



College Readiness Standards Information Services

PLAN® English Report

The College Readiness Standards report for PLAN English allows you to compare the performance of students in your school with the performance of students nationwide. For an explanation of the report's features, see page 2 in the English guide *Connecting College Readiness Standards to the Classroom*.

Sample School (000000)
Standard Report
Anytown, US

Number of Students: 493
Fall National and College-Bound Norms
Grade 10 2007-2008 Academic Year

Score Range	No. of Students	Percentage		Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation		
		Local	National								
1-12	71	14%	17%	<p>Standards</p> <ul style="list-style-type: none"> Students who score in the 1-12 range are most likely beginning to develop the knowledge and skills assessed in the other score ranges. <p>Ideas for progressing to 13-15 score range</p> <ul style="list-style-type: none"> read and discuss the work of favorite writers regularly write informal responses to literature (fiction and nonfiction) in their journals identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences 	<ul style="list-style-type: none"> write short texts in a variety of genres, illustrating simple organization use paragraphing as an organizational device 	<ul style="list-style-type: none"> write sentences to clarify sentences containing too many phrases and clauses check writing to make sure pronoun references are clear revise writing to edit out empty words (e.g., <i>really, very, big, kind of</i>) 	<ul style="list-style-type: none"> vary sentence length by combining simple sentences check writing to make sure verb tenses are consistent 	<ul style="list-style-type: none"> make sure to use adjectives like <i>well, less, and worst</i> correctly 	<ul style="list-style-type: none"> learn to recognize when commas are overused 		
13-15	118	24%	23%	<p>Standards</p> <ul style="list-style-type: none"> Students who score in the 13-15 range are beginning to develop the knowledge and skills assessed in the other score ranges. <p>Ideas for progressing to 16-19 score range</p> <ul style="list-style-type: none"> read writers of various genres and imitate their work revise writing to ensure that every sentence is necessary to the purpose of the piece and that no important information has been left out 	<ul style="list-style-type: none"> Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>) write many simply organized short texts of various genres revise writing to ensure that information is in the best order 	<ul style="list-style-type: none"> Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems 	<ul style="list-style-type: none"> Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences revise writing to correct glaring shifts in verb tense or voice 	<ul style="list-style-type: none"> Solve such basic grammatical problems as how to use the past and past participles and how to use the comparative and superlative adjectives 	<ul style="list-style-type: none"> Delete commas that create basic sense problems (e.g., between verb and direct object) 		
16-19	216	44%	32%	<p>Standards</p> <ul style="list-style-type: none"> Students who score in the 16-19 range are beginning to develop the knowledge and skills assessed in the other score ranges. <p>Ideas for progressing to 20-23 score range</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Select the most logical place to add a sentence in a paragraph recognize and experiment with more sophisticated organizational structures (e.g., comparison-contrast, cause-effect) revise writing to delete illogical conjunctive adverbs discuss the most logical place to add specific information in a draft essay discuss the purpose and the importance of the opening paragraph for directing the rest of the piece 	<ul style="list-style-type: none"> Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay 	<ul style="list-style-type: none"> Determine the need for punctuation and how to use it effectively Decide the appropriate verb tense and voice by strengthening the meaning of the entire sentence 	<ul style="list-style-type: none"> Solve such grammatical problems as whether to use the past or perfect 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 and their, past and passed, and led and lead</i> 	<ul style="list-style-type: none"> Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) 	<ul style="list-style-type: none"> practice using punctuation correctly in simple sentences (e.g., "He ran, jumped, and swam.") check for and correct unnecessary commas 	
20-23	74	15%	20%	<p>Standards</p> <ul style="list-style-type: none"> Students who score in the 20-23 range are beginning to develop the knowledge and skills assessed in the other score ranges. <p>Ideas for progressing to 24-27 score range</p> <ul style="list-style-type: none"> Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details 	<ul style="list-style-type: none"> Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>) 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"> Continue to edit sentences for clarity, wordiness, and redundancy revise structurally complex sentences to correct vague or ambiguous pronoun references 	<ul style="list-style-type: none"> experiment with writing more sophisticated sentences; check to ensure verbs agree with subjects and modifiers don't dangle 	<ul style="list-style-type: none"> revise sentences to ensure that each verb agrees with its subject when there is some text between the two 	<ul style="list-style-type: none"> use commas to set off parenthetical phrases 	<ul style="list-style-type: none"> Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for, appeal to</i>) Ensure that a verb agrees with its subject when there is some text between the two 	<ul style="list-style-type: none"> Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)