

Table 5. ACT Mathematics College and Career Readiness Standards for Score Range 28-32

Mathematics College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Mathematics 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 ?
G	601	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)			
G	602	Use the Pythagorean theorem			
G	603	Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles			
G	604	Apply basic trigonometric ratios to solve right-triangle problems			
G	605	Use the distance formula			
G	606	Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point			
G	607	Find the coordinates of a point reflected across a vertical or horizontal line or across $y = x$			
G	608	Find the coordinates of a point rotated 90° about the origin			
G	609	Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)			
S	601	Calculate or use a weighted average			
S	602	Interpret and use information from tables and charts, including two-way frequency tables			
S	603	Apply counting techniques			
S	604	Compute a probability when the event and/or sample space are not given or obvious			
S	605	Recognize the concepts of conditional and joint probability expressed in real-world contexts			
S	606	Recognize the concept of independence expressed in real-world contexts			

Table 6. ACT Mathematics College and Career Readiness Standards for Score Range 33-36

