the premade assessments:

- Log into your myacademicapproach.com account and select “Assessments” to reveal a drop down menu and then select “Summary”
- Find the library titled “Premade Assessments” on the left side of the page
- Use the filters at the top of the page to search for assessments by subject or standard

Though there are distinct differences between the SAT, ACT, and Common Core, there are also plenty of similarities among them. With ACT premade assessments on their way, we have made sure to develop a crosswalk to guide you through the SAT premade assessments. This crosswalk will enable you to find the best assessments for your students based on ACT and Common Core standards as well.

Below, we will walk through some particulars of the Reading, English/Writing & Language, and Math premade assessments available for your use.

Premade Assessments: Reading

There are 18 total Reading premade assessments, focused on the two most frequently tested SAT power standards—textual evidence (IITE.01) and words in context (IIWD.01). For maximum mastery, there are three IITE.01 iterations and three IIWD.01 iterations, each with an Easy, Medium, and Hard assessment.

Assessment Title	Difficulty Level	SAT	ACT	Common Core	Passage Genre	Course Application
Reading Mastery Textual Evidence Easy #1 IITE.01	Easy	IITE.01	ARG 301	RL.9-10.1	Literature	English Literature
Reading Mastery Textual Evidence Medium #1 IITE.01	Medium		ARG 301, ARG 501	RI. 9-10.1	Science	Biology, World History
Reading Mastery Textual Evidence Hard #1 IITE.01	Hard		ARG 501	RI.11-12.1	Science	Environmental Science
Reading Mastery Textual Evidence Easy #2 IITE.01	Easy		ARG 301	RL.9-10.1	Literature	English Literature
Reading Mastery Textual Evidence Medium #2 IITE.01	Medium		ARG 301, ARG 401	RI. 9-10.1	History/Social Studies	Geography, US History
Reading Mastery Textual Evidence Hard #2 IITE.01	Hard		ARG 701	RI.11-12.1	History/Social Studies	Economics
Reading Mastery Textual Evidence Easy #3 IITE.01	Easy		ARG 501	RI.9-10.1	History/Social Studies	Economics
Reading Mastery Textual Evidence Medium #3 IITE.01	Medium		ARG 601, ARG 701	RS.11-12.1	Science	Chemistry, US History
Reading Mastery Textual Evidence Hard #3 IITE.01	Hard		ARG 601	RI.11-12.1	History/Social Studies	US History
Reading Mastery Words in Context Easy #1 IIWD.01	Easy	IIWD.01	WME 201, WME 302, WME 402	RL.9-10.4	Literature	English Literature
Reading Mastery Words in Context Medium #1 IIWD.01	Medium		WME 504	RI. 9-10.4	History/Social Studies	Geography, US History
Reading Mastery Words in Context Hard #1 IIWD.01	Hard		WME 702	RI.11-12.4	History/Social Studies	Art History, World History
Reading Mastery Words in Context Easy #2 IIWD.01	Easy		WME 402	RI.9-10.4	History/Social Studies	European History
Reading Mastery Words in Context Medium #2 IIWD.01	Medium		WME 504	RL.9-10.4	Literature	English Literature

Reading Mastery Words in Context Hard #2 IIWD.01	Hard		WME 602	RI.11-12.4	History/Social Studies	World History
Reading Mastery Words in Context Easy #3 IIWD.01	Easy		WME 402, WME 503	RI.9-10.4	History/Social Studies	US Government
Reading Mastery Words in Context Medium #3 IIWD.01	Medium		WME 504	RI. 9-10.4	History/Social Studies	US History
Reading Mastery Words in Context Hard #3 IIWD.01	Hard		WME 603, WME 702	RI.11-12.4	History/Social Studies	World History

Premade Assessments: English/Writing & Language

There are 18 total English/Writing & Language premade assessments, focused on six of the highest frequency SAT power standards. Each of these six power standards features an Easy, Medium, and Hard assessment.

Assessment Title	Difficulty Level	SAT	ACT	Common Core	Course Application
W & L Mastery Transitions Easy OTRN.01	Easy	OTRN.01	ORG 302, ORG 5021, ORG 601	W.4.2.e, W.6.2.c	English Language & Composition
W & L Mastery Transitions Medium OTRN.01	Medium		ORG 403, ORG 502, ORG 603	W.4.2.e, W.5.2.a, W.6.3.a, W.7.2.a, W.9-10.2.f, W.9-10.9.3.e	
W & L Mastery Transitions Hard OTRN.01	Hard		ORG 404, ORG 502, ORG 601	W.4.2.3, W.6.2.c	
W & L Mastery Concision Easy LCON.01	Easy	LCON.01	KLA 301, KLA 401	L.7.3.a	
W & L Mastery Concision Medium LCON.01	Medium		KLA 301, KLA 401, KLA 601, KLA 602	L.7.3.a	
W & L Mastery Concision Hard LCON.01	Hard		KLA 701	L.7.3.a	
W & L Mastery Diction Easy LPRE.01	Easy	LPRE.01	TOD 504, TOD 603, KLA 505, KLA 604, KLA 702	W.4.2.d	
W & L Mastery Diction Medium LPRE.01	Medium		KLA 404, KLA 501, KLA 505, KLA 604	L.4.3.a	
W & L Mastery Diction Hard LPRE.01	Hard		KLA 404, KLA 505	L.4.3.a	
W & L Mastery Inserting & Deleting Easy DFOC.01	Easy	DFOC.01	TOD 201, TOD 301, TOD 401, TOD 501	W.4.2.b	
W & L Mastery Inserting & Deleting Medium DFOC.01	Medium		TOD 301, TOD 601	W.6.2.b, W.9-10.3.b	
W & L Mastery Inserting & Deleting Hard DFOC.01	Hard		TOD 301, TOD 501, TOD 601	W.6.2.b, W.8.2.b	
W & L Mastery Verbs Easy SCON.01	Easy	SCON.01	SST 202, SST 502, SST 602	L.5.1.d	
W & L Mastery Verbs Medium	Medium		SST 202, SST 602	L.5.1.b, L5.1.d	

SCON.01				
W & L Mastery Verbs Hard SCON.01	Hard		SST 302	L.3.1.e, L.4.1.b
W & L Mastery Nonrestrictive Elements Easy PPAR.01	Easy	PPAR.01	PUN 404, PUN 503	L.6.2.a
W & L Mastery Nonrestrictive Elements Medium PPAR.01	Medium		PUN 404, PUN 602	L.6.2.a
W & L Mastery Nonrestrictive Elements Hard PPAR.01	Hard		PUN 201, PUN 404, PUN 602	L.6.2.a

Premade Assessments: Math

There are 83 total math premade assessments. The premade assessments with a score band will have five difficulties increasing from 15-19, 20-24, 25-29, 30-34, to 35-40. The premade assessments with an EMH score band will have three difficulties increasing from Easy, Medium, to Hard.

Premade	Score Band	SAT skill	ACT skill	Common Core	Applicable Courses
Math Mastery Lines Angles Triangles	15-19	ATM.LAT.4.c; ATM.LAT.4.d	G 401 ; G 402 ; G 501	7.G.5 ; 8.G.5 ; G-CO.10	Basic Geometry
	20-24	ATM.LAT.1; ATM.LAT.4.a; ATM.LAT.4.d	G 301 ; G 401 ; G 402 ; G 501	7.G.5 ; 8.G.5 ; G-CO.9	Basic & HS Geometry
	25-29	ATM.LAT.1 ; ATM.LAT.4.d	G 401 ; G 501	8.G.5 ; G-CO.9	Basic & HS Geometry
	30-34	ATM.LAT.1	G 501 ; G 603	8.G.5 ; G-CO.9 ; G-SRT.5	Basic & HS Geometry
	35-40	ATM.LAT.1 ; ATM.LAT.2; ATM.RTT.1.c	G 603	G-SRT.5;G- SRT.7	HS Geometry
Math Mastery Right Triangles & Trig	15-19	ATM.RTT.1.a	G 404 ; G 508	8.G.7	Basic Geometry
	20-24	ATM.RTT.1.a; ATM.RTT.1.c	G 404 ; G 503 ; G 603	8.G.7 ; G-SRT.5 ; G-SRT.7	Basic Geometry
	25-29	ATM.RTT.1.c	AF 701; G 603; G 705	7.RP.3 ; G-SRT.7	Basic & HS Geometry

	30-34	ATM.RTT.1.b	G 509 ; G 603 ; G 604	G-SRT.5;G-SRT.8	HS Geometry
	35-40	ATM.RTT.1.b; ATM.RTT.2; ATM.RTT.4	F 706 ; G 604	G-SRT.6;G-SRT.7;G-SRT.8; G-SRT.11	HS Geometry
Math Mastery Linear Eq. 1 Variables	15-19	HOA.LE1.3	A 301 ; A 601	6.EE.2.c ;A-SSE.2	Pre- Algebra; Algebra I
	20-24	HOA.LE1.1 ; HOA.LE1.3 ; HOA.LE1.5	A 403 ; A 502 ; S 401	6.EE.7 ; 7.EE.4.a; 8.EE.7.b	Pre- Algebra, Algebra I
	25-29	HOA.LE1.1 ; HOA.LE1.2 ; HOA.LE1.4.a ; HOA.LE1.5	A 403 ; A 502 ; AF 602 ; F 507 ; S 502	8.EE.7.b ; 8.F.4 ; A-SSE.1.a ; A-CED.1	Pre- Algebra, Algebra I
	30-34	HOA.LE1.2; HOA.LE1.4.b	AF 702; AF 703	A-CED.1;A-REI.3	Algebra I and II
	35-40	HOA.LE1.1 ; HOA.LE1.2 ; HOA.LE1.4.b	AF 702 ; AF 703 ; S 702	6.EE.6 ; 8.EE.7.a ; A-CED.1	Algebra I and II
	Math Mastery Linear Eq. 2 Variables	15-19	HOA.LE2.4.b	A 501 ; G 510	8.F.4
20-24		HOA.LE2.2 ; HOA.LE2.4.a	AF 503; AF 602	8.F.4 ; A-CED.2	Pre- Algebra, Algebra I

	25-29	HOA.LE2.1 ; HOA.LE2.4.a	AF 503 ; A 502 ; AF 603	7.EE.4.a ; 8.F.4 ; 8.SP.1	Algebra I
	30-34	HOA.LE2.3.a; HOA.LE2.3.b; HOA.LE2.4.b	A 502 ; A 514 ; AF 703 ; F 507 ; G 510	8.F.4 ; A-REI.3 ; A-REI.4.b	Algebra I
	35-40	HOA.LE2.4.c	AF 604; AF 705	F-IF.7.a ; F-BF.3	Algebra I and II
Math Mastery Linear Inequalities	15-19	HOA.LIQ.1	A 503 ; S 701	6.SP.5.c ; A-REI.3	Pre- Algebra, Algebra I
	20-24	HOA.LIQ.1	A 503 ; A 602	6.EE.8 ; A-REI.3	Pre- Algebra, Algebra I
	25-29	HOA.LIQ.1; HOA.LIQ.2	AF 502;AF 602; A 602 ; AF 703	7.EE.4.b; A- CED.3;A-REI.3	Algebra I
	30-34	HOA.LIQ.2; HOA.LIQ.3	AF 602;AF 703; F 507	7.EE.4.b; A- SSE.1.a ;A-CED.3	Algebra I
	35-40	HOA.LIQ.3; HOA.LIQ.4; HOA.LIQ.5	AF 703; AF 705	A-SSE.1.a; A- REI.3; A-REI.12	Algebra II
Math Mastery Systems of Equations	15-19	HOA.LS2.2; HOA.LS2.5.a	AF 602; AF 703	A-CED.3	Algebra I
	20-24	HOA.LS2.6	A 604	8.EE.8.b	Algebra I

	25-29	HOA.LS2.1; HOA.LS2.4	A 604 ; AF 703	8.EE.8.b ; 8.EE.8.c; A-REI.6	Algebra I and II
	30-34	HOA.LS2.3; HOA.LS2.4; HOA.LS2.5.b	AF 602 ; A 604 ; AF703	8.EE.8.b; A- CED.2; A-REI.6	Algebra I and II
	35-40	HOA.LS2.1; HOA.LS2.3; HOA.LS2.5.a	AF602; AF 703 ; AF 704 ; AF 705 ; S 602	8.EE.8.a;8.EE.8.c; A-SSE.1.a; A-CED.2; A- REI.6	Algebra II
Math Mastery Nonlinear Equations	15-19	PAM.NLE.1.a	A 506 ; A 509 ; A 605	A-REI.4.b ; 8.EE.2	Algebra I
	20-24	PAM.EQE.2; PAM.NLE.1.a	A 404 ; A 507	A-APR.1;A- REI.4.b	Algebra I
	25-29	PAM.NLE.1.a; PAM.NLE.1.b; PAM.NLE.3; PAM.NLE.4	A 506 ; A 601; AF 703	A-CED.4; A- REI.2; A-REI.4.b	Algebra I and II
	30-34	PAM.NLE.1.a; PAM.NLE.1.b; PAM.NLE.1.f; PAM.NLE.3	A 506 ; A 601 ; AF 703	A-CED.4 ; A- REI.2 ; A- REI.4.b ; A-REI.7	Algebra I and II
	35-40	PAM.NLE.1.a; PAM.NLE.4	A 507 ; A 601 ; A 605 ; AF 703	A-SSE.3.b; A-REI.4.b	Algebra II
Math Mastery Nonlinear Functions	15-19	PAM.NLF	F 401	F-IF.2	Algebra I
	20-24	PAM.NLF	F 501	F-IF.2	Algebra I

	25-29	PAM.NLF.2.b; PAM.NLF.2.c	AF 703 ; F 401	F-IF.2 ; F-IF.8.b ; F-LE.5	Algebra I and II
	30-34	PAM.NLF.2.e.i ; PAM.NLF.2.e.i i	AF 603; AF 704; AF 705; G 609	F-IF.4 ; F-IF.7.a ; F-IF.7.e ; F-BF.3	Algebra I and II
	35-40	Pam.NLF.1; PAM.NLF.2.a; PAM.NLF.2.d.i PAM.NLF.2.e.i i PAM.NLF.3.b	AF701;AF 704; AF 705; F 702; G 609	7.RP.3 ; N-CN.9 ; A-SSE.2 ; F-If.4 ; F-IF.7 ; F-LE.2	Algebra II
Math Mastery Probability	15-19	PSDA.PCP.1	S 503	7.SP.7.a	Statistics
	20-24	PSDA.PCP.1; PSDA.PCP.2	S 503 ; S 504	7.SP.7.a ; S-ID.5	Statistics
	25-29	PSDA.PCP.1; PSDA.PCP.2	S 602 ; S 704	S-ID.5 ; S-CP.4; S-CP.6	Statistics
	30-34	PSDA.PCP.1 ; PSDA.PCP.2	S 602 ; S 604 ; S 704	7.SP.7.a ; 8.SP.4 ; S-ID.5 ; S-CP.4 ; S-CP.6	Statistics
	35-40	PSDA.PCP.1	S 606 ; S 704	S-CP.2 ; S-CP.4 ; S-CP.6 ; S-CP.7	Statistics
Math Mastery Percentages	15-19	PSDA.PCT.1	AF301;AF 401; S 304	6.RP.3.c ; 7.RP.3	Pre- Algebra, Algebra I
	20-24	PSDA.PCT.1; PSDA.PCT.2	AF 301; AF 502; G 506; S 502	6.RP.3.c ; 7.RP.3	Pre- Algebra, Algebra I

	25-29	PSDA.PCT.1	AF 302 ; AF 401 ; AF 601	6.RP.3.c ; 7.RP.3	Pre-Algebra, Algebra I
	30-34	PSDA.PCT.1 ; PSDA.PCT.2	AF 401 ; AF 602 ; AF 701; AF 703 ; S 502	6.RP.3.c ; 7.RP.3 ; A-CED.2	Algebra I, Statistics
	35-40	PSDA.PCT.1; PSDA.PCT.2; PAM.NLF.1	AF 602 ; AF 701 ; F 702 ; S 502 ; S 602	7.RP.3 ; A-CED.2 ; F-LE.2	Algebra I and II ; Statistics
Math Mastery Ratios Rates Units	15-19	PSDA.RRU.1; PSDA.RRU.2.a	AF 201; AF 301 ; AF 501	4.NF.4.c ; 5.NBT.6; 6.RP.3.d ; 6.NS.1	Pre-Algebra
	20-24	PSDA.RRU.1; PSDA.RRU.2.a PSDA.RRU.2.b PSDA.RRU.3	AF 302; AF 401 ; AF 501	6.RP.3.b ; 7.RP.3	Pre-Algebra, Algebra I
	25-29	PSDA.RRU.1; PSDA.RRU.2.a PSDA.RRU.2.b	AF 401; AF 501	6.RP.3.b; 6.RP.3.d; 7.RP.3	Pre-Algebra, Algebra I
	30-34	PSDA.RRU.1; PSDA.RRU.2.a PSDA.RRU.2.b	AF401; AF 501; AF 601	6.RP.3.b ; 7.RP.3	Algebra I
	35-40	PSDA.RRU.2.b PSDA.RRU.3	AF401; AF 601; A 601; AF 703; G 203	6.RP.2 ; 6.RP.3.d ; 7.RP.3; N-Q.1; A-REI.3	Algebra I and II

Premade	EMH	SAT skill	ACT skill	Common Core	Applicable Courses
Math Mastery Linear Eq. 1 Variable	Easy	HOA.LE1.3	A 601	A-SSE.2 ; A-REI.3	Pre-Algebra
	Medium	HOA.LE1.1; HOA.LE1.4.a HOA.LE1.4.b HOA.LE1.5	A 403 ; A 502 AF 703;F 507	6.EE.7 ; 8.EE.7.b ; 8.F.4 ; A-SSE.1.a ; A-CED.1 ; A-REI.3	Pre-Algebra, Algebra I
	Hard	HOA.LE1.1; HOA.LE1.2; HOA.LE1.4.b	AF702;AF 703 ; S 702	A-CED.1 ; A-REI.3	Algebra I and II
Math Mastery Linear Eq. 2 Variables	Easy	HOA.LE2.1; HOA.LE2.3.b	A 401 ; A 403 ; A 502	6.EE.2.c ; 7.EE.4.a ; 8.EE.7.b	Algebra
	Medium	HOA.LE2.5	G 606	G-GPE.5	Algebra I
	Hard	HOA.LE2.2; HOA.LE2.3.a HOA.LE2.4.c	AF 602;A 604 AF 705;F 507	8.EE.8.c ; 8.F.4 ; A-CED.2 ; F-BF.3	Algebra I and II
Math Mastery Linear Inequalities	Easy	HOA.LIQ.1	A 503 ; S 701	6.SP.5.c ; A-REI.3	Pre-Algebra, Algebra I
	Medium	HOA.LIQ.1; HOA.LIQ.3	A 602;AF 703 ; F 507	7.EE.4.b;A- SSE.1.a ; A- CEd.3 ; A- REI.3	Algebra I

	Hard	HOa.LIQ.3; HOA.LIQ.4; HOA.LIQ.5	AF703; AF705	A-SSE.1.a ; A- REI.3 ; A- REI.12	Algebra I and II
Math Mastery Nonlinear Equations	Easy	PAM.NLE.1.a PAM.NLE.1.eP AM.NLE.4	A 506 ; A 509 ; A 605;A 606	8.EE.2 ; A- REI.3 ; A- REI.4.b	Algebra I
	Medium	PAM.NLE.1.a PAM.NLE.1.d PAM.NLE.1.e PAM.NLE.2; PAM.NLE.4	A 506 ; A 606 ; AF 703	A-SSE.3 ; A- REI.3 ; A- REI.4.b ; F- LE.5	Algebra I and II
	Hard	PAM.NLE.1.b PAM.NLE.1.c PAM.NLE.1.eP AM.NLE.1.f	A 605;AF 703 ; A 701	A-REI.2 ; A- REI.3 ; A- REI.7	Algebra II
Math Mastery Nonlinear Functions	Easy	PAM.NLF.2.c; PAM.NLF.2.e.i PAM.NLF.2.e.ii PAM.NLF.2.e.ii i	AF603;AF 703 AF704;AF 705	A-SSE.1.a ; F- IF.4 ; F-BF.3	Algebra I
	Medium	PAM.NLF.2.b; PAM.NLF.2.d.i; PAM.NLF.2.e.ii ; PAM.NLF.3.a	AF703;AF 704 ; F 708	A-SSE.2 ; A- CED.1 ; F-IF.4 ; F-BF.1.c	Algebra I
	Hard	PAM.NLF.1; PAM.NLF.2.c; PAM.NLF.2.d.ii PAM.NLF.2.e.ii i PAM.NLF.3.b; PAM.NLF.3.c	AF703 ,AF 705 ; F 705	A-CED.1 ; F- IF.2 ; F-IF.7.c ; F-IF.7.d ; F- IF.8.b ; F-BF.3	Algebra II

Math Mastery Percentages	Easy	PSDA.PCT.1	AF301;AF 401 ; S 304	6.RP.3.c ; 7.RP.3	Pre-Algebra, Algebra I
	Medium	PSDA.PCT.1; PSDA.PCT.2	AF301;AF 302 ; AF 401 ; AF502;AF 601	6.RP.3.c ; 7.RP.3	Pre-Algebra, Algebra I
	Hard	PSDA.PCT.2	AF401;AF 602 ; AF 701	6.RP.3.c ; 7.RP.3 ; A-CED.2	Algebra I, Statistics
Math Mastery Probability	Easy	PSDA.PCP.1; PSDA.PCP.2	AF 301 ;S 502; S 503	6.RP.1 ; 7.RP.3 ; 7.SP.7.a	Statistics
	Medium	PSDA.PCP.1; PSDA.PCP.2	S 602 ; S 704	S-ID.5 ; S-CP.4 ; S-CP.6	Statistics
	Hard	PSDA.PCP.1; PSDA.PCP.2	N 201 ; S 602 ; S 604 ; S 704	4.NBT.4 ; 5.NBT.5 ; 7.SP.7.a ; S-ID.5 ; S-CP.4 ; S-CP.6	Statistics
Math Mastery Ratios & Rates	Easy	PSDA.RRU.1; PSDA.RRU.2.a	AF 201;AF 301 ; AF 501	4.NF.4.c ; 5.NBT.6 ; 6.RP.1 ; 6.RP.3.d	Pre-Algebra
	Medium	PSDA.RRU.1; PSDA.RRU.2.a; PSDA.RRU.2.b; PSDA.RRU.3	AF302;AF 401 ; AF 501	6.RP.3.b ; 7.RP.3	Pre-Algebra, Algebra I

	Hard	PSDA.RRU.1; PSDA.RRU.2.a; PSDA.RRU.3	A 403 ; AF 501 ;AF601;AF701	7.RP.3 ; A- REI.3	Algebra I and II
Math Mastery Systems of Equations	Easy	HOA.LS2.6	A 604	8.EE.8.a ; 8.EE.8.b	Algebra I
	Medium	HOA.LS2.1; HOA.LS2.4; HOA.LS2.5.a	A 604 ; AF 704	8.EE.8.b ; 8.EE.8.c; 8.F.4	Algebra I
	Hard	HOA.LS2.1; HOA.LS2.2; HOA.LS2.3	AF 602 ; A 604 ; AF 703	8.EE.8.c ; A- CED.2 ; A- CED.3 ; A- REI.6	Algebra I and II

Build Your Own Assessment

If you are working on specific content and would like a more tailored assessment, FAB is built for creating quick and robust assessments in an easy to digest process. You can feel confident that you will always find well written questions and passages as our assessment builder has over 15,000 questions!

Specifically, there are over 51 Reading passages and 78 English/Writing & Language passages in FAB, with more that 4,400 Reading questions and 2,200 English/Writing & Language questions. In math and science, there are over 2,100 SAT Math questions, 3,100 ACT Math questions, 3,000 ACT Science questions, and 36 Science passages from which to choose.

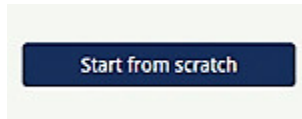
Selecting a passage can be a great starting point when building Reading or English/Writing & Language assessments. Keep in mind that we have single and paired passages, passages with graphics, and all genres of passages represented in our Formative Assessment Builder. Our passages also provide an important opportunity to link with other texts on your syllabi. For instance, we know many English classes read Shakespeare in the spring semesters, so if you are looking for additional texts that have challenging syntax to practice close reading skills, you might want to choose one of our Reading US & World Literature passages such as Leo Tolstoy's *War & Peace* or Anne Bronte's *Agnes Grey*. Appendix B on page 41 has additional information about passages that you can use to easily search for passage content.

Create your own Assessment

1. Click the “Assessments” tab in the top right corner of your dashboard.



2. Select the “Start from scratch” button on the left side of your dashboard.

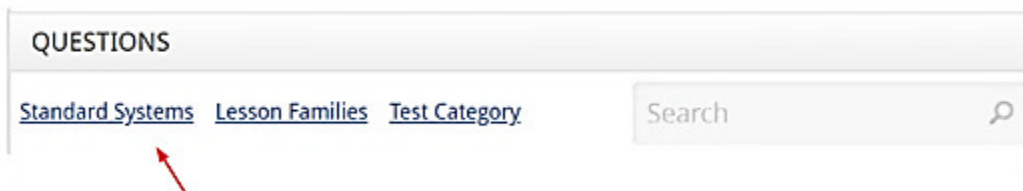


3. Title your assessment, choose your subject, and click “Next.”

4. There are three ways you can filter down content in this section. Select “Standard Systems,” “Lesson Families,” or “Test Category” to search for questions to include on your assessment.

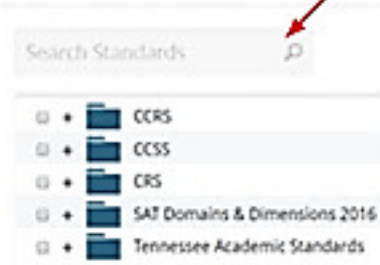
“Lesson Families” reference content areas, such as commas or exponents, that you may want to use to find what you are looking for. “Test Category” gives you more options specific to ACT or SAT question types, like Student-Produced Response items.

The most common way to filter down content is to select “Standard System.” For example, you can type in the code, like RL.9-10. If you don't know a code, you can type in a few words from the standard, like "evidence" or "exponents." You can also use the search bar for keywords such as “linear equations” or “nonlinear functions.”



5. Type in the standard you are searching for in the search bar.

Add Standards



6. After you have selected your standard(s), scroll to the bottom of the pop up box and click on “Add Selected Standards.”
7. Add questions clicking the check box next to an item you’d like to add. You can preview that item by clicking the picture of an eye in the Action column.



8. Organize and Format:

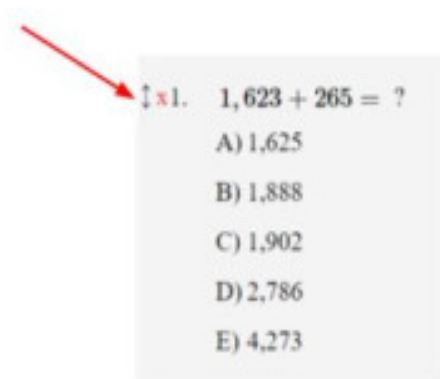
- a. To add custom instructions to your assessment, select “Update Instructions.”



- b. To make the font size bigger, go to the left side of the page and select “Adjust Font Size.”



- c. To delete or reorganize questions on the page, hover your mouse over the question you want to adjust. The red x will delete the question and the arrow will move the question.



- d. When you are done formatting, select the yellow band at the top of the page to save changes.

Template not saved, click [here](#) to save changes

- e. Then, scroll to the bottom of the page and click “Next.”

9. To publish:

- a. If you are done making changes to your assessment, change the status to “Published.” If you want to come back to your assessment and make changes later, keep the status as “Draft.”
- b. Click the “Share With” drop-down to share it with your grade level team.
- c. Click “Assign” to assign your assessment to students.

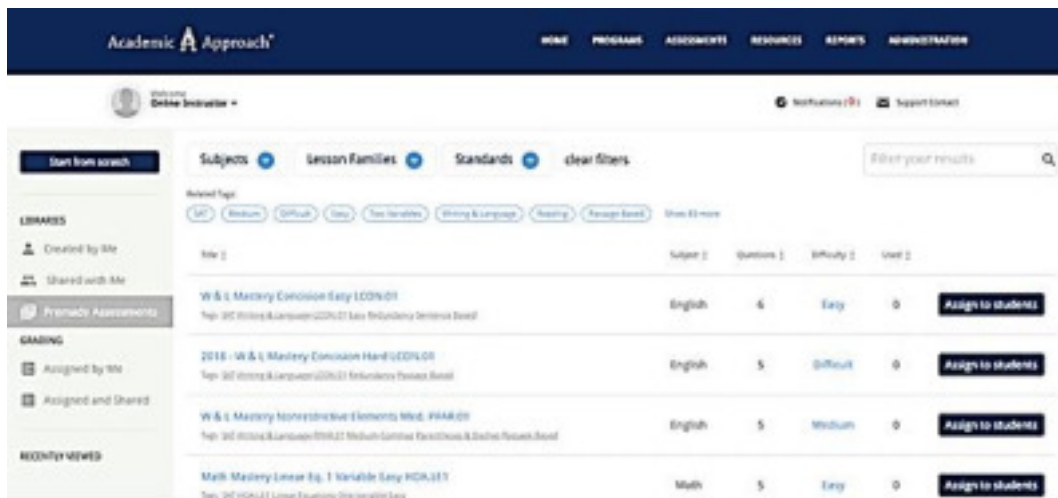
Appendix B on page 41 includes some useful information about some of the content available in our Formative Assessment Builder that is not featured on the premade assessments. In particular, we highlight 10 Reading and 10 English/Writing & Language passages that may be useful. We include their recommended grade level, total number of questions, and standard breakdown.

Downloading an Assessment to PDF

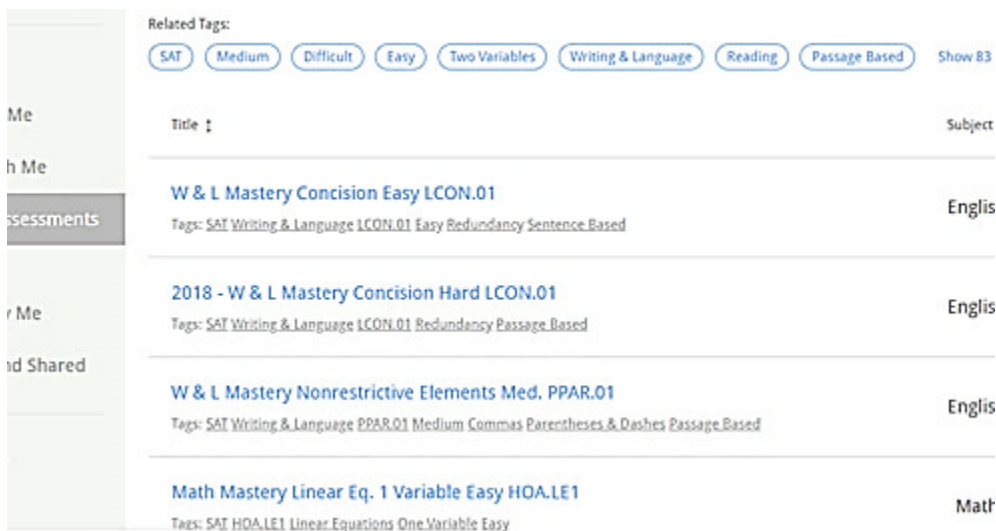
In the Formative Assessment Builder, you will not see an option to download assessments directly to PDF. Our site was designed to send assessments directly to a printer, allowing you to get our content into your classrooms as quickly as possible. However, with schools moving to remote learning for the foreseeable future, many instructors have asked about getting digital PDFs of their assessments.

If you are using the internet browser Chrome, you can take advantage of your browser’s capability to “Save to PDF” from the print menu (Firefox has a similar configuration, though it looks a bit different). To save the assessments you create as a PDF, follow these steps:

1. Navigate to your assessments by clicking “Assessments” in the blue bar of myacademicapproach.com



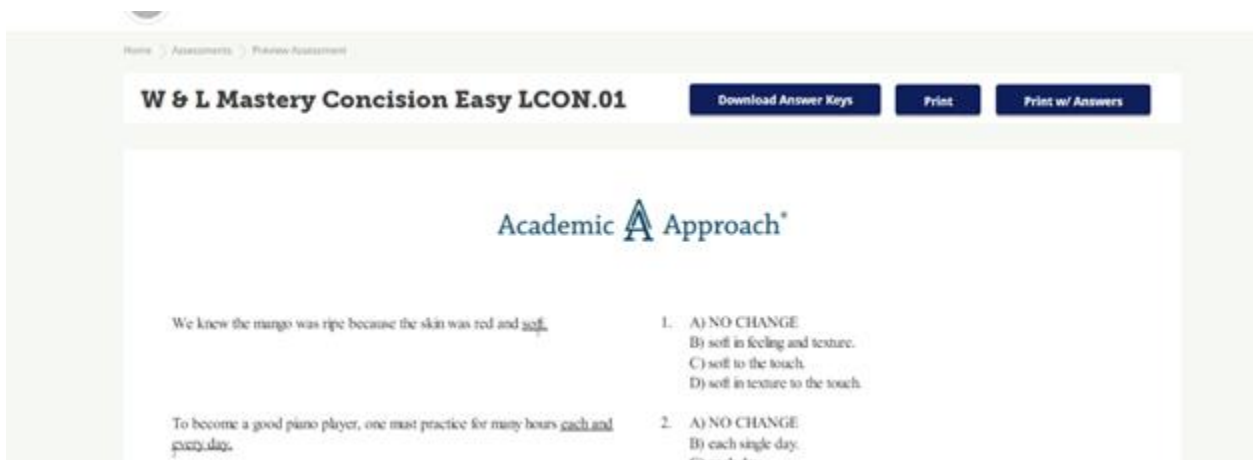
2. Find the assessment you’d like to save as a PDF, either in the “Created by Me,” “Shared with Me,” or “Premade Assessments” libraries. Once you find the assessment you want to save, click on it to preview.



3. In the preview pop-up window, you’ll see a printer icon. Click on it to open the assessment.



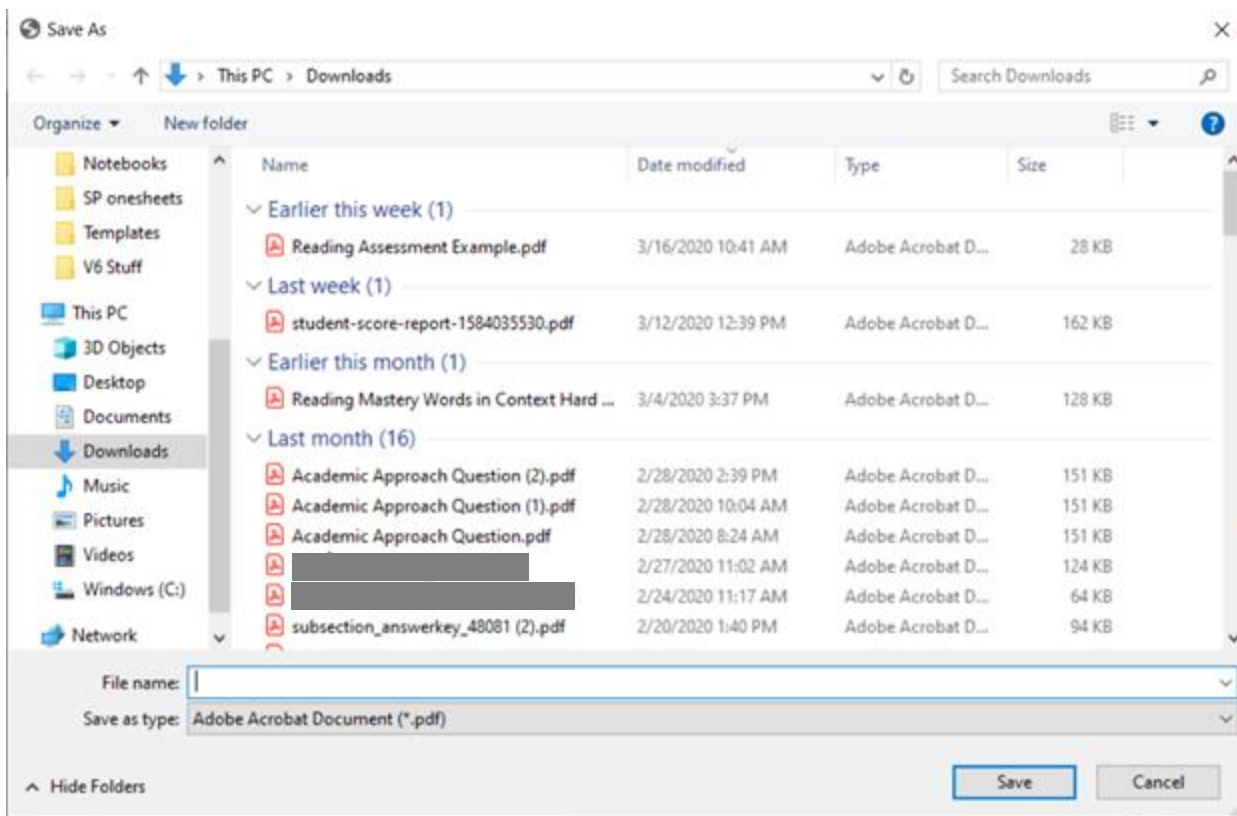
4. From there, you'll see the option to print. Click on "Print."



5. This will open a new window with the print options already opened. The option you want to select is "Save as PDF." Then click "Save."

The screenshot shows a Google Chrome browser window with the address bar displaying `admin.myacademicapproach.com/assessment/formative/preview-webkit-print/8000`. The main content area shows a preview of an assessment page titled "Academic Approach®" with several paragraphs of text and multiple-choice questions. A "Print" overlay is visible on the right side of the page, showing "1 page" and options for "Destination" (Save as PDF), "Pages" (All), and "Pages per sheet" (1). At the bottom of the print overlay are "Save" and "Cancel" buttons. The browser's status bar at the bottom shows "C) a complete surprise."

6. Finally, choose where on your desktop you'd like to save this file. The default is in your downloads. Give the assessment a title, and click "Save."



You can email these PDFs to your students directly. You can also download answer keys from the assessment summary page.

How to Use Reports with your Assessments

The Reports feature in your Academic Approach account allows you to view student data for both full length practice tests as well formative assessments that you have assigned to your classes. There are 12 unique reports available for you to view big picture data, student performance on specific standards and skills, as well as reports for you to share with your students. We recommend starting with the following reports:

Standard Analysis Report

- Gives class accuracy by standard
- Standard options include CCRS (ACT), CCSS (Common Core), CRS (old ACT), and SAT Domains and Dimensions
- Select more than one test to compare skill growth and click on specific skills to see individual student performance
- Recommended for viewing data for power assessments and formative assessments

Skills Insight Report (SAT only)

- Breaks down student performance on specific skills and identifies low-accuracy standards
- Standards include three pieces of information: number of questions, average class accuracy, and potential gain (how many more questions students need to get right to get to 100% accuracy)
- Distributes students into specific score bands and offers suggestions for improvements

Student Scores Report

- Print and hand back to individual students
- Includes scores and recommendations for students
- Can select multiple test events or assessments

You can use reports like the Skills Insight Report or Raw Score Gain Report to identify which skills might be most important for you to focus on with your students.

Best Classroom Practices

Giving these resources to your students will depend on how your school is facilitating remote learning. Once you download an assessment as a PDF, you can deliver it to your students either via email or through a live online classroom setting by using the screen share function. You may also want to use Google Classrooms to collect student responses.

Using either Google Classrooms or Google Forms to collect student responses is simple. This series of steps assumes you've downloaded a PDF of your assessment, assigned your assessment to students in myacademicapproach.com, and are ready to administer it to students. Once you are ready, simply set up a new form or quiz with a number of questions that corresponds to the number of questions on your assessment. Each form question should be multiple choice, and should have the same number of response options as your assessment has answer choices. Furthermore, each form response option should correspond to the *letter choice* of your assessment's answer choices, as opposed to its corresponding value. For example, if a question reads "what's 5 plus 2," and the correct answer is "B: 7," then the correct corresponding form response option is "B."

The last thing that your Google form needs is a way to identify which student is submitting responses. Asking for a student's name or email address is sufficient.

After you've sent your form to students and gathered responses, you can make use of the Grading Template for your assignment in myacademicapproach.com. Navigate to the Assignment Detail View page by clicking Assessments in the blue bar, then Assigned by Me in the left navigation pane. Click on the assignment you'd like to grade.

Once there, you can download the grading template and transcribe (or copy/paste) student responses from your Google form to the grading template, save the grading template, then upload it by clicking “Upload Student Response.” myacademicapproach.com will grade the responses for you, and you will be able to report on the results as soon as grading is complete (usually in a couple minutes).

Conclusion

Academic Approach has a variety of resources ready and available for teachers to utilize as they adapt their curriculum and teaching methods to an online format. In this time of uncertainty, when lesson plans may require significant adjustment, it is important to support college readiness in your students.

By focusing on teaching college readiness skills (along with their corresponding SAT, ACT, and Common Core standards), you will not only be building critical reading, critical thinking, data analysis, problem solving, and sophisticated writing skills, but also better preparing them to transfer skills to college entrance exams down the road.

Our hope is that this guide can provide some insight and direction about the resources available to you through myacademicapproach.com. As you work to transition your classrooms to an online format, please don’t hesitate to reach out to let us know how we can support you best!

Appendix A: Power Standards

SAT Power Standards (full-length, PSAT 10, & PSAT 8/9)

Top SAT Power Standards

Rank	Section	Power Standard	Standard Frequency	Description
#1	Reading	IITE.01	10.07	<i>The student will cite the textual evidence that best supports a given claim or point.</i>
#2	Reading	IIWD.01	7.87	<i>The student will determine the meaning of words and phrases in context.</i>
#3	Reading	SQN.01	5.07	<i>The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in the text.</i>
#4	Reading	IIRC.02	4.93	<i>The student will draw reasonable inferences and logical conclusions from the text.</i>
#5	Reading	IIUR.01	3.80	<i>The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).</i>
#1	Writing & Language	OTRN.01	4.60	<i>The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.</i>
#2	Writing & Language	DFOC.01	3.27	<i>The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.</i>
#3	Writing & Language	SCON.01	2.67	<i>The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.</i>
#4	Writing & Language	LPRE.01	2.53	<i>The student will revise text as needed to improve the exactness or content appropriateness of word choice.</i>
#4	Writing & Language	LCON.01	2.53	<i>The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy)</i>
#5	Writing & Language	DPRO.01	2.47	<i>The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.</i>

#1	Math	PSDA.RRU.1	2.6	<i>Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences.</i>
#2	Math	PSDA.PCT.1	1.93	<i>Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.</i>
#3	Math	PSDA.RRU.2.b	1.67	<i>Unit conversion, including currency exchange and conversion between different measurement systems.</i>
#4	Math	PAM.EQE.2	1.53	<i>Fluently add, subtract, and multiply polynomials.</i>
#5	Math	PAM.NLE.1.f	1.33	<i>Solve systems of linear and nonlinear equations in two variables, including relating the solutions to the graphs of the equations in the system.</i>

Top PSAT 10 Power Standards

Rank	Section	Power Standard	Standard Frequency	Description
#1	Reading	IITE.01	9.86	<i>The student will cite the textual evidence that best supports a given claim or point.</i>
#2	Reading	IIWD.01	8.57	<i>The student will determine the meaning of words and phrases in context.</i>
#3	Reading	SQN.01	3.86	<i>The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in the text.</i>
#4	Reading	IIRC.02	3.57	<i>The student will draw reasonable inferences and logical conclusions from the text.</i>
#5	Reading	IIUR.01	3.14	<i>The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).</i>
#1	Writing & Language	OTRN.01	5.86	<i>The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.</i>
#2	Writing & Language	LCON.01	2.86	<i>The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and</i>

				<i>redundancy)</i>
#3	Writing & Language	DSUP.01	2.43	<i>The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.</i>
#3	Writing & Language	DFOC.01	2.43	<i>The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.</i>
#3	Writing & Language	PMID.01	2.43	<i>The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.</i>
#4	Writing & Language	DQNI.01	2.14	<i>The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.</i>
#5	Writing & Language	LSTY.01	2.00	<i>The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.</i>
#1	Math	PSDA.PCT.1	2.83	<i>Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.</i>
#2	Math	HOA.LE2.3.a	2	<i>For a linear equation in two variables that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.</i>
#3	Math	PSDA.RRU.1	1.66	<i>Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences.</i>
#4	Math	PSDA.RRU.2.b	1.5	<i>Solve problems involving unit conversion, including currency exchange and conversion between different measurement systems.</i>
#4	Math	PAM.EQE.1.c	1.5	<i>Make strategic use of algebraic structure and the properties of operations to identify and create equivalent expressions, including factoring polynomials</i>
#5	Math	HOA.LIQ.1	1.33	<i>Create and use linear inequalities in one or two variables to solve problems in a variety of contexts.</i>
#5	Math	PAM.NLE.1.a	1.33	<i>Make strategic use of algebraic structure, the properties of operations, and reasoning about equality to solve quadratic equations in one variable presented in a wide variety of forms; determine the conditions under which a quadratic equation has no real solutions, one real solution, or two real solutions;</i>

Top PSAT 8/9 Power Standards

Rank	Section	Power Standard	Standard Frequency	Description
#1	Reading	IITE.01	9.00	<i>The student will cite the textual evidence that best supports a given claim or point.</i>
#2	Reading	IIWD.01	6.67	<i>The student will determine the meaning of words and phrases in context.</i>
#3	Reading	IIRC.02	3.33	<i>The student will draw reasonable inferences and logical conclusions from the text.</i>
#4	Reading	SQN.01	3.33	<i>The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in the text.</i>
#5	Reading	RWC.01	3.33	<i>The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.</i>
#1	Writing & Language	OTRN.01	5.33	<i>The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.</i>
#2	Writing & Language	DFOC.01	4.00	<i>The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.</i>
#3	Writing & Language	LPRE.01	2.67	<i>The student will revise text as needed to improve the exactness or content appropriateness of word choice.</i>
#3	Writing & Language	LCON.01	2.67	<i>The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy)</i>
#3	Writing & Language	SCON.01	2.67	<i>The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.</i>
#4	Writing & Language	DSUP.01	2.33	<i>The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.</i>
#5	Writing & Language	PAPO.01	2.00	<i>The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.</i>

#1	Math	PSDA.PCT.1	3.66	<i>Use percentages to solve problems in a variety of contexts. Examples include, but are not limited to, discounts, interest, taxes, tips, and percent increases and decreases for many different quantities.</i>
#2	Math	PSDA.RRU.1	2.33	<i>Apply proportional relationships, ratios, rates, and units in a wide variety of contexts. Examples include but are not limited to scale drawings and problems in the natural and social sciences.</i>
#3	Math	PSDA.RRU.2.b	2	<i>Solve problems involving unit conversion, including currency exchange and conversion between different measurement systems.</i>
#4	Math	HOA.LE1.1	1.66	<i>Create and use linear equations in one variable to solve problems in a variety of contexts.</i>
#4	Math	HOA.LE2.3.a	1.66	<i>For a linear equation in two variables that represents a context, interpret a solution, constant, variable, factor, or term based on the context, including situations where seeing structure provides an advantage.</i>
#4	Math	PSDA.1VD.4	1.66	<i>For quantitative variables, calculate, compare, and interpret mean, median, and range. Interpret (but don't calculate) standard deviation.</i>
#5	Math	HOA.LE1.5	1.33	<i>Fluently solve a linear equation in one variable.</i>
#5	Math	HOA.LE2.4.b	1.33	<i>Make connections between tabular, algebraic, and graphical representations of a linear equation in two variables by identifying features of one representation given another representation</i>
#5	Math	PSDA.ISE.1	1.33	<i>Use sample mean and sample proportion to estimate population mean and population proportion. Utilize, but do not calculate, margin of error.</i>
#5	Math	PAM.EQE.2	1.33	<i>Fluently add, subtract, and multiply polynomials</i>

ACT Power Standards

Top ACT Power Standards

Rank	Section	Power Standard	Standard Frequency	Description
#1	Reading	WME 201	1.58	<i>Understand the implication of a familiar word or phrase and of simple descriptive language.</i>
#2	Reading	CLR 702	1.50	<i>Locate important details in highly complex passages.</i>
#3	Reading	CLR 502	1.17	<i>Locate important details in more challenging passages.</i>
#4	Reading	WME 504	1.08	<i>Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings.</i>
#5	Reading	CLR 201	1.00	<i>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</i>
#1	English	SST 401	6.25	<i>Recognize and correct 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).</i>
#2	English	SST 501	2.75	<i>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).</i>
#3	English	ORG 501	2.50	<i>Determine the need for transition words or phrases to establish subtle logical relationships within and between sentence (e.g. therefore, however, in addition)</i>
#4	English	SST 301	1.83	<i>Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obvious faulty subordination and coordination of clauses.</i>
#4	English	SST 601	1.83	<i>Recognize and correct 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).</i>
#5	English	TOD 603	1.75	<i>Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)</i>
#1	Math	AF 401	2.42	<i>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and estimating by using a given average value in place of actual values</i>
#2	Math	G 705	1.92	<i>Solve multi step geometry problems that involve integrating</i>

				<i>concepts, planning, and/or visualization</i>
#3	Math	G 601	1.75	<i>Use relationships involving area, perimeter, and volume of geometric figures to compute another measure (e.g., surface area for a cube of a given volume and simple geometric probability)</i>
#4	Math	A 502	1.67	<i>Solve real-world problems by using first-degree equations</i>
#4	Math	A 601	1.67	<i>Manipulate expressions and equations</i>
#5	Math	S 701	1.5	<i>Distinguish between mean, median, and mode for a list of numbers</i>
#1	Science	IOD 501	2.58	<i>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</i>
#2	Science	IOD 402	2.33	<i>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</i>
#3	Science	IOD 504	1.83	<i>Determine and/or use a simple (e.g., linear) mathematical relationship that exists between data</i>
#4	Science	IOD 302	1.67	<i>Understand basic scientific terminology</i>
#4	Science	EMI 401	1.67	<i>Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text</i>
#5	Science	IOD 304	1.58	<i>Determine how the values of variables change as the value of another variable changes in a simple data presentation</i>

#1 ACT Power Standard by Strand

Strand	Section	Power Standard	Standard Frequency	Description
CLR	Reading	CLR 702	1.50	<i>Locate important details in highly complex passages.</i>
IDT	Reading	IDT 701	0.92	<i>Identify or infer a central idea or theme in complex passages or their paragraphs.</i>
REL	Reading	REL 503	0.92	<i>Identify clear comparative relationships in more challenging passages.</i>
WME	Reading	WME 201	1.58	<i>Understand the implication of a familiar word or phrase and of simple descriptive language.</i>
TST	Reading	TST 502	0.67	<i>Analyze how one or more sentences in more challenging passages relate to the whole passage.</i>
PPV	Reading	PPV 502	0.50	<i>Identify a clear purpose of more challenging passages and how that purpose shapes content and style.</i>
ARG	Reading	ARG 501	0.67	<i>Analyze how one or more sentences in more challenging passages offer reasons for or support a claim.</i>
SYN	Reading	SYN 301	0.92	<i>Make straightforward comparisons between two passages.</i>
SST	English	SST 401	6.25	<i>Recognize and correct 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).</i>
ORG	English	ORG 501	2.50	<i>Determine the need for transition words or phrases to establish subtle logical relationships within and between sentence (e.g. therefore, however, in addition)</i>
USG	English	USG 602	1.75	<i>Correctly use reflexive pronouns, the possessive pronouns “its” and “your,” and the relative pronouns “who” and “whom.”</i>
TOD	English	TOD 603	1.75	<i>Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)</i>
PUN	English	PUN 301	1.67	<i>Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)</i>
KLA	English	KLA 301	1.67	<i>Delete obviously redundant and wordy material</i>
Geometry	Math	G 705	1.92	<i>Solve multi step geometry problems that involve integrating concepts, planning, and/or visualization</i>
Algebra	Math	A 502	1.67	<i>Solve real-world problems by using first-degree equations</i>
Algebra / Functions	Math	AF 401	2.42	<i>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and estimating by using a given average value</i>

				<i>in place of actual values</i>
Statistics & Probability	Math	S 701	1.5	<i>Distinguish between mean, median, and mode for a list of numbers</i>
Number & Quantity	Math	N 401	0.92	<i>Exhibit knowledge of elementary number concepts such as rounding, the ordering of decimals, pattern identification, primes, and greatest common factor</i>
Functions	Math	F 706	1.34	<i>Use trigonometric concepts and basic identities to solve problems</i>
IOD	Science	IOD 501	2.58	<i>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</i>
EMI	Science	EMI 401	1.67	<i>Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text</i>
SIN	Science	SIN 401	1.42	<i>Understand a simple experimental design</i>

Appendix B: Additional Content & Standard Counts

Additional Reading Passages & Standard Counts

Passage Title	Genre	Total # of Qs	Word Count	Grade Level	Lexile	ACT Difficulty	Graphic	Single or Paired
Bear Hunter	Literature	130	800 words	9th Grade	610-800 L	Uncomplicated/ Somewhat Challenging	No	Single
History of Leisure	History / Social Studies	60	592 words	10th Grade	1140 L	Somewhat Challenging	Yes	Single
The Birth of Frankenstein	Humanities	101	795 words	10th Grade	1180L	Uncomplicated/ Somewhat Challenging	No	Single
Triangle Shirtwaist Factory & Brookside Coal Strike	History / Social Studies	29	338 / 457 words	10th Grade	1200-1300 L for both	More Challenging	Yes	Paired
Great Barrier Reef	Science	90	761 words	10th Grade	1230 L	More Challenging	Yes	Single
Lincoln's Inaugural Addresses	History / Social Studies	73	376 / 388 words	10th & 11th Grade	1160 L / 1360 L	More Challenging	No	Paired
Agnes Grey	Literature	63	725 words	11th Grade	1250 L	Complex	No	Single
The Great Crash of 1929	History / Social Studies	30	766 words	11th Grade	1200-1300 L	Complex	Yes	Single
War & Peace	Literature	75	661 words	11th Grade	1450 L	Complex	No	Single
Colony Collapse Disorder	Science	27	720 words	12th Grade	1500-1600 L	Highly Complex	No	Single

SAT Standard	Stock Market	Triangle Shirtwaist Factory & Brookside Coal Strike	Agnes Grey	Lincoln	History of Leisure	Great Barrier Reef	War & Peace	Colony Collapse Disorder	Birth of Frankenstein	Bear Hunter	Total:
IIRC.01	0	0	1	1	1	10	12	2	15	10	52
IIRC.02	5	0	1	3	2	10	3	2	10	20	56
IIRC.03	2	2	6	4	4	3	3	0	0	0	24
IITE.01	3	4	3	3	5	9	10	0	3	0	40
IICI.01	0	0	1	1	1	5	2	1	2	9	22
IISM.01	0	0	3	3	3	0	2	1	0	0	12
IUR.01	8	4	8	10	6	9	11	3	35	40	134
IWD.01	5	3	4	7	4	10	9	0	9	17	68
RWC.01	2	3	7	6	5	6	6	1	4	3	43
RTS.01	0	0	7	4	3	1	2	1	2	7	27
RTS.02	0	0	1	1	2	5	5	0	15	10	39
RPV.01	0	0	4	7	5	4	4	4	3	0	31
RPU.01	0	0	1	1	2	6	6	4	3	14	37
RAG.01	2	3	5	4	3	4	0	0	0	0	21
RAG.02	0	0	5	4	2	2	0	0	0	0	13
RAG.03	0	0	6	4	6	2	0	1	0	0	19
SMT.01	0	5	0	10	0	0	0	0	0	0	15
SQN.01	3	5	0	0	6	4	0	0	0	0	18
Total:	30	29	63	73	60	90	75	20	101	130	671

*Standards highlighted in green match the suggested college readiness skills

Additional English/Writing & Language Passages & Standard Counts

Passage Title	Genre	# of Qs total	Word Count	Grade Level	Lexile	ACT Difficulty	Graphic	Single or Paired
The American Bison: Symbol of the West? (TOD 503)	History / Social Studies	11	310 words	9th Grade	810-1000 L	Uncomplicated/Somewhat Challenging	No	Single
Legacy of Julia Child	Humanities	10	323 words	9th & 10th Grade	1010-1200 L	Uncomplicated/Somewhat Challenging	No	Single
Spiders Go Ballooning On Electricity	Science	47	444 words	10th Grade	1200-1300L	More Challenging	Yes	Single
A Career to Suit Your Personality	Careers	37	449 words	10th Grade	1200-1300 L	More Challenging	Yes	Single
There Is Such a Thing as a Free Lunch	Careers	46	393 words	10th Grade	1300-1400 L	Complex	No	Single
Unplugged Weddings	Careers	76	461 words	11th Grade	1430 L	Complex	No	Single
Edna Lewis	Humanities	86	448 words	11th Grade	1500 L	Highly Complex	No	Single
Docile Foxes	Science	84	463 words	12th Grade	1440 L	Complex	Yes	Single
Bitcoin	History / Social Studies	101	460 words	12th Grade	1410 L	Complex	No	Single
Lighthouses	History / Social Studies	67	444 words	12th Grade	1660 L	Highly Complex	No	Single

SAT Standard	Spiders	Myers Brigg	Free Lunch	Bitcoin	Edna Lewis	Unplugged Weddings	Lighthouses	Docile Foxes	American Bison	Legacy of Julia Child	Total:
DPRO.01	1	0	1	2	2	2	2	2	0	0	12
DSUP.01	1	0	4	1	1	1	0	3	11	0	22
DFOC.01	1	1	2	4	2	4	2	5	0	2	23
DQNI.01	2	2	0	0	0	0	0	3	0	0	7
OSEQ.01	1	0	0	1	1	1	1	2	0	0	7
OTRN.01	1	5	6	4	1	3	3	4	0	8	35
LPRE.01	2	1	1	6	6	6	6	3	0	0	31
LCON.01	3	3	6	5	1	1	3	3	0	0	25
LSTY.01	1	1	1	3	3	3	3	3	0	0	18
LSYN.01	1	1	1	4	4	4	4	2	0	0	21
SFOR.01	1	1	1	5	3	2	2	3	0	0	18
SFOR.02	1	0	0	4	4	3	4	2	0	0	18
SFOR.03	1	1	0	4	3	3	3	4	0	0	19
SFOR.04	3	3	2	2	4	3	1	2	0	0	20
SCON.01	1	1	1	3	1	3	1	3	0	0	14
SCON.02	1	0	0	2	3	2	2	3	0	0	13
UPRO.01	1	1	0	3	3	2	0	3	0	0	13
UPOS.01	5	4	3	3	5	4	2	0	0	0	26
UAGR.01	1	0	0	3	3	3	3	3	0	0	16
UAGR.02	1	0	1	3	3	2	3	3	0	0	16
UAGR.03	2	0	0	6	6	3	4	2	0	0	23
USPL.01	4	5	2	6	5	0	1	2	0	0	25
UCMP.01	1	1	5	2	1	1	3	1	0	0	15
UIDM.01	1	0	1	4	4	2	1	5	0	0	18
PEND.01	2	3	3	5	3	2	1	2	0	0	21
PMID.01	2	0	1	5	3	4	3	0	0	0	18
PAPO.01	1	0	2	3	2	2	2	2	0	0	14
PSER.01	1	0	0	2	3	2	2	3	0	0	13
PPAR.01	2	2	1	3	3	4	3	3	0	0	21

PDEL.01	1	1	1	3	3	4	2	8	0	0	23
Total:	47	37	46	101	86	76	67	84	11	10	565

*Standards highlighted in green match the suggested college readiness skills

Additional Math Content Standard Counts

Heart of Algebra	#	Problem Solving and Data Analysis	#	Passport to Advanced Math	#	Additional Topics in Math	#
HOA.LE1.1	48	PSDA.RRU.1	118	PAMEQE.1.a	17	ATMAV.1.a	23
HOA.LE1.2	40	PSDA.RRU.2.a	22	PAMEQE.1.b	36	ATMAV.1.b	10
HOA.LE1.3	10	PSDA.RRU.2.b	47	PAMEQE.1.c	24	ATMLAT.1	55
HOA.LE1.4.a	7	PSDA.RRU.3	5	PAMEQE.2	38	ATMLAT.2	10
HOA.LE1.4.b	7	PSDA.PCT.1	63	PAMNLE.1.a	60	ATMLAT.3	10
HOA.LE1.5	60	PSDA.PCT.2	5	PAMNLE.1.b	7	ATMLAT.4.a	10
HOA.LF.1	10	PSDA.1VD.1	5	PAMNLE.1.c	7	ATMLAT.4.b	10
HOA.LF.2	10	PSDA.1VD.2	18	PAMNLE.1.d	7	ATMLAT.4.c	10
HOA.LF.3.a	11	PSDA.1VD.3	21	PAMNLE.1.e	40	ATMLAT.4.d	22
HOA.LF.3.b	7	PSDA.1VD.4	18	PAMNLE.1.f	7	ATMRTT.1.a	75
HOA.LF.3.c	8	PSDA.1VD.5	8	PAMNLE.2	12	ATMRTT.1.b	45
HOA.LF.4.a	18	PSDA.1VD.6	4	PAMNLE.3	16	ATMRTT.1.c	19
HOA.LF.4.b	10	PSDA.1VD.7	47	PAMNLE.4	14	ATMRTT.2	10
HOA.LF.4.c	8	PSDA.2VD.1	7	PAMNLF.1	12	ATMRTT.3	10
HOA.LF.5	10	PSDA.2VD.2	7	PAMNLF.2.a	11	ATMRTT.4	10
HOA.LE2.1	10	PSDA.2VD.3	15	PAMNLF.2.b	10	ATMRTT.5	10
HOA.LE2.2	11	PSDA.2VD.4	21	PAMNLF.2.c	7	ATM.C.1	29
HOA.LE2.3.a	7	PSDA.2VD.5	22	PAMNLF.2.d.i	7	ATM.C.2.a	10
HOA.LE2.3.b	8	PSDA.2VD.6	2	PAMNLF.2.d.ii	7	ATM.C.2.b	20
HOA.LE2.4.a	20	PSDA.2VD.7	2	PAMNLF.2.e.i	11	ATM.C.3	10
HOA.LE2.4.b	25	PSDA.2VD.8	4	PAMNLF.2.e.ii	30	ATM.C.4.a	7
HOA.LE2.4.c	13	PSDA.PCP.1	92	PAMNLF.3.a	14	ATM.C.4.b	7
HOA.LE2.5	21	PSDA.PCP.2	21	PAMNLF.3.b	79	ATM.C.5	7
HOA.LS2.1	10	PSDA.ISE.1	1	PAMNLF.3.c	6	ATM.C.6	10
HOA.LS2.2	7	PSDA.ISE.2	2			ATM.C.7	10
HOA.LS2.3	8	PSDA.ESC.1	5			ATM.CN.1	60
HOA.LS2.4	10	PSDA.ESC.2	5				
HOA.LS2.5.a	8	PSDA.ESC.3	4				
HOA.LS2.5.b	7	PSDA.ESC.4	3				
HOA.LS2.6	12						
HOA.LIQ.1	54						
HOA.LIQ.2	10						
HOA.LIQ.3	8						
HOA.LIQ.4	7						
HOA.LIQ.5	7						
Total =	527	Total =	594	Total =	479	Total =	509

Number and Quantity	#	Algebra	#	Functions	#	Algebra/Functions	#	Geometry	#	Statistics and Probability	#
N 201	20	A 201	20	F 201	10	AF 201	42	G 201	10	S 201	25
N 202	20	A 202	14	F 301	10	AF 301	35	G 202	16	S 202	10
N 203	10	A 301	29	F 401	20	AF 302	10	G 203	9	S 301	20
N 301	20	A 302	26	F 501	22	AF 303	9	G 301	18	S 302	21
N 302	19	A 303	19	F 502	20	AF 304	20	G 302	6	S 303	7
N 303	10	A 401	12	F 503	4	AF 401	29	G 303	19	S 304	40
N 401	27	A 402	21	F 504	10	AF 402	20	G 304	8	S 305	14
N 402	11	A 403	20	F 505	10	AF 403	9	G 401	21	S 401	20
N 403	42	A 404	21	F 506	10	AF 501	29	G 402	21	S 402	14
N 404	16	A 405	11	F 507	4	AF 502	23	G 403	29	S 403	10
N 405	22	A 406	20	F 508	20	AF 503	18	G 404	9	S 404	10
N 406	14	A 501	10	F 509	10	AF 601	20	G 405	33	S 405	20
N 501	18	A 502	25	F 510	24	AF 602	36	G 406	17	S 501	16
N 502	19	A 503	20	F 511	10	AF 603	22	G 407	20	S 502	26
N 503	16	A 504	14	F 601	7	AF 701	17	G 501	23	S 503	41
N 504	20	A 505	15	F 602	10	AF 702	13	G 502	10	S 504	19
N 505	14	A 506	39	F 603	20	AF 703	28	G 503	16	S 505	10
N 601	20	A 507	21	F 604	22	AF 704	35	G 504	10	S 506	10
N 602	24	A 508	20	F 701	10	AF 705	16	G 505	11	S 601	27
N 603	20	A 509	17	F 702	7	AF 706	13	G 506	16	S 602	7
N 604	10	A 510	17	F 703	10			G 507	15	S 603	20
N 605	39	A 511	18	F 704	20			G 508	14	S 604	19
N 606	20	A 512	10	F 705	7			G 509	12	S 605	10
N 607	10	A 513	16	F 706	20			G 510	12	S 606	10
N 701	14	A 514	11	F 707	10			G 511	21	S 701	28
N 702	10	A 601	35	F 708	18			G 512	10	S 702	0
N 703	10	A 602	22					G 601	26	S 703	5
N 704	20	A 603	15					G 602	23	S 704	12
N 705	14	A 604	23					G 603	36	S 705	10
N 706	15	A 605	6					G 604	27		
		A 606	20					G 605	20		
		A 701	20					G 606	20		
		A 702	18					G 607	14		
		A 703	12					G 608	10		
								G 609	18		
								G 701	23		
								G 702	18		
								G 703	20		
								G 704	19		
								G 705	34		
Count =	544	Count =	637	Count =	345	Count =	444	Count =	714	Count =	481

Additional Science Content Standard Counts

Interpretation of Data	#	Scientific Investigation	#	Evaluation of Models, Inferences, and Experimental Results	#
IOD 201	80	SIN 201	27	EMI 201	15
IOD 202	132	SIN 202	16	EMI 301	10
IOD 203	23	SIN 301	27	EMI 302	10
IOD 301	80	SIN 302	10	EMI 401	182
IOD 302	105	SIN 303	10	EMI 402	83
IOD 303	43	SIN 401	34	EMI 403	10
IOD 304	45	SIN 402	27	EMI 404	38
IOD 401	77	SIN 403	22	EMI 501	119
IOD 402	87	SIN 404	66	EMI 502	170
IOD 403	120	SIN 405	13	EMI 503	45
IOD 404	101	SIN 501	23	EMI 504	44
IOD 501	51	SIN 502	60	EMI 505	117
IOD 502	69	SIN 503	51	EMI 601	47
IOD 503	34	SIN 601	34	EMI 602	40
IOD 504	91	SIN 602	22	EMI 603	142
IOD 505	73	SIN 701	56	EMI 701	29
IOD 601	22	SIN 702	45	EMI 702	13
IOD 602	32	SIN 703	43		
IOD 603	13				
IOD 701	30				
IOD 702	32				
Count =	1,340	Count =	600	Count =	1,114

Passage Type	#
Data Representation	13
Research Summary	14
Conflicting Viewpoints	9
Total =	36

Content Type	#
Biology	9
Earth / Space	8
Physics	10
Chemistry	9
Total =	36