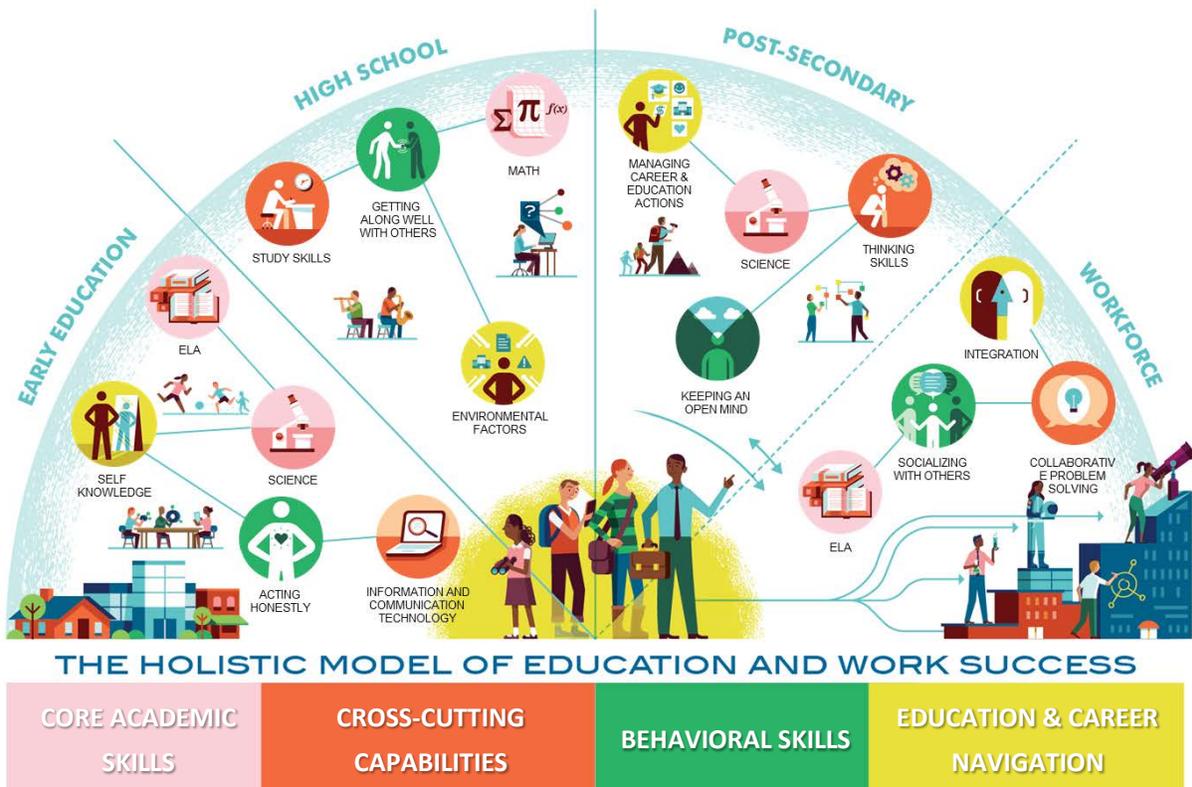


ACT's Holistic Framework: Terminology Guide

Introduction

Building on research conducted at ACT over the last fifty years, ACT's Holistic Framework provides a more complete description of the knowledge and skills individuals need to know and be able to do to succeed at school and at work. The framework is organized into four broad domains (illustrated below and defined within this document).



The Holistic Framework (a) takes into account important developmental periods and transitions, (b) provides alignment between education and work contexts, and (c) recognizes that this expanded set of knowledge and skills can be used in a variety of ways to structure learning and development opportunities (e.g., curriculum) as well as evaluation systems (e.g., assessments) to help all individuals develop the skills necessary for college and career.

This terminology guide can be used to establish a common language among groups of stakeholders to create better alignment and coherence for a variety of purposes, including assessment, monitoring of progress, formative feedback, training and development, and accountability.

Core Academic Knowledge & Skills

Core Academic knowledge and skills include domain-specific knowledge and skills that are required to effectively perform essential tasks in the core academic contents.

| Subject | Domain |
|---|---|
| <p>English Language Arts</p>  <p>Literacy skills related to comprehension and capacity for use of written and oral language.</p> | <p>Reading</p> <p>The process of understanding and interpreting written text. Guided by specific purposes, readers use knowledge, skills, and strategies to make meaning with and reason logically about a range of texts.</p> |
| | <p>Writing</p> <p>The production and use of written language to accomplish a range of purposes, including communication, expression, persuasion, learning, and research. Writers use knowledge, skills, and strategies to plan, draft, and revise a range of texts.</p> |
| | <p>Speaking and Listening</p> <p>Producing and comprehending spoken messages. Individuals draw on speaking and listening knowledge, skills, and dispositions to produce meaning in a range of communication contexts.</p> |
| | <p>Language for Learning and Communication</p> <p>Knowledge of standard English at the word, sentence, and text levels; special focus on using oral, written, and visual texts in a range of school and workplace settings for collaborating, presenting ideas and opinions, and engaging in dialogue and argumentation.</p> |
| <p>Mathematics</p>  <p>Relating and transforming numeric and symbolic quantities, including applications to data sets, patterns, space, and change.</p> | <p>Number and Quantity</p> <p>Understanding relationships among number representations, including whole numbers, fractions, decimals, integers, rational and irrational numbers, complex numbers, and quantities represented in vectors and matrices. Applications include creating equivalent forms of numbers.</p> |
| | <p>Operations and Algebra</p> <p>Understanding and applying processes to simplify, solve, and perform operations with numbers and variables. Focal areas include solving equations, applying proportional reasoning, and understanding functions.</p> |
| | <p>Functions</p> <p>Understanding functions and relations between variables or numbers. These include finding and interpreting domain and range, transformations, maxima and minima, roots and factors, and end behavior.</p> |
| | <p>Geometry</p> <p>The understanding of and relationships among two- and three- dimensional shapes. Topics include measurement, properties, figure composition, classification, and applying postulates and theorems within and between shapes.</p> |

| Subject | Domain |
|--|---|
| | <p>Statistics and Probability Understanding and applying processes to calculate and interpret chance, distributions, descriptive statistics, and inferential statistics. Topics include probability, central measures of tendency, confidence intervals, and expected values.</p> |
| <p>Science</p>  <p>Gathering and interpreting observations, experimental data, and disciplinary content knowledge in order to predict and explain phenomena.</p> | <p>Physical Science Concepts and applications in chemistry and physics. These include modeling based on systems, particle, atomic, and energy considerations. Considerations of the interactions of objects and energy from the atomic scale up to and including the cosmic scale.</p> |
| | <p>Earth and Space Science Concepts and applications in the earth sciences, astronomy, and cosmology. These include models that predict past, present, and future events on Earth and in space using causal relationships and the interactions of matter, energy, and forces.</p> |
| | <p>Life Science Concepts and applications in biology and ecology. These include models that explain and predict structure and function on the molecular, cellular, organism, population, and ecosystem scales.</p> |
| | <p>Science Practices The practices scientists use to understand and explain the world. Practices focus on the design and use of experiments to collect interpretable data that can serve as evidence for both scientific argumentation and modeling.</p> |
| | <p>Cross-Cutting Concepts Concepts common across all domains of science. These concepts link the separate fields of science and promote transfer of knowledge. Together with the practices, they serve as a unifying framework for understanding the world in a scientific way.</p> |

For more details on Core Academic Knowledge & Skills, refer to ACT's *Beyond Academics* [online report](#).

Cross-Cutting Capabilities

Cross-Cutting Capabilities include general knowledge and skills necessary to perform essential tasks *across* academic content areas.

| Capabilities | Strands |
|---|--|
| <p>Technology and Information Literacy</p>  <p>Using technology knowledge and skills to effectively acquire and apply information.</p> | <p>Foundations of Technology Technology knowledge and skills required to effectively acquire and apply information</p> <p>Acquire Technology knowledge and skills required to effectively plan, locate, evaluate, collect, and manage information</p> <p>Apply Technology knowledge and skills required to transform, create, and share information</p> |
| <p>Collaborative Problem Solving</p>  <p>Using problem solving, communication, and behavioral strategies to successfully collaborate with a group to solve a problem.</p> | <p>Problem Solving The process whereby a person attempts to convert a current state into a desired goal state by analyzing the parts of the situation, forming a strategy for reaching the goal state, and evaluating the execution of the strategy</p> <p>Communication Speaking, listening, and writing knowledge and skills required to facilitate communication in various situational contexts</p> <p>Behavior Ongoing affect, cognitions, and overt behaviors in their situational context.</p> |
| <p>Study Skills</p>  <p>Using cognitive and behavioral strategies that enhance comprehension, representation, and retention of learning.</p> | <p>Comprehension Strategies Getting an overview, taking notes, monitoring comprehension, integrating with prior knowledge</p> <p>Representation Strategies Summarizing, highlighting, chunking, outlining, and diagramming</p> <p>Retention Strategies Spaced repetition, delayed recall, self-testing</p> <p>Behavioral Strategies Avoiding distractions, setting challenging learning goals, seeking additional information, making boring tasks interesting</p> |

| Capabilities | Strands |
|--|--|
| <p>Thinking Skills</p>  <p>Successfully employing modes of thinking that apply to broad classes of problems.</p> | <p>Critical Thinking Reasonably analyzing, interpreting, evaluating, synthesizing, or applying information, observations, communication, procedures, or argumentation for the purpose of reaching justified belief or action.</p> |
| | <p>Problem Solving The process whereby a person attempts to convert a current state into a desired goal state by analyzing the parts of the situation, forming a strategy for reaching the goal state, and evaluating the execution of the strategy</p> |
| | <p>Decision Making Evaluating evidence to make a rational choice between two or more alternatives</p> |
| | <p>Computational Thinking Formulating problems and solutions in a form that can be implemented in an automated information-processing system</p> |

For more details on Cross-Cutting Capabilities, refer to ACT's *Beyond Academics* [online report](#).

Behavioral Skills

Behavioral skills include interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.

| Dimension | Component |
|---|---|
| <p>Acting Honestly</p>  <p>Describes the extent to which a person values and adheres to ethical and moral standards of behavior, as well as personal level of humility.</p> | <p>Genuineness Being sincere and truthful in interactions, appropriately giving others credit, and acknowledging his/her mistakes.</p> |
| | <p>Fairness Acts in ways that are intended to be unbiased and fair to everyone.</p> |
| | <p>Modesty Avoids boasting or acting superior to others and is humble about achievements.</p> |
| <p>Keeping an Open Mind</p>  <p>Describes a person's level of open-mindedness and curiosity about a variety of ideas, beliefs, people, and experiences.</p> | <p>Creativity Generating original ideas, using existing ideas or things in new ways, and having an active imagination.</p> |
| | <p>Curiosity Seeking out information to better understand a wide range of topic areas and/or obtaining a depth of understanding in one topic area that goes beyond what is required.</p> |
| | <p>Flexibility Adapting to new environments and making adjustments to accommodate changes.</p> |
| | <p>Accepting Differences Being open-minded and accepting of ideas, cultures, and ways of doing things that are different from his/her own.</p> |
| <p>Maintaining Composure</p>  <p>Describes the extent to which a person is relatively calm, serene, and able to manage emotions effectively.</p> | <p>Stress Tolerance The degree to which a person can control feelings of anxiety and other negative emotions in order to function effectively in a range of situations.</p> |
| | <p>Self-confidence A tendency to be self-assured and to make decisions without needing a lot of input from others.</p> |
| <p>Socializing with Others</p>  <p>Describes a person's preferred</p> | <p>Assertiveness Influencing others and preferring to be in charge in social interactions and group activities.</p> |
| | <p>Optimism The degree to which a person expresses a positive mood and a positive outlook.</p> |

| Dimension | Component |
|--|---|
| level of social interaction, behavior in interpersonal situations, and optimism. | <p>Sociability Seeking out and enjoying situations involving interpersonal interaction and building relationships with others.</p> |
| <p>Getting Along with Others</p>  <p>Describes the extent to which a person interacts positively and cooperates with others, and is generally kind, friendly, and tactful.</p> | <p>Cooperation Being respectful, polite, collaborative, and skilled at working through conflict with other people.</p> |
| | <p>Perspective Taking Identifying, acknowledging, and understanding the emotions of others, showing concern for others, and considering the audience when providing information.</p> |
| | <p>Goodwill Assuming others have good intentions, trusting others, being able to forgive and not holding grudges.</p> |
| | <p>Helpfulness Helping others and being generous with his/her time and/or resources despite personal cost.</p> |
| | <p>Patience Tolerating frustrations presented by others or by situations without expressing irritation or hostility</p> |
| <p>Sustaining Effort</p>  <p>Describes a person's level of diligence, effort, organization, self-control, and compliance with rules.</p> | <p>Dependability Reliably fulfilling responsibilities, meeting deadlines, and producing quality work.</p> |
| | <p>Order Planning and organizing tasks and materials, creating schedules, monitoring progress, and paying close attention to details.</p> |
| | <p>Persistence Working hard, making progress on relevant tasks, and maintaining focus despite setbacks or difficulties.</p> |
| | <p>Rule Consciousness Following rules and procedures and complying with authority.</p> |
| | <p>Goal Striving Setting challenging goals, doing tasks without being told, and working to improve or learn new skills.</p> |
| | <p>Self-control Managing impulses and weighing the consequences of one's behavior before acting.</p> |

For more details on Behavioral Skills, refer to ACT's *Beyond Academics* [online report](#).

Education & Career Navigation

Education & Career Navigation includes personal characteristics, processes, knowledge and skills that influence individuals as they progress through their educational and career paths.

| Dimensions | Components |
|--|---|
| <p>Self-Knowledge</p>  <p>Perceptions of one’s own abilities, interests, skills, values, attitudes, beliefs, etc. that contribute to understanding the self</p> | <p>Awareness States of perceiving, feeling, or being conscious of oneself, education, work, and the gaps among them</p> <p>Personal Attributes Relatively stable individual differences in characteristics that contribute to one's thoughts, decisions, and behaviors</p> <p>Attitudes Stable evaluations of people, objects, events, activities, and ideas that are manifested as feelings, beliefs, or positions</p> <p>Expectations Develops accurate and positive anticipatory beliefs about the causes and consequences of decisions and actions pertaining to education or work</p> <p>Self-Efficacies Develops and strengthens confidence in the ability to successfully complete various tasks (e.g., making decisions, searching for jobs) related to identifying and achieving education and work goals</p> |
| <p>Environmental Factors</p>  <p>Information, conditions, and experiences related to education and work that are acquired primarily from external sources and surroundings</p> | <p>Education & Work Knowledge Specific information about the world of work and occupations, education and training, and fundamental information applicable to developing and navigating one's education and work path</p> <p>Supports Initiates and develops relationships with people and environmental conditions that can facilitate efforts to navigate education/career tasks and achieve education/career goals</p> <p>Barriers Identifies and evaluates the people and/or environmental conditions that may impede progress toward achieving one's education or career goals</p> <p>Experience Participates in activities, paid or unpaid, that can strengthen or modify attitudes, skills, and knowledge that pertain to education and/or work</p> |

| Dimensions | Components |
|---|---|
| <p>Integration</p>  <p>Ongoing process of combining self-knowledge and environmental factors to form personally-relevant knowledge structures used to evaluate information and to plan courses of action pertaining to education and work</p> | <p>Identity Formation Process of recognizing individual and distinct characteristics that define oneself, and using these characteristics in combination when evaluating education and career information and making education/career decisions</p> <p>Exploration Seeks education and occupation information and evaluates it with respect to self-knowledge (e.g., identifies occupations that are of interest)</p> <p>Goals Builds or identifies education/career aspirations that one wants to pursue</p> <p>Career & Education Decision Making Engages in the process of making informed education- or work-related decisions, using appropriate decision-making strategies</p> <p>Congruence (Fit) Evaluates the degree to which one’s personal characteristics are similar to the corresponding characteristics of an education or work environment</p> <p>Action Planning Specifies the steps one would take to achieve a goal pertaining to education or work, such that a practical and realistic course of action is in place.</p> |
| <p>Managing Career & Education Actions</p>  <p>Ongoing process of implementing plans and enacting purposive behaviors that facilitate education and occupation progress</p> | <p>Relational Behaviors Self-initiated behaviors in relation to others that facilitate understanding different aspects of the environment and further an individual's progress toward education or work goals</p> <p>Search Behaviors Self-initiated behaviors that pertain to seeking admittance to a particular education institution or employment at a particular work organization</p> <p>Roles Understanding and managing of identified life roles</p> <p>Implementation Executes, monitors, and evaluates one’s plan for achieving goals</p> <p>Lifelong Learning Takes ongoing actions to acquire new skills and knowledge, and master new experiences</p> |

For more details on Education & Career Navigation, refer to ACT’s *Beyond Academics* [online report](#).