

2016

Test Date(s): \_\_\_\_\_

Test Room: \_\_\_\_\_

Room Supervisor: \_\_\_\_\_

High School Name: \_\_\_\_\_

# The ACT<sup>®</sup> Test

## Administration Manual

State and District Testing

Special Testing

Paper Testing



The **ACT**<sup>®</sup>

[www.act.org](http://www.act.org)

# Contact Information

## ACT State and District Accommodations Testing

800.553.6244, ext. 1788

ACT's normal office hours are 7:00 a.m.–5:00 p.m., central time, Monday–Friday. **On the first day of the testing window, staff are available from 6:00 a.m.–5:30 p.m., central time.**

When calling the toll-free number, you will be asked to provide a 2-digit code from the list below. If you do not know your code, enter "99" and you will receive further instructions.

### State Code List

Alabama.....	01	Montana .....	27
Alaska.....	02	Nebraska .....	28
Arizona.....	03	Nevada.....	29
Arkansas.....	04	New Hampshire ..	30
California.....	05	New Jersey.....	31
Colorado.....	06	New Mexico.....	32
Connecticut.....	07	New York.....	33
Delaware.....	08	North Carolina ..	34
D.C. ....	09	North Dakota .....	35
Florida.....	10	Ohio.....	36
Georgia.....	11	Oklahoma.....	37
Hawaii.....	12	Oregon.....	38
Idaho.....	13	Pennsylvania.....	39
Illinois.....	14	Rhode Island.....	40
Indiana.....	15	South Carolina ..	41
Iowa.....	16	South Dakota .....	42
Kansas.....	17	Tennessee.....	43
Kentucky.....	18	Texas.....	44
Louisiana.....	19	Utah.....	45
Maine.....	20	Vermont.....	46
Maryland.....	21	Virginia.....	47
Massachusetts.....	22	Washington.....	48
Michigan.....	23	West Virginia.....	49
Minnesota.....	24	Wisconsin.....	50
Mississippi.....	25	Wyoming.....	51
Missouri.....	26		

**Fax:**

319.337.1285

**Address:**

ACT State and District Accommodations  
301 ACT Drive  
PO Box 4071  
Iowa City, IA 52243-4071

**Email:**

ACTStateAccoms@act.org

# Contents

## General Information 1

- Local Arrangements 1
- ACT Authorization 2
- ACT Authorization for Future Accommodations Requests 2
- Test Location 2
- Assignment of Test Materials 2
- Timing Codes and Guidelines 2
- Testing Over Multiple Days or During Separate Sessions 3
- Testing More than One Examinee at a Time 3

## ACT Policies and Procedures 5

- Facilities and Staff 5
- Attentiveness 5
- Confidentiality 5
- Equal Treatment 5
- Fair Testing Practices 6
- Investigations 6
- Athletic Coaches 6
- Relatives Testing 6
- Security of Test Materials 6
- Standardized Procedures 7
- Testing Window 7
- Rescheduling 7
- Test Preparation 7
- Authorized Observers 7
- Unauthorized Observers and Media 8
- Retest Restrictions 8
- District Shipping Model 8

## Preparing for Test Day 9

- Selecting Test Rooms 9
- Selecting Testing Staff 12
- Sign Language Interpreter for Spoken Instructions 14
- Sign Language Interpreter for Test Items 14
- Reader 14
- Using DVDs 15
- Transcriber 15
- Training Session 15
- Authorized Access 16
- Nonsecure Materials 16
- Materials Supplied by Examinee(s) 16
- Materials Provided by Your School 17
- Security and Storage of Test Materials 17
- Description of Secure Test Materials Shipment 18
- Calculators 19

## Completing the Non-Test Portions Before Test Day 20

- High School Code (Block K) 20
- Special Testing Reference Number (Block T) 21
- Barcode Labels 21
- Verbal Instructions 22
- Student Profile Section and ACT Interest Inventory 25
- Non-Test Sessions for Absent Examinees 25

## Test Day Activities 26

- Examinees Who Elect to Test Without Accommodations 26
- Administration Report 26
- Testing Staff List 26
- Identification of Examinees 26
- State and District Test Accommodations Roster 28
- Admitting Examinees to the Test Room 29
- Left-handed Examinees 29
- Directing Examinees to Their Seats 29
- Required Documentation 29
- General Announcements to Examinees 29
- Sequence of Tests 30
- Timing the Tests 30
- Announcement of Time Remaining 30
- Breaks between Tests 31
- Examinees Who Leave during a Test and Return 31
- Examinees Who Become Ill after Testing Begins 31
- Guessing 31

## Verbal Instructions 32

- Administering the Tests 32
- Before You Begin 32
- Verbal Instructions 32
- Timing Code 2: Double Time over Multiple Days 38
- Timing Code 3: Triple Time over Multiple Days 46
- Timing Code 5: Standard Time over Multiple Days OR Single Session with Authorized Stop-the-Clock Breaks 56
- Timing Code 6: Time-and-a-Half, Self-Paced, Single Session 64
- Timing Code 7: Time-and-a-Half over Multiple Days 70
- Timing Code 8: Standard Time for Multiple-Choice Tests Plus Double Time for Writing Test, Single Session 77

## Irregularities 83

- Group Irregularities 83

- Individual Irregularities 84
- Required Transfer of Responses to Answer Document 89
- Incomplete Answer Documents 89

## After the Test 90

- Overview 90
- Important 90
- Keep Materials Separate 90
- Blue Envelope 90
- Test Materials Shipping Cartons 90

## Collecting, Packing, and Returning Materials 91

- Overview 91
- How the Site Header and Test Booklet Form Number Impact Scoring 91
- If You Did Not Test 92
  - A. Completing the Testing Staff List 92
  - B. Collecting Materials from the Room Supervisors 92
  - C. Packing the Blue Envelope 93
  - D. Packing the Cartons 93
  - E. Storage and Pickup 93

## Training Session Topics for Discussion 95

### Forms 97

- ACT Administration Report 97
- ACT Administration Report Samples 98
- ACT Seating Diagram 99
- ACT Seating Diagram Instructions 100
- ACT Testing Staff List 101
- ACT State and District Testing Irregularity Report 103
- ACT State and District Testing Irregularity Report Sample 104
- ACT Reader’s Agreement 105
- ACT Sign Language Interpreter’s Agreement 107
- ACT Transcriber Agreement 109

## Anonymous Security Hotline 115

## ACT Test Security Principles 115

# Figures

- Figure 1.** Sample ACT State and District Test Accommodations Rosters 4
- Figure 2.** Seating arrangement examples 11
- Figure 3.** Test Materials Distribution List 17
- Figure 4.** Resealing cartons for storage 18

- Figure 5.** Sample Barcode label 21
- Figure 6.** Packing diagram for returning State and District accommodated test materials 94

# Tables

- Table 1.** Timing Codes 3
- Table 2.** Identifying an Observer 8
- Table 3.** How and Where to Apply Barcode Labels 22
- Table 4.** Acceptable Forms of Identification and Identification Criteria by Roster 27
- Table 5.** Site Header and Test Booklet Form Number 91
- Table 6.** Collecting Materials from Room Supervisors Checklist 92

# General Information

Examinees may take the ACT® test only with accommodations specifically authorized in advance by ACT. Examples of ACT-approved accommodations include:

- DVD or braille version of the tests
  - a reader (must use reader’s script prepared by ACT and test individually in a separate room)
  - additional or stop-the-clock breaks with standard time (each approved examinee must test individually in a separate room)
  - extended time to complete each test (single session or multiple days)
  - testing over multiple days (at least one test per day)
  - using a large type test booklet and/or large type worksheet
  - permission to respond orally (must test individually in a separate room)
- 
- use of a transcriber or computer voice-activated software for the writing test or of a scribe to mark examinee multiple-choice responses and/or write the essay (must test individually in a separate room)
  - [use of a computer or braille for the writing test \(may test as a group\)](#)

## Local Arrangements

You may provide test accommodations without review and approval by ACT if all of the following conditions are met:

- Accommodations must be consistent with the examinee’s accommodation plan on file at the school.
- Accommodations must not disrupt testing, or provide an advantage to the examinee over other examinees.
- Breaks are provided as authorized on the final roster (e.g., no additional breaks or unauthorized stop-the-clock breaks).
- Timing is provided as authorized on the final roster (no testing with a timing code other than what is listed on the final roster).
- The examinee must test with his or her assigned test package.

Examples of test accommodations that can be made without ACT approval are:

- Assigned seating (e.g., at the front of the room to hear Verbal Instructions, at a table instead of a desk).
- Testing in a quiet environment (e.g., small group or individual room).
- Wheelchair access.
- Examinees marking responses in the test booklet (the test coordinator **must** arrange to transfer the responses to the answer document in the examinee’s presence after testing).
- Using irlen filters/colors overlays.
- Food, drink, or access to medication, for examinees with medical needs. These examinee should test separately to avoid disturbing other examinees.
- A written copy of the Verbal Instructions or a sign language interpreter for the Verbal Instructions. (The sign language interpreter must not be a relative. Test items may not be provided.)

If you provide local arrangements, please complete an “ACT State and District Testing Irregularity Report” (page 103).

Refer to the *ACT Administration Manual State and District Testing Standard Time* for information about providing local arrangements to examinees testing with standard time.

## ACT Authorization

Based on the diagnosis and documentation provided for each examinee, ACT will authorize timing guidelines and test materials and, if requested, may authorize other accommodations. The timing guidelines for each test correspond to a particular timing code assigned to each examinee. The timing guidelines have been established based on analyses of time used by examinees with various disabilities. These timing guidelines indicate the maximum time likely to be used by examinees with physical or diagnosed learning disabilities. More than 90 percent of examinees finish well **before** the maximum time allowed.

## ACT Authorization for Future Accommodations Requests

ACT will send an authorization letter to the school's test coordinator to be shared with each examinee approved by ACT for accommodations.

## Test Location

State and District testing scores are reported as "State" under Test Location on all score reports. ACT does not report any specifics about the accommodations provided.

## Assignment of Test Materials

ACT assigns test materials by serial number to each examinee. These are listed on the Test Materials Distribution List. Only the authorized examinee may use the materials assigned to him or her; they may not be used by another examinee or transferred to any other location.

**Tests administered using materials assigned to another examinee or transferred from any other location will NOT be scored.**

## Timing Codes and Guidelines

Each examinee with ACT-approved accommodations has an assigned timing code that identifies the timing guidelines authorized for that examinee and determines which verbal instructions must be read to that examinee. To schedule testing for an examinee, read the timing code listed below each examinee's reference number on the ACT State and District Test Accommodations Roster (see figure 1 for samples). The timing codes, associated guidelines, and test times can be found in table 1.

**For timing codes 2, 3, 5, and 7**, testing may occur over multiple days; however, each test must be completed during a single session. **For timing code 8 (ACT with writing only)**, all tests must be completed in a single session. **Timing code 6** is the **ONLY** timing code that authorizes examinees to pace themselves through each test within the total time allowed—all tests must be administered in a single session. For all other timing codes, ALL examinees in the room must be working on the same test at the **same** time (for example, if administering Test 1—English, all examinees in the room must be working on Test 1—English).

Examinees with different timing codes must **NOT** test in the same room. Examinees with any of these timing codes may NOT test in a standard time room. If they do, the answer documents from that room will not be scored or scores will be cancelled.

If you are in an ACT (no writing) state or district, **SKIP** the "writing test" section of **EACH** timing code and **IGNORE** timing code 8. In the verbal instructions for each timing code (except timing code 6), at the end of Test 4, you will receive clear instructions on how to conclude your administration.

If an examinee would prefer to use less time than allowed for his or her authorized timing code, call ACT for assistance.

**Table 1. Timing Codes**

Timing code	Definition	Time per test (in minutes)				Writing test
		Test 1	Test 2	Test 3	Test 4	
2	Double time over multiple days	90	120	70	70	80
3	Triple time over multiple days	135	180	105	105	120
5	Standard time over multiple days OR single session with authorized stop-the-clock breaks	45	60	35	35	40
7	Time-and-a-half over multiple days	70	90	55	55	60
8	Standard time for multiple-choice tests plus double time for writing test, single session	45	60	35	35	80
		Time for all tests (in hours and minutes)				
		The ACT (no writing)		The ACT with writing		
6	Time-and-a-half (single session, self-paced)	5 hours		6 hours		

## Testing Over Multiple Days or During Separate Sessions

If ACT authorized testing over multiple days (timing codes 2, 3, 5, and 7), each test must be completed in a single session, and the examinee may not return to a test after being dismissed from that test session. **The days do not have to be consecutive, but all tests must be completed in the correct sequence within the designated two-week window or the answer documents will not be scored.**

All tests in the ACT (no writing) or ACT with writing must be completed before any other tests that will be administered as part of a multiple-day State and District testing program (e.g., ACT WorkKeys® assessments, state-developed tests). Answer documents will not be scored if this policy is violated.

The testing time actually used on each test by each examinee and the dates of each session must be entered on the Administration Report (page 97). For **timing code 6**, the total time actually used by each examinee on **all** tests must be entered.

## Testing More than One Examinee at a Time

ACT encourages group administrations for examinees approved for similar accommodations and **authorized for the same timing code**. If more than 10 examinees with the same timing code will test in one room, a proctor is **required** to assist with the administration. If you are testing any examinees using DVDs, ACT recommends a proctor assist with the administration.

**An examinee approved to test with a reader must test INDIVIDUALLY in a separate room. Readers may not read the tests to a group.** Examinees using DVDs may test as a group if they use their own headphones, can control the progress of their own players, and begin each test at the same time.

*Any examinees approved by ACT for stop-the-clock breaks must test individually, each in a separate room. Do NOT include time spent taking breaks in the testing time used by these examinees on your Administration Report.*

**Timing code 6** is the ONLY timing code that authorizes examinees to pace themselves from one test to the next within the total time allowed. For all other timing codes, ALL examinees in the room must be working on the **same test** at the **same time** (e.g., when administering Test 1—English, all examinees must be working on Test 1—English).

When testing more than one examinee at a time, test form serial numbers and reference numbers must be carefully checked to ensure that each examinee receives the materials **specifically assigned** by ACT on the Test Materials Distribution List and begins and ends each test session with his or her assigned materials.

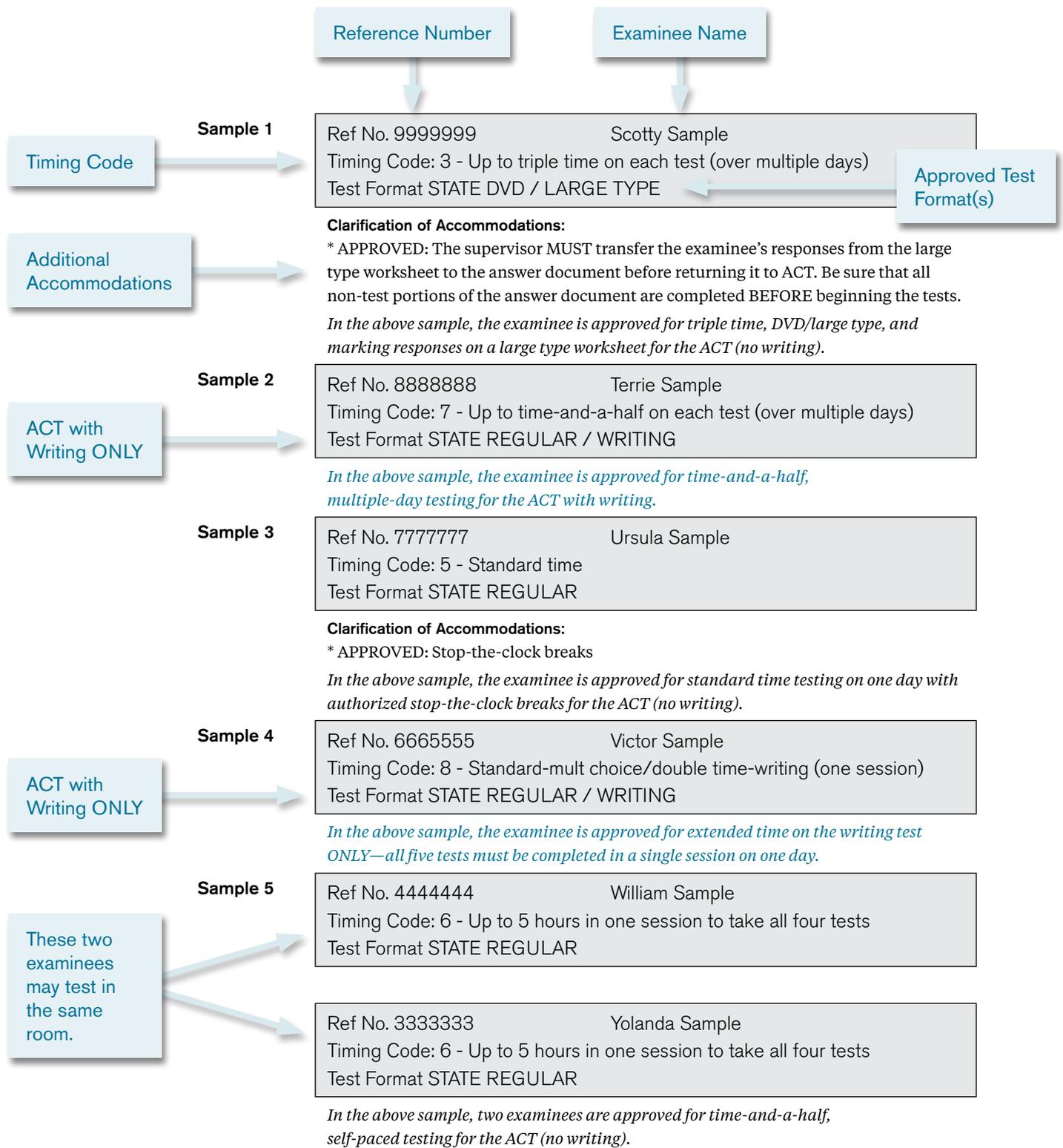


Figure 1. Sample ACT State and District Test Accommodations Rosters

# ACT Policies and Procedures

For the ACT tests to successfully measure academic skills, they must be uniformly administered. When you were appointed as your school's test coordinator, you signed a statement affirming that you meet all required qualifications and will comply with the policies and procedures in this manual. Throughout this manual, all administration responsibilities are assigned to you as test coordinator. You and your testing staff must read, understand, and follow the policies and procedures in this manual. If you have any questions that are not addressed in the manual, call ACT for instructions.

## Facilities and Staff

The test coordinator must work with the school or district officials to provide both acceptable facilities and qualified staff.

## Attentiveness

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual or supplemental policy information), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in any activity not directly related to the administration is **not** allowed. No one, including testing staff, may eat or drink (including water) in the test room (unless approved for medical reasons).

If testing more than one examinee, you must walk around the test room to ensure examinees are working on the correct test. Walking around the test room also discourages prohibited behavior and makes you available to answer questions, respond to illness, or replace defective materials. Examinees must never be left unattended.

## Confidentiality

Information about examinees is confidential, including their names. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information, or use such information for any purpose other than administering the tests. Questions concerning attendance or test-day procedures from parents or examinees can be answered within the normal confines of student confidentiality policies at your school. However, all forms and information contained in the *Administration Manual* are the property of ACT and must not be shared with any person who is not part of the testing staff. Any requests for copies of test date documentation (e.g., Irregularity Reports or Administration Reports) from any source other than ACT or the designated state education agency are to be referred directly to ACT or the state agency.

## Equal Treatment

All testing staff are required to administer and supervise the ACT in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act.

## Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code. A copy of each Code may be obtained free of charge from ACT Customer Services, PO Box 1008, Iowa City, IA 52243-1008, 319.337.1429.

## Investigations

In cases of suspected or documented irregularities, all testing staff must cooperate fully with ACT and the state education agency or district assessment office in subsequent investigations and respond to requests from ACT or the state agency in a timely manner. In cases where an examinee disputes an ACT decision or communication regarding the administration, the examinee or his or her representatives may contact you directly and request information. Questions concerning attendance or test-day procedures from parents or examinees can be answered within the normal confines of student confidentiality policies at your school. (See also “Confidentiality,” page 5.)

## Athletic Coaches

ACT has provided assurances to the NCAA that scores achieved through State and District testing are comparable to scores achieved through National testing and Special testing. Scores are used in determining Division I and Division II NCAA Initial-Eligibility.

To protect athletic coaches and student-athletes from the appearance of a conflict of interest, an athletic coach:

- may *not* have access to secure accommodations test materials before or after testing
- *may* serve as a room supervisor, but may not supervise one-on-one testing for a student athlete

The policy applies to any head or assistant coach of high school or college athletics, whether or not the sport is in season at the time of testing.

## Relatives Testing

To avoid the appearance of a conflict of interest—and to protect you and your relatives or wards from allegations of impropriety—you may not serve as test coordinator or have access to secure test materials if any relative or ward will be testing with accommodations **at any school** in your state during your designated accommodations testing window. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

Because test coordinators have access to secure test materials, for the testing window a relative or ward will be testing with accommodations, the test coordinator must delegate all administrative responsibilities—including the receipt and return of test materials—to a qualified colleague and notify ACT by submitting a profile change form. The form can be accessed by going to the web address listed on your *Schedule of Events*.

If an examinee tests at a site where a relative or guardian is serving as a room supervisor or proctor, that examinee must not be assigned to the room where the relative or guardian is working. The relative or guardian must not have access to that examinee’s answer document or test materials.

Scores for an examinee will be cancelled automatically if that examinee:

- tested with accommodations during the same testing window in which a relative or guardian served as a test coordinator at any school in your state participating in ACT State and District testing or had access to secure test materials, or
- tested in a room in which a relative or guardian served as a room supervisor or proctor.

## Security of Test Materials

**The test coordinator is responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier’s possession.** The test coordinator must

protect the materials from damage, theft, or loss, and from conditions that could allow prior access to the tests. Test materials must be kept in a locked, secure area, such as a vault or non-portable cabinet in a locked, limited-access room. Only the test coordinator, test accommodations coordinator, and possibly a few specifically authorized persons may have access to the area.

Test materials must not be transferred to any other location. They will be shipped directly to and must remain at the institution where the tests will be administered.

You and your technical support staff ARE permitted to open and check DVDs prior to testing.

All ACT test forms are copyrighted and cannot be photocopied, used for any other purpose, or opened by any person other than the examinee on the test date. You are not allowed to alter the format of any test materials, transfer them to another format, or create any of your own test materials. Testing staff and examinees are prohibited from disclosing test questions or response choices to anyone. Scores earned by examinees who may have had advance access to test content will be cancelled and will not be reported to examinees or educational institutions.

## Standardized Procedures

Throughout this manual, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. All testing staff are required to read the materials provided by ACT, including this manual. Adherence to these standardized procedures is mandatory. The manual is proprietary information and is copyrighted by ACT. It is to be used only for the purpose of administering the ACT tests and is not to be copied or shared for any other purpose.

## Testing Window

The ACT tests must be administered only during the authorized accommodations testing window for your state or district (see front cover). All tests must be completed during this window. If other tests (e.g., ACT WorkKeys assessments, state-developed tests) will be administered as part of a multiple-day State and District testing program, all tests in the ACT (no writing) or ACT with writing must be completed **first**.

Tests administered outside the window or out of sequence will not be scored.

## Rescheduling

If an emergency on test day (e.g., fire, tornado, snow) forces the termination of testing or the closing of school, the test coordinator must notify ACT as soon as possible. Protect the security of the test materials, and be especially careful if testing is underway. Call ACT immediately at 800.553.6244, ext. 1788, to explain your situation. Decisions regarding rescheduling will be made on a case-by-case basis.

If you are unable to administer the tests to any examinee approved for accommodations due to examinee illness, you may reschedule that examinee's tests within your designated testing window without notifying ACT, but all tests must be completed within the window. Because examinees testing as a group must all be working on the same test at the same time, you will need to reschedule all remaining tests for that examinee individually.

## Test Preparation

Due to a potential conflict of interest, those involved in ACT test preparation activities at any time during the current testing year (September 1 through August 31) may not serve as testing staff. ACT recognizes that the normal duties of a counselor or teacher may involve some responsibilities for test preparation. These activities by teachers or counselors are not a conflict of interest, provided they are part of job responsibilities specifically defined by one's employer and the employer is not a commercial enterprise.

## Authorized Observers

An observer authorized by ACT or from your state education agency or district assessment office may

visit your test site any day within the scheduled testing window. Such a visit is normally not announced in advance.

If an observer arrives, take the following steps *before allowing access to the testing area or test materials*.

**Table 2. Identifying an Observer**

Step	Action
1	<p>Check credentials. An observer must have one of the following:</p> <ul style="list-style-type: none"> <li>• a state education agency ID with photo</li> <li>• a district assessment office ID with photo</li> <li>• a photo ID <i>and</i> state education agency ID (without photo)</li> <li>• a photo ID <i>and</i> district assessment office ID (without photo)</li> <li>• an authorization letter from ACT and employer ID with photo</li> <li>• an authorization letter from ACT <i>and</i> photo ID <i>and</i> employer ID (without photo) e.g., business card showing company affiliation</li> </ul>
2	<p>Did the observer provide necessary credentials?</p> <ul style="list-style-type: none"> <li>• If <i>yes</i>, allow the observer access to the testing area and test materials, and give the observer your full cooperation.</li> <li>• If <i>no</i>, deny the observer access to the testing area and test materials.</li> </ul>
3	<p>Submit an Irregularity Report, that includes:</p> <ul style="list-style-type: none"> <li>• the observer's name</li> <li>• agency/company</li> <li>• whether or not the observer was admitted.</li> </ul>

If you have concerns, call ACT at the phone number listed inside the front cover of this manual.

## Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms. Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms.

Please inform ACT Public Relations (800.553.6244, ext. 1028) of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is answered uniformly.

## Retest Restrictions

**Examinees may take the ACT no more than 12 times total.** Examinees may test **once** during the State and District accommodations testing window **AND** also on any ACT National test date or through ACT Special testing. Examinees wishing to test more than once should check their options at [www.actstudent.org](http://www.actstudent.org).

## District Shipping Model

This manual is written for school staff with the understanding that test materials will be shipped directly to the school and back to ACT and will not be transported without written approval from ACT. However, if your testing program includes district shipping, all shipments to and from ACT will first pass through a district official.

See the Manual Supplement for District Shipping. The supplement explains security measures to take, and how to document the transfer of materials to and from schools. The supplement includes a Secure Test Booklet and Test Package Transfer Form to complete. The supplement can be found on the website for your testing program.

# Preparing for Test Day

This section focuses on what you are to do before test day—how to arrange for and prepare your facilities, select and train staff, and securely receive and store your test materials. The test coordinator should work with the test accommodations coordinator, as necessary, to accomplish these tasks.

## Selecting Test Rooms

If you will be testing more than one examinee with the **same timing code** and similar accommodations in the same room, select rooms that are not so small that they will be crowded or so large that test security will be difficult to maintain. Arrange your seating to prevent examinees from communicating with each other or looking at others' answer documents. ACT prefers classrooms and recommends that no more than 10 examinees with accommodations test in one room. If feasible, reserve the same room for each day you will be testing. It is best to schedule consecutive days for examinees approved to test over multiple days, but you may skip days as necessary.

Refer to the authorized timing code for each examinee to ensure you allow adequate time and plan for **a different room for each timing code. Each examinee using a reader or authorized for stop-the-clock breaks must test individually in a separate room.** Examinees using DVDs may test as a group if they use their own headphones, can control the progress of their own players, and begin each test at the same time.

Choose rooms as free from distraction as possible, but you need not turn off school bells or PA systems. Post signs outside the test room(s) to warn that testing is in progress and quiet is required.

## Accessibility

Under the Americans with Disabilities Act, ACT tests must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Select test facilities and rooms accessible to persons with disabilities whenever possible.

## Phones

You must arrange for a phone to be available on test day in case you need to make a toll-free call to ACT.

## Bulletin Boards

Make sure bulletin board materials related to potential test questions (English, mathematics, reading, science, and writing), charts, and maps that provide strategies for solving problems or writing essays, are removed or covered. Geographic maps and periodic tables need not be covered.

## Timepieces

Each room supervisor must have two reliable timepieces in the test room to ensure accurate timing. One of these must be an accurate clock or watch that shows the actual time of day; ACT recommends the other be an interval stopwatch or timer.

## Environment

Make sure the lighting, temperature, and ventilation in each room allow examinees to give their full attention to the tests.

## Left-handed Examinees

Appropriate writing surfaces must be provided for left-handed examinees. Use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together and have the left-handed examinee use both surfaces. Seat all examinees in the room to minimize the opportunity to look at another's answer document.

## Room Supervisor Required in Each Room

Each room supervisor must take responsibility for only one test room. Observing examinees in multiple rooms from a central location (such as the hallway) or through glass walls or security cameras is prohibited and can result in cancelled scores. The room supervisor must be stationed in the room facing the examinees. Staff must be able to see every examinee clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths are not acceptable because they obstruct staff's view of examinees.

## Room Setup and Seating Arrangements

If seats are stationary, leave empty rows and columns of seats between examinees to achieve the required spacing. If seats are not stationary, move them to meet requirements before examinees are admitted to the room. Spread examinees out in the room as much as possible, using all the space. Seating arrangements must minimize the possibility that an examinee will communicate with others or look at others' test materials.

Test rooms must be set up according to the requirements below, or scores may be cancelled.

- **All examinees in the test room must face the same direction**, regardless of the number of examinees in the room or the distance between them.
- There must be **at least three feet of space between examinees** (side-to-side measured shoulder-to-shoulder, and front-to-back measured head-to-head).
- In multiple-level rooms, examinees must be **at least five feet apart** front-to-back.
- There must be sufficient aisle space for staff to get to every seat during testing without disturbing examinees.
- Seat examinees in straight rows and columns, directly in line with each other.

## Proper Use of Tables

If tables are used, see figure 2 for the maximum number of examinees allowed per table. Tables must be arranged so that all spacing requirements are met. Examinees must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat an examinee where the tables join. Use the following rules to seat examinees:

- **ROUND TABLES: only one examinee** per round table, regardless of size.
- **TABLES LESS THAN 6 FEET: only one examinee** per table.
- **TABLES 6 TO 9 FEET: only two examinees** per table. If 6-foot tables are used to seat two examinees, a 3-foot space is required **between the tables**.

## Single-Level and Multiple-Level Classrooms

ACT prefers single-level classrooms. Avoid using rooms with multiple-level seating. Even with five feet between examinees, multiple-level seating makes it easier to look at a neighbor's answer document. If you do not have an alternative to multiple-level seating, you may need to allow more than five feet between examinees. Before test day, determine the spacing needed to deter copying.

## Writing Surfaces

Writing surfaces must be large enough to accommodate both the test form and the answer document. Lapboards are not allowed under any circumstances.

## Acceptable Seating Arrangement Examples

"min." = minimum "ft." = feet

↔ indicates distance between examinees

Side-to-side distances are measured from shoulder-to-shoulder

Front-to-back distances are measured from head-to-head



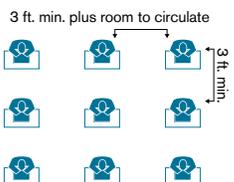
Side View



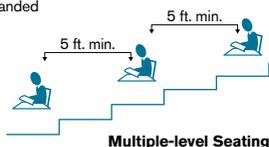
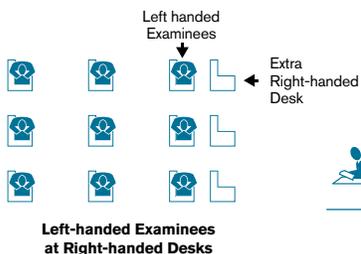
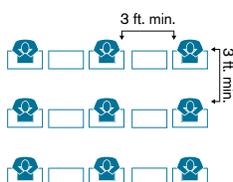
Overhead View

### Examinee Spacing

#### Level Seating with Movable Desks

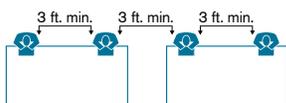


#### Level Seating with Stationary Desks

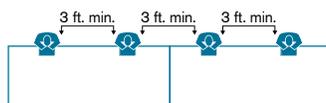


### Table Spacing

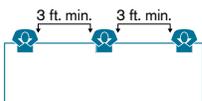
#### 6-Foot Tables



#### 8-Foot Tables



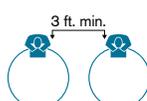
#### Tables more than 9 feet



#### Tables under 6 feet



#### Round tables any size



## Unacceptable Seating Arrangement Examples



Examinees Facing the Wall or Each Other



Desk Surface Too Small



Dividers, Study Carrels, and Partitions



Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



Examinees Not in Straight Rows and Columns Directly in Line with Each Other

Figure 2. Seating arrangement examples

## Selecting Testing Staff

The test coordinator must work with the principal to select qualified testing staff to administer the tests to examinees approved for test accommodations according to the instructions in this manual. Members of the testing staff must be people of integrity. Testing staff may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and paraprofessionals. High school students or graduates, volunteers, and lower-division undergraduates may not work as testing staff. Anyone who intends to take the tests within the next 12 months must not administer the tests in any capacity.

### Test Coordinator

The test coordinator, in consultation with the test accommodations coordinator, ensures that all examinees testing with accommodations at your site test under the same conditions as examinees at every other site. The name of the test coordinator must be on file with ACT prior to the test date. Test coordinators and test accommodations coordinators can serve at only **one** school and must attend training conducted by ACT (if previously untrained).

#### Specific responsibilities:

- Read and understand thoroughly the policies, procedures, and instructions in this manual.
- Schedule a supervised in-school session for examinees to personally complete the non-test portions of their answer documents **before** test day. Schedule additional sessions as needed.
- Arrange for application of barcode labels on the back page of the answer documents.
- Select and train qualified room supervisors and proctors before test day.
- Receive, check-in, and secure test materials.
- Select and reserve test rooms.
- Serve as room supervisor as needed (see “Room Supervisor,” page 13).
- Plan seating arrangements and prepare rooms prior to test day.
- Arrange for a phone for calling ACT on test day.
- Notify examinees of the test date(s), location, and materials needed.
- Count test booklets/forms prior to distribution.
- Distribute test materials to staff to ensure each examinee receives the materials specifically **assigned** to him or her by serial number.
- Collect and account for all answer documents and test forms after each test session.
- Arrange for test responses to be transferred to answer documents for examinees approved for alternate response modes. This transfer must take place in the examinee’s presence.
- Ensure completeness and accuracy of all test date documentation including rosters, Administration Reports, and Seating Diagrams.
- Return answer documents to be scored and required documentation to ACT **immediately** after the accommodations testing window ends.
- Return **all** test forms to ACT immediately after the window ends.
- Cooperate with ACT and the state education agency in resolving irregularities.

### Replacements

If the test coordinator is not able to supervise the administration, ACT must be notified of the appropriate replacement prior to the test date: The person selected to serve as replacement must complete and submit a profile change form online and be properly trained before test day.

The form can be accessed by going to the web address listed on your *Schedule of Events*. ACT will review the qualifications of the replacement and will contact you or the school principal with any concerns.

### Test Accommodations Coordinator

The test coordinator may name a qualified test accommodations coordinator. The test accommodations coordinator is responsible for the following:

- Assisting the test coordinator in his or her responsibilities as needed.

- Working with the test coordinator to request Special testing formats from ACT via the appropriate means and within the appropriate timelines.

## Room Supervisor

Each room is required to have a room supervisor, who must serve for the entire session. Each room supervisor must assume responsibility for **only one** test room with one or more examinees approved for the **same timing code**. The test coordinator normally serves as room supervisor if only one room is used.

### Specific responsibilities:

- Read and understand thoroughly the policies, procedures, and instructions in this manual.
- Attend the training session conducted locally by the test coordinator.
- Take responsibility for one test room and provide an environment conducive to testing.
- Identify and admit examinees.\*
- Mark attendance and ID on the roster.\*
- Direct examinees to **assigned** seats, ensuring that all examinees admitted to a room were assigned the same timing code (and if testing over multiple days, are ready to begin the same test).
- Ensure that any examinees approved for a reader, stop-the-clock breaks, a transcriber, or approved to respond orally, test individually in a separate room.
- Count test booklets/forms upon receipt from the test coordinator.
- Distribute test materials **individually** to each examinee to ensure that he or she receives the test materials **assigned** to him or her by serial number.\*
- Read verbal instructions to examinees verbatim from this manual.
- Read tests to one examinee, if approved.
- Serve as transcriber for one examinee, if approved.
- Properly time tests, using two reliable timepieces (e.g., interval timer and wristwatch, or your watch and a proctor's watch).
- Accurately complete the Administration Report for the examinees tested in that room **during the administration**.
- Be attentive to examinees and materials at all times.\*
- Walk around the test room to ensure examinees are working on the correct test, discourage prohibited behavior, respond to illness, and replace defective materials.\*
- Collect and account for all answer documents and test booklets/forms before dismissing examinees.\*
- Complete detailed documentation of any irregularities and void examinees' tests, as required.
- Return all test materials and forms to the test coordinator immediately after testing.

*\*Proctor may assist with these activities.*

## Proctor

A proctor may be used to assist the test coordinator with an administration to a group of examinees with the **same Timing Code** in the same room. The proctor must assist with the administration using the policies and procedures in this manual.

### Proctors are responsible for the tasks listed below:

- Read and understand thoroughly the policies, procedures, and instructions in this manual to ensure compliance.
- Attend the training session conducted locally by the test coordinator.
- Help identify and admit examinees.
- Direct examinees to specific, assigned seats.
- Help distribute test materials, making sure each examinee receives the test materials assigned to him or her by serial number.
- Verify the timing of the tests using a different timepiece than the room supervisor.
- Be attentive to examinees and materials at all times.

- Walk around the room to ensure examinees are working on the correct test, discourage prohibited behavior, respond to illness, and replace defective materials.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the restroom if more than one needs to leave during a test.
- Help collect and account for all materials after testing.

## Sign Language Interpreter for Spoken Instructions

Examinees with hearing impairments requiring extended time or testing over multiple days may request to test with the assistance of an interpreter. The interpreter cannot be the examinee’s relative or guardian, and must complete the “ACT Sign Language Interpreter’s Agreement” (page 107). The arrangements must be authorized by ACT.

The test coordinator is responsible for obtaining the services of a qualified interpreter (see Reader and Interpreter Qualifications below). The interpreter will sign all instructions spoken by the supervisor, interpret any questions from the examinee, and interpret the supervisor’s responses. Actual test items may **not** be interpreted without express written authorization from ACT. The interpreter is expected to stay in the room throughout the administration.

## Sign Language Interpreter for Test Items

If authorized, the interpreter is **required** to use Exact English Signing (EES) or Cued Speech, and may sign for only one examinee in a separate room. **Cued speech**, under this definition means providing visual phonemic access to the sounds of the words using the official set of phoneme signs. This functions like an exact read-aloud because it does not add meaning cues to the communication.

The interpreter must sign from the reader’s script provided by ACT without change or comment and follow the same procedures as a reader (see below). Interpreters are required to sign a statement (see page 107) affirming that they have read, understand, and will abide by the procedures in this manual. Interpreters must meet all qualifications listed below.

## Reader

Each examinee authorized for a reader must test **individually** in a separate room. The room supervisor normally serves as the reader. The reader must read from the script provided by ACT without change or comment. Passages may be repeated, but only as requested by the examinee. Each time a passage is read, the reader must read the test directions, test passages, and test questions **exactly** as they are presented, with no explanation and no additional information provided to the examinee through the reading. All ACT test questions rely on the examinee being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect what the tests are designed to measure.

The raised line drawings supplied with the reader’s script for visually impaired or blind examinees are for use only by the examinee. The reader is not permitted to describe the drawings, attempt to interpret the drawings, provide information not in the drawings, or present the drawings in any other format.

If ACT determines that any explanation or additional information has been provided to the examinee, that any test materials were not read verbatim, or were read to a group of examinees, or that the reader did not meet ACT qualifications for readers (see below), the examinee’s scores will be cancelled. Readers are required to sign an agreement (page 105) affirming that they have read, understand, and will abide by the procedures described in this manual.

## Reader or Interpreter Qualifications

The reader or interpreter must meet all of the following criteria:

1. Be proficient in English and, if applicable, Exact English Signing.
2. Be experienced in administering standardized or other “high stakes” tests.
3. Be employed by the school district where the examinee attends school.

4. Agree to administer the tests in compliance with the policies and procedures in this manual.
5. Read and sign the appropriate agreement in the back of this manual.

To protect both the examinee and the reader or interpreter from questions of possible conflict of interest, the following conditions must also be met. The reader or interpreter must:

6. Not be a relative or guardian of the examinee.
7. Not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.
8. Not be engaged in test preparation activities for the ACT during the current academic year.

Test scores achieved under the supervision of an individual who does not satisfy ALL the requirements listed in the section above will be cancelled.

## Using DVDs

Examinees approved for oral presentation of the tests may choose **one** of the following: a reader (see above) or DVDs. The choice depends on available equipment, staffing requirements, and examinee testing preferences. With DVDs, examinees may test as a group if they have their own headphones, can control the progress of their own players, and are all working on the same test at the same time (e.g., when administering Test 1—English, all examinees in the room must be working on Test 1—English).

All examinees approved for oral presentation are assigned timing code 3—Triple Time. Examinees should have ample time to replay any portion of any test as needed within the timing guideline for each test. Each examinee will also receive a regular or large type test booklet with which to follow along.

**If using computers, the drive must have “DVD” in the title.** Each test is self-contained on one disc. You will receive *ACT DVD Usage Guidelines* with each set of discs. Read these guidelines and consult with your technical support staff **before** the first scheduled test date. Order a practice set using the Alternate Format Practice Tests Order Form at [www.actstudent.org](http://www.actstudent.org) to make sure our DVDs will work on the equipment you plan to use. ACT will not reimburse you for software purchases.

- DVDs DO NOT include recorded verbal instructions.
- The verbal instructions must be read verbatim from this manual to all examinees.
- If you have a technical issue on test day with DVDs, STOP testing and do not proceed until you receive instructions from ACT.

## Transcriber

If approved by ACT, an examinee may use a transcriber (scribe) **for the writing test or to mark multiple-choice answers, if the examinee is unable.** The room supervisor normally serves as the scribe. Transcribers must meet the same standards for other testing personnel and sign an agreement (page 109). The examinee dictates the essay or multiple-choice answer to the scribe, who must write verbatim what the examinee says in the lined pages or mark the multiple-choice answer of the answer document. Examinees approved to use a transcriber must test individually, each in a separate room. The scribe is not to make any corrections not dictated by the examinee. The scribe may write down notes dictated by the examinee in the blank pages of the test booklet, but the examinee is responsible for telling the scribe what is and is not part of the final essay or the final multiple-choice answer.

## Training Session

All staff, both new and experienced, must attend a training session conducted by the test coordinator before test day. Use this session to discuss policy, procedural, and logistical issues and ensure everyone has a common understanding of what is to take place on test day. This is separate from the Briefing Session conducted on test day. Staff must be provided with a complete copy of the *Administration Manual* and read it before the training session.

### *Administration Manual for State and District Special Testing*

ACT provides this manual to communicate its expectations. The manual is proprietary information and is copyrighted by ACT. It is to be used only for the purpose of administering the ACT tests and is not to be copied or shared for any other purpose. Each staff member must review this manual before the training session and read it before test day. It is critical that each room supervisor reads the **entire** manual and understands the policies and procedures, as well as the **specific verbal instructions for the timing code** of the examinees in his or her room.

## Authorized Access

Staff access to materials must be limited to those activities necessary to prepare for test day, the test administration itself, and preparing materials for return to ACT. Access to test materials is restricted to the test coordinator and authorized testing staff (technical support staff are permitted to check DVDs). A designated staff member may assist with materials if the test coordinator is present and if that individual does not have a relative or ward testing on test day (see “Relatives Testing,” page 6). Do not permit unauthorized personnel to access the materials. Examinees and anyone who may take the tests within the next 12 months are not permitted access to the materials.

Test materials may **not** be transferred to the test coordinator’s home or any other location without prior authorization from ACT. If examinees test with accommodations not specifically authorized in advance or use materials transferred from another location, the answer documents will NOT be scored.

*Note: If your testing program includes district shipping, see the section “District Shipping Model” (page 8). Transfer of materials between the district and schools must be documented using the Secure Test Booklet and Test Package Transfer Form.*

## Nonsecure Materials

Nonsecure materials will be shipped **separately** to the test coordinator. The non-test portions of the answer documents must be completed by all examinees in a supervised session at school **before** the first scheduled test day (see “Completing the Non-Test Portions Before Test Day,” page 20). You may have examinees approved for test accommodations complete these sections in a separate session from examinees testing under standard time conditions.

The following materials will be sent to the test coordinator:

- *Taking the ACT State and District Testing*
- ACT State and District Testing Answer Folders
- Barcode labels

## Materials Supplied by Examinee(s)

Tell examinees to bring soft lead No. 2 pencils with good erasers (examinees must not use mechanical pencils or ink pens) and a permitted calculator (if desired) for use on the mathematics test to the test session (see “Calculators,” page 19). If any of the following are specifically authorized in advance by ACT, the examinee is expected to supply his or her own:

- Braille or stylus
- Screen reader
- Media player with headphones (if school cannot provide)
- Magnifying glass
- Color overlays
- Highlight pens
- Permitted calculator, if the examinee plans to use one on the mathematics test. Note: Any examinee approved by ACT to use a talking calculator must test individually in a separate room.

## Materials Provided by Your School

The school is responsible for providing the following items **for each test room**:

- A supply of soft lead No. 2 pencils with good erasers to lend to examinees who do not bring them (no mechanical pencils or ink pens)
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, interval timer, or accurate wall clock
- Media players with headphones (if DVDs are used and examinees do not bring their own)
- Computers, computer voice-activated software, or scribe (if approved for the writing test)

## Security and Storage of Test Materials

### Check-in of Secure Test Materials

Secure test materials for examinees approved by ACT for accommodations will be shipped to the test coordinator.

**Within 24 hours of receipt**, open the carton(s). Examine, count, and check **all** the items in the shipment against the Test Materials Distribution List (TMDL). It is critical that you verify you have the correct materials **assigned by serial number to each examinee** and that you received all materials for each examinee as shown on the State and District Test Accommodations Roster (see figure 1).

Call ACT immediately at 800.553.6244, ext. 1788, if any of the following occurs:

1. There is a discrepancy between what you received and what is listed on your Test Materials Distribution List(s) for any examinee(s).
2. You receive test booklets/forms with the wrong serial numbers.
3. The seals on the regular type test booklets are broken at any time, except by examinees as instructed on test day.
4. You received a damaged test form (e.g., braille, DVDs)
5. It appears the cartons you receive have been tampered with in any way.
6. A test form is lost, stolen, or missing **at any time** while the test forms are in your possession, from receipt to return. Even if a test form is missing only temporarily, do not begin testing without first calling ACT for instructions.

### Test Materials Distribution List and Use

You will receive a separate Test Materials Distribution List (TMDL) for each examinee. As noted on the sample below:

A = name and address of test coordinator

B = description of test materials assigned to examinee

C = any additional instructions

D = examinee’s name, reference number, and timing code

E = appropriate multiple-choice **and writing (if applicable)** test forms assigned by serial number (handwritten on the TMDL).

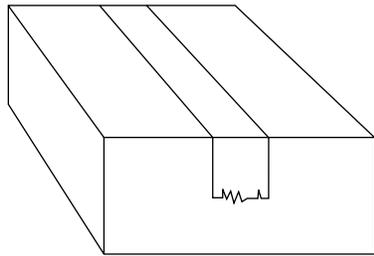
Figure 3. Test Materials Distribution List

All test materials approved (used or unused) for the examinee (B) must be returned in the provided carton(s) on your scheduled pickup date.

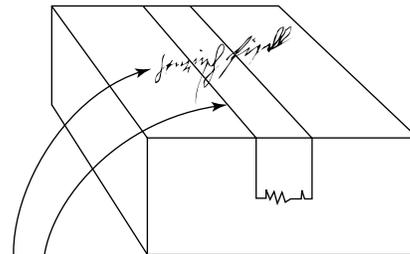
The test booklet serial number(s) assigned to each examinee (E) are the **only** test materials to be used by that examinee and may not be transferred to or used by another examinee.

### Storage Before Testing

After you have counted and checked the condition of all materials in your shipment, reseal the cartons with the tape provided and write your name across the seal. Lock them in a secure place to which only you and possibly a few specifically authorized persons have access. Protect the materials from damage, theft, or loss, and from any conditions that could allow prior access to or knowledge of the tests.



When delivered, carton will be sealed as above. After booklets have been counted, reseal as on right. Do not reopen until test morning.



1. Reseal in the same place as before.
2. Sign your name across the tape. Be sure your signature starts on the cardboard, goes across the tape, and ends on the cardboard.

**Figure 4.** Resealing cartons for storage

### Removal from Storage and Assignment to Rooms

**Do not remove the checked in test materials from the security of locked storage until the morning of your first scheduled test day.** Materials are to be sorted for distribution to individual rooms before test day, but must be resealed in the original cartons and returned to locked storage after **each** test session. After you check in the materials for each examinee, return them to their original ziplock bag with the Test Materials Distribution List on top.

Under no circumstances is a test form to be opened by anyone other than the examinee as instructed on test day. **You and your technical support staff are encouraged to open and check the DVDs well before test day.** Test forms must be personally handed to room supervisors by the test coordinator. Never leave test forms unattended.

### Storage After Testing

After accounting for all materials, prepare them for return (see “Collecting, Packing, and Returning Materials,” page 91). Return **all** used **and** unused test forms to your locked storage area immediately after each test administration.

### Test Materials Shipping Carton(s)

Keep the carton(s) in which the test materials were shipped to you. They have reversible address flaps and will be used to return test forms (used and unused) to ACT immediately after all testing is completed

## Description of Secure Test Materials Shipment

- *Administration Manual State and District Special Testing* (this manual)
- ACT Test Booklet(s)—multiple-choice **and** writing—**All writing test booklets are large type.**
  - ~ Regular Type (10 pt.)—for examinees without visual impairments
  - ~ Large Type (18 pt.)—for examinees with visual impairments

- Large Type Worksheet—If the examinee is approved to use a large type worksheet, the test coordinator **must** arrange to transfer the responses to the answer document in the examinee’s presence. All worksheets must be returned to ACT. **You must transfer all responses before returning materials.** ACT will not transfer responses.
- Braille Booklet—One volume (includes Raised Line Drawings from mathematics and science tests)—regular or large type booklet included for supervisor reference. (Do not read tests to examinee unless also approved for a reader—must use ACT Reader’s Script.) *You will receive a separate braille booklet if you are administering the writing test.*
- Raised Line Drawings from mathematics and science tests for use only with a reader or DVDs for visually impaired examinees.
- DVDs—Regular or large type booklet included for examinee to follow along. (Do not read tests to examinee or play the DVDs on one player to a group.)
- Reader’s Script—Regular or large type booklet included for examinee to follow along. (Supervisor must read tests verbatim to **one** examinee.) *The writing test is not contained in the Reader’s Script—it must be read verbatim from the test booklet. See instructions for timing code 3.*

## Site Header

The Site Header is pregridded by machine and identifies your school to the scoring system. The form is **specific to accommodations testing**, so make sure you use the correct Site Header to avoid scoring delays. Answer documents to be scored for examinees approved for test accommodations must be returned to ACT underneath this form.

## Calculators

The ACT calculator policy is designed to ensure fairness for all examinees, avoid disturbances in the testing room, and protect the security of the test materials.

- All problems on the mathematics test can be solved without a calculator.
- A permitted calculator may be used on the ACT mathematics test only.
- The calculator must be turned off and put away during all other tests.
- A current **Calculator Policy** was provided in your materials shipment.
  - ~ **Each room supervisor must be given a copy of this notice.**
  - ~ Post it for examinees to see (e.g., at check-in stations, test rooms, etc.).
  - ~ It may be read to examinees as a general announcement before testing begins.
- Examinee responsibilities:
  - ~ Ensure any calculator brought on test day is permitted.
  - ~ Check **www.actstudent.org** or call 800.498.6481 for a recorded message about the current ACT calculator policy.
- If a calculator has characters one inch high or larger, or a raised display, seat the examinee where no others can see the display.

# Completing the Non-Test Portions Before Test Day

Examinees testing with accommodations must personally complete the basic identifying information, mailing address, email address, high school course/grade information, Student Profile Section, and ACT Interest Inventory on their answer documents in a scheduled, supervised in-school session **before** test day. School staff may not complete these sections (except as noted in this manual and any supplements). Separate sessions should be scheduled for examinees who need additional time or those absent for the initial session. Standard testing requirements do not apply to administering the non-test portions.

The test coordinator must determine whether examinees testing with accommodations will complete the non-test portions separately or with all other examinees.

Non-test portions of the answer document may **NOT** be completed on any test day—not before and not after any of the tests. If examinees are allowed to complete any of the non-test portions on any test day, the answer documents will **NOT** be scored or scores will be cancelled.

When sessions are conducted to complete these sections, give each examinee his or her answer document (if you have already applied the barcode labels—see “Barcode Labels,” page 21) and a copy of *Taking the ACT State and District Testing*. Verbal instructions for completing the non-test portions of the answer document begin with the section “Verbal Instructions” (page 22).

## High School Code (Block K)

**The high school code determines which school will receive the examinee’s ACT score report. Because correct reporting is critical, this field is the responsibility of staff at the testing school.**

Examinees are instructed in *Taking the ACT* to leave Block K of the answer document blank. When Block K is left blank on the answer document, scores are reported to the high school pregridded on the Site Header. Use the following criteria to determine whether you need to complete Block K for any examinees testing with accommodations at your school:

- For **most** examinees, the school they attend is the school where they test and also the school to which their scores must be reported and used for accountability purposes. For these examinees, leave Block K blank.
- **Some** examinees attend and test at a “receiving” school, which is not their official “home” school. The “receiving school” is the school or facility the examinee attends in order to receive special services away from the home high school. Prior to testing, school staff must determine the high school the examinee would normally attend if not receiving special services elsewhere. Staff at the testing school must enter the correct high school code for the examinee’s “home” high school in Block K.

- **Certain** schools may serve as a test site for examinees from multiple schools. If an examinee tests at a school other than the one he or she attends, staff at the testing school are responsible for entering the correct high school code for the examinee’s “home” high school in Block K.

If a high school code must be entered in Block K, staff **MUST** grid the correct code on the answer document before returning the answer document for scoring. If you are not certain which school is the “home” high school for an examinee, check with your district office. Once you locate the school name, you can get the corresponding high school code at [www.actstudent.org/regist/lookuphs](http://www.actstudent.org/regist/lookuphs).

## Special Testing Reference Number (Block T)

The seven-digit reference number printed before the examinee’s name on the ACT State and District Test Accommodations Roster (see figure 1) **must** be entered in Block T of the answer document. Before the first test day, record on the “ACT Administration Report” (page 97) the number for each examinee scheduled to test. Then, read the number(s) to the examinee(s) on or before test day so that it can be recorded correctly on the answer document. **Make sure each examinee enters the number in the boxes AND grids the corresponding ovals accurately.**

## Barcode Labels

Barcode labels will be included in the nonsecure shipment from ACT. The barcode label must be applied to your ACT State and District Testing Answer Folders (answer documents) before examinees are scheduled to complete the demographic sections on their answer documents.

Each label contains an examinee’s identifying data, such as name, State Assigned Student ID, and school information. In conjunction with the answer documents’ demographic sections, which examinees complete, these labels help the scanning system at ACT match an examinee’s test record to the State Assigned Student ID number.

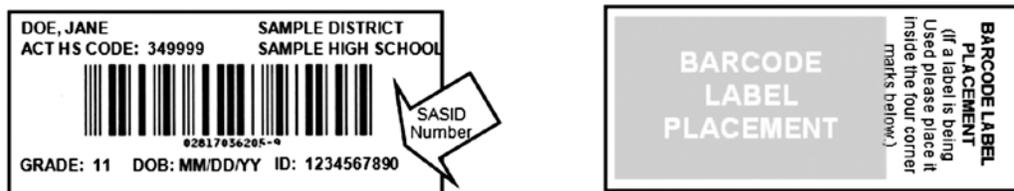
### State Assigned Student ID

State Assigned Student ID (SASID) is a generic term used by ACT for the unique identifying number given to each student by the state. Barcode labels are produced from data provided by your school district or state agency. If the SASID number on the barcode label is printed incorrectly or you have not received a barcode label for a particular student, consult your *Answer Document Supplement*, if provided, for further details. If you do not have this document contact ACT State and District testing at 800.553.6244, ext. 2800, for assistance.

*Note: If there are questions about a specific SASID number, contact your school district’s information systems director or data manager. ACT cannot answer specific questions about a student’s SASID number.*

### Layout

A sample barcode label is shown below.



**Figure 5.** Sample Barcode label

*Note: Your barcode labels might not contain the same data, nor appear in exactly the same format as the sample shown.*

## Applying the Labels

The following table provides instruction on how and where to apply barcode labels to the answer document.

**Table 3. How and Where to Apply Barcode Labels**

If the SASID on the label is ...	Then ...
correct	<ul style="list-style-type: none"> <li>Look for the shaded area marked "BARCODE LABEL PLACEMENT" (sample shown in figure 5) on the back page, lower right corner of the answer document. Affix the label in this area only. <i>Important! Do not place the label on the front page or in any other location on the answer document.</i></li> </ul>
incorrect	<ul style="list-style-type: none"> <li>Do not apply the label to the answer document.</li> <li>Destroy the label securely.</li> <li>Manually grid the correct SASID in Block U on the back page of the answer document.</li> </ul>

## If You Do Not Have Barcode Labels

If you did not receive barcode labels or your labels are missing in your shipment, you must manually grid the SASID number for each examinee in Block U on the back page of the answer document.

*Note: If the SASID is less than 13 digits, right-justify this number with leading zeros.*

## Verbal Instructions

### Basic Identifying Information and High School Course/Grade Information

Read aloud all instructions in the shaded boxes. When reading the instructions, pause after each series of dots **and look up to ensure examinees are following instructions**. Text in parentheses is provided for your information only.

▶ **Begin by saying:**

You will now complete the non-test portions of your answer document.

If your school will apply barcodes later, skip the box below.

▶ **If you already applied barcode labels, say:**

As I hand you an answer document, turn it over to the back page. Your name should appear on the label at the bottom right. Raise your hand if you do not receive your own folder. . . .

You **must** resolve any discrepancies in answer document identification before continuing.

▶ **Continue by saying:**

Place your answer document so that page 1 faces you. Use a soft lead No. 2 pencil. Do not use a mechanical pencil, ink pen, or correction fluid. Open your *Taking the A-C-T* booklet to page 5. Follow the instructions in the booklet to complete the requested information in Blocks A through H. Put one letter or number in each box and fill in the corresponding oval below. **Even if your document has a barcode label, you must fill in Blocks A, B, and D on page 1 completely and accurately.** If you have a question, raise your hand. When you have completed Blocks A through H, put your pencil down and look up. . . .

▶ **When everyone has completed Blocks A through H, say:**

Skip Block K. Now, look at Block L, which asks if you wish to participate in the **A-C-T Educational Opportunity Service**. E-O-S is a free college and scholarship information service for examinees who take the A-C-T. Fill in the “Yes” oval if you want to let colleges, scholarship programs, A-C-T, and other organizations know that you are interested in receiving information about the opportunities they offer. The colleges and organizations that wish to contact you will receive your name, address, email address, and some of the other information you provide on this answer document. They will **not** receive your test scores. When you have completed Block L, put your pencil down and look up. . . .

Through EOS, ACT provides information about ACT-tested examinees to colleges and universities, scholarship organizations, and other organizations so they may contact examinees about programs and opportunities that they may be interested in exploring. All organizations that receive this information have agreed to use it only for this purpose. Names are not provided to the military or for any commercial purpose.

▶ **When everyone has completed Block L, say:**

Next, look at Block M. If you want A-C-T to send your scores to colleges or scholarship agencies, find the list of codes that begins on page 11 of *Taking the A-C-T*. Locate the code for each of your choices, enter the correct code numbers in the boxes in order of preference, and fill in the corresponding ovals.

If you currently do NOT plan to go to college, fill in the oval under “Non-reporting Option” at the right of the block.

► **When everyone has completed Block M, say:**

Now, turn your answer document to page 3 and look at Email Address. If you have an email address and choose to provide one, it will be used in accordance with the A-C-T Privacy Policy and included on score reports to colleges. Make sure you enter all letters, numbers, and symbols of your email address, using the key provided on your answer document, and grid the corresponding ovals below each block. . . .

► **Give everyone enough time to complete the email address block. When everyone is finished, continue by saying:**

Now, turn your answer document over to the back page and complete Blocks N through R. **To receive your score report and to receive mail from colleges and scholarship programs, you must fill in the address ovals correctly.** In Block N, enter each part of the address where you are certain to receive mail. Leave a space between the parts of your street address. Use the slash “/” to designate fractions (e.g., 1/2, 3/4). If you live in an apartment, enter the apartment number after the street name. When you have completed Blocks N through R, put your pencil down and look up. . . .

If your school or district assigns local ID numbers, have examinees enter that number in Block S. Otherwise, have them skip Block S. You will provide each examinee with the correct reference number to enter in Block T on or before test day. If you choose to have examinees complete Block T before test day, follow the instructions in “Special Testing Reference Number (Block T)” (page 21). You must manually grid the correct SASID in Block U if there is no barcode label. If your state requires you to enter information in Block V, you will be given specific instructions (e.g., Answer Document Supplement) for completing them.

► **When everyone has completed Blocks N through R (or T), say:**

Next, turn your answer document to page 2 and your booklet to page 6. Under High School Course/Grade Information, first look at Courses Taken/Planned. For each course, indicate if you have taken or plan to take it before graduation. Be sure to fill in one oval for each course whether or not you have taken it. In the Grades Earned section, for each course you have taken for a full term (semester, etc.) indicate the final (last) grade you received. Convert numeric grades to the corresponding letter grades. Round to the nearest letter grade if necessary. Leave blank if you have not completed a full term or if a grade was not awarded for the course. Are there any questions? . . .

► Answer any questions, then wait for everyone to complete the High School Course/Grade Information.

## Student Profile Section and ACT Interest Inventory

Although these sections are optional, if any examinees choose not to complete these sections, the score reports they have ACT send to colleges will be partially blank.

► **When everyone has completed the High School Course/Grade Information, say:**

Next, turn your booklet to page 7. The Student Profile Section is not a test, but a series of questions about your achievements and future plans. If you do NOT plan to go to college, you may skip many of the items. Read each item carefully and respond to each one by filling in the appropriate oval. This should take about 25 minutes, but will not be timed. Read the directions and begin.

► **When everyone has completed the Student Profile Section, say:**

Now, turn your booklet to page 10 and your answer document to page 3. The A-C-T Interest Inventory is not a test, but a series of questions about your occupational interests and plans. Indicate how much you would like doing each of the activities listed by marking the appropriate response. Try to mark a response for each activity, even if you are uncertain about how you feel about it. This section should take about 10 minutes, but will not be timed. Read the directions and begin.

When all examinees have completed the Interest Inventory, instruct them to do the following:

1. Keep *Taking the ACT*. It tells examinees how to create an ACT web account, how to request additional score reports, when they will be able to view their scores on the web, when they will receive their score reports, and their options for retesting.
2. Report to the test site at the time and location you designate.
3. Bring acceptable photo identification, soft lead No. 2 pencils with good erasers (no mechanical pencils or ink pens), a permitted calculator, and any approved testing aids on test day.
4. DO NOT bring cell phones or any other electronic devices, scratch paper, notes, reading materials, or any unauthorized testing aids.

Collect the answer documents individually from each examinee in an order that will ensure examinees receive their own answer documents on test day. **Check the front and back pages of each answer document to make sure the name and mailing address have been completed.** Store the partially completed answer documents in secure storage until test day.

## Non-Test Sessions for Absent Examinees

Examinees who miss the in-school session to complete the non-test portions of the answer document must be provided with another opportunity to do so before the first test day. Arrange additional sessions as appropriate to account for all examinees approved by ACT for test accommodations.

If examinees have not completed ANY of the non-test portions **before** the first scheduled test day, they are **not** permitted to test that day. Instead, schedule them for a later test day **and** provide an opportunity for them to complete the non-test portions **before** that day. Basic identifying information and mailing address (front and back pages of the answer document) are required for **all** examinees.

# Test Day Activities

The directions in this section are designed to help ensure a smooth test administration. If you have problems, many of the solutions are listed in this section.

As noted in our policies, testing staff must administer the tests in a nondiscriminatory manner and in accordance with all applicable laws. Slight differences in your perceived behavior can be magnified by examinees under stress.

**Be sure all testing staff have a complete copy of this manual, not just the verbal instructions for a particular timing code, in order to verify procedures for any situation that may occur.**

## Examinees Who Elect to Test Without Accommodations

**Any examinees who choose to test without their approved accommodations must test in a standard time test room with test booklets assigned for standard time administrations.** All examinees who elect not to use their approved accommodations **must not** test with their assigned accommodated testing materials by serial number. If they do, even in a standard time room, their answer documents may not be scored or scores may be cancelled. You do not need ACT approval to grant an examinee's request to test without accommodations, but have the examinee sign an Irregularity Report and return it with that examinee's unused accommodated test materials.

## Administration Report

The room supervisor in each test room used must complete an "ACT Administration Report" (page 97, samples on reverse) **during the administration**. Enter each examinee's name, reference number, and timing code as shown on the State and District Test Accommodations Roster (see figure 1 for samples). As each test is completed, enter the total number of minutes each examinee **actually used** on that test. For **timing code 6**, enter the **total** minutes actually used on **all tests** as each examinee completes his or her last test.

## Testing Staff List

A complete "ACT Testing Staff List" (page 101) is **required** for each school. The list must cover all administrations held during the testing window. List **all** personnel involved in administering the tests with accommodations, including those assisting with handling or transportation of secure materials, and anyone assisting with security. Include technical support staff if you administer the tests on DVDs. The test coordinator is required to submit a Testing Staff List. If you have any questions, contact ACT.

## Identification of Examinees

### Admitting Examinees to the Test Room

When you are ready to admit examinees to the test room, make sure you do the following:

1. Admit examinees by checking them in, one-by-one, at the door of the test room.

2. Verify that the identification is acceptable per ACT requirements. Use the following table to determine your next steps:

If the ID is ...	Then ...
not presented or not acceptable and examinee cannot be recognized by school staff	<ol style="list-style-type: none"> <li>Do not admit the examinee.</li> <li>If examinee cannot present proper identification before test booklets have been distributed, dismiss the examinee.</li> <li>Write “denied” on the roster beside the examinee’s name.</li> <li>Complete an “ACT State and District Testing Irregularity Report” (page 103).</li> </ol>
acceptable or examinee can be recognized by school staff	<ol style="list-style-type: none"> <li>Compare the photo on the ID to the examinee.</li> <li>Mark on the roster the type of ID accepted using the following notations as a guide: <ul style="list-style-type: none"> <li><b>P</b> = Photo ID</li> <li><b>L</b> = ACT Student Identification Letter with photo,</li> <li><b>R plus staff initials</b> = Personal Recognition by Staff</li> <li>— = Absent (Absence must be indicated so you can decide which examinees to schedule for makeup testing.)</li> <li><b>D</b> = Denied</li> </ul> </li> <li>Direct the examinee to his or her seat in the test room and instruct the examinee to wait patiently until testing begins.</li> </ol>

*Important! Do not delay testing by waiting for an examinee to bring identification or allow testing of late examinees.*

## Acceptable Identification

All identification must be *original*, not a photocopy or reproduction. No stamped, computer generated, or reproduced signatures are allowed. Table 4 identifies acceptable forms of identification.

**Table 4. Acceptable Forms of Identification and Identification Criteria by Roster**

Roster Notation	Type of ID	Criteria for Acceptance
<b>P</b>	<b>Current Official Photo ID</b>	<p>Must include <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>Current (valid)</li> <li>Issued by a city/state/federal government agency or school (Note: School ID must be in hard plastic card format only. Paper or electronic formats are NOT acceptable.)</li> <li>Examinee’s first and last names</li> <li>Photo is clearly recognizable as the examinee</li> </ul> <p><i>Signature not required</i></p> <p><i>Examples: driver’s license, school ID, passport</i></p>
<b>L</b>	<b>ACT Student Identification Letter with Photo</b>	<p>Individually completed in English—and signed in ink—and signed by official of the examinee’s school or notary public (official or notary may not be a relative)</p> <ul style="list-style-type: none"> <li>Recent, recognizable, individual (not group), photo of the examinee attached to letter</li> <li>School or notary seal/stamp or school official/notary ink signature overlapping a portion of the photo</li> <li>Examinee’s first and last names</li> <li>Examinee’s date of birth, gender, school name and location</li> <li>Signed by the examinee, in ink, in the presence of the school official or notary</li> <li>Signed by the examinee on test day, in the presence of testing staff</li> </ul> <p><i>Collect and return to ACT with the roster.</i></p>

Table 4. (continued)

Roster Notation	Type of ID	Criteria for Acceptance
<b>R</b> <b>Plus Staff Initials</b>	<b>Staff Recognition</b>	<ul style="list-style-type: none"> <li>Examinees without acceptable ID may be admitted only if they are personally recognized, face-to-face, by a staff member (who may not be a relative).</li> <li>That staff member's initials must be printed legibly beside the examinee's name on the roster (without staff initials, personal recognition is invalid).</li> <li>If all examinees in a room were recognized by the same staff member, state that on the roster, indicating the name of the staff member (e.g., "all examinees in this room were recognized by _____") and have the staff member initial the notation.</li> </ul>

### Examples of Unacceptable Identification

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is imprinted on the photo
- Fishing or hunting license
- ID issued by an employer
- ID letter that is not an official ACT identification letter
- Learner's driving permit, temporary or replacement driver's license, if it does not include a photograph
- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified
- Personal recognition by anyone not working as a member of the testing staff, including classmates, graduates, parents, counselors, and teachers
- Photo ID of parents
- Photo with examinee's name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Published photo, including yearbook or newspaper
- Report card
- Social Security card
- Telephone calls to testing staff, counselors, teachers, or school officials to identify the examinee
- Traffic ticket, even with a physical description and signature
- Transcript, even with a photo
- Web page with photo

### State and District Test Accommodations Roster

Write the type of ID accepted by each examinee's name on the State and District Test Accommodations Roster as examinees are admitted. This roster also tells you each examinee's reference number, timing code, assigned test form(s) by serial number, and any other approved accommodations (see figure 1 for samples). Return the marked original roster with your answer documents to be scored. You may provide your own roster(s) **only** if it includes the names and reference numbers of all examinees scheduled to test by test room. You must also mark type of ID accepted and return the marked original roster to ACT.

## Admitting Examinees to the Test Room

If you test more than one examinee in the same room, they must all have the **same** timing code. Control who enters and leaves the test room at all times. Do not allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the room supervisor is ready to admit examinees. Admit examinees by checking them in, one-by-one, at the door of the test room. Do not allow an examinee to enter the room unless the room supervisor has verified the examinee's identification and documented this on the roster. After ID is checked, examinees must stay in the test room. If it is necessary for an examinee to leave once testing has begun, follow the procedures in "Examinees Who Leave Early" (page 84).

## Left-handed Examinees

You must determine who will need a left-handed writing surface if you are not using tables. Either ask examinees as they are checked into the test room if they require left-handed desks or write a statement on the board telling left-handed examinees to report to the proctor(s) for their seating assignments.

## Directing Examinees to Their Seats

After an examinee has been identified and the roster marked, direct the examinee to a specific assigned seat. **Never allow examinees to choose their own seats.** Seating examinees alphabetically is usually acceptable, or you may want to direct the first examinee to the extreme left side of the room, the second examinee to the middle of the room, the third to the right side, and so on. Proctors can direct examinees by standing beside the desks to be used or at the front of rows to be filled. If you are using tables large enough for more than one examinee, direct the first examinee to the first table, the second to the second table, and so on. After one examinee has been seated at each table, seat a second examinee at each table.

If you notice when examinees are admitted that they have calculators with large characters (one-inch high or larger) or a raised display, or any other large type test materials, direct them to seats where other examinees cannot see these materials (usually in a back row).

## Required Documentation

Completed rosters, Seating Diagrams, and Administration Reports are **required** for **each** test room used, including rooms where an examinee tests individually. **The room supervisor must complete these forms during the administration.** The forms and instructions for completing them are located in the back of this manual. If you have any questions, contact ACT.

## General Announcements to Examinees

Before testing begins, you may wish to make announcements regarding:

- Calculators: Read to examinees the ACT Calculator Notice provided with the test materials. This list should be distributed to all test accommodations coordinators and room supervisors.
- Electronic devices: Other than permitted calculators or approved testing aids, examinees are not allowed to use a cell phone or any other electronic devices or have them in their possession at any time, including during break(s).
- Eating, drinking (including water), and the use of tobacco by either the examinee(s) or testing personnel are not allowed in the test room. (Readers are permitted to have water.) If the examinee's disability (e.g., diabetes) requires food or drink, the accommodation will be printed on the roster.
- Some hats may obstruct your view of examinees' eyes. Because not all hats may hinder your ability to monitor examinees, and some hats or other head coverings may be worn due to religious convictions or medical reasons, the announcement to remove hats is left to your discretion.
- Institutional requirements: You may dismiss an examinee who purposefully disregards a posted regulation of your institution and mark the answer document VOID. Some schools, for example, do not allow smoking on school grounds. Explain to the examinee the reason for the dismissal and write a complete explanation on the Irregularity Report.

- **Nervous noise:** Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- **Restrooms:** Describe the location of restrooms and drinking fountains available during the break.

## Sequence of Tests

For **all timing codes**, the tests **must** be administered in the order listed below for all examinees, even if testing over multiple days. If this order is altered, the answer documents will not be scored or scores will be cancelled.

**Test 1 (English—first)**

**Test 2 (mathematics—second)**

**Test 3 (reading—third)**

**Test 4 (science—fourth)**

**Writing test (last)—do not administer until after the four multiple-choice tests.**

**Note: For all timing codes, except for timing code 6, all examinees must be working on the same test at the same time.** For example, if you are administering Test 1—English to a group of examinees all approved for timing code 2, ALL examinees in the room must be working on Test 1—English.

## Timing the Tests

Each room must use two timepieces, as a precaution in the event one fails. ACT recommends that one of these be an interval timer or stopwatch. **Do not use a cell phone as one of your timepieces.**

Before you announce the time remaining and before you call Stop, check your timepieces carefully against your calculations.

Make a note of the time each examinee completes each test and calculate the minutes actually used by each examinee on that test (e.g., total minutes from the START of Test 1 to the time the examinee finishes Test 1). Enter this number on the “ACT Administration Report” (page 97).

**Timing code 6** (time-and-a-half, single session) is the only timing code that is self-paced. You must record the **total** minutes used by each examinee on all tests (e.g., from the START of Test 1 to the time the examinee completes his or her last test).

Examinees must sit quietly until everyone has completed each test or STOP is called. If all examinees in the room complete a test before time is called, you may begin the next test or dismiss them if it is the last test of the day. An examinee may **not** be dismissed for an extended break (e.g., lunch) to return later and resume testing.

## Announcement of Time Remaining

A verbal announcement of time remaining **must** be made either 30 minutes and/or 5 minutes before the end of each test. (See the appropriate verbal instructions for your timing code.) If you are testing examinees approved for **timing code 6**, you will give hourly verbal announcements of the time remaining and announce when there are 5 minutes remaining before the end of testing.

You may post the Start and Stop times or time allowed for each test on the board if one is available (e.g., Test 1, 45 minutes: Start time—8:45, Stop time—9:30). Verify your calculations before writing the time on the board. Do **not** write time remaining on the board as it can be confusing depending on when examinees check it. Time remaining must be a verbal announcement.

## Breaks between Tests

Examinees authorized to test with **timing code 6** (time-and-a-half, self-paced testing), may take a short break after each test. The total time allowed—5 hours if ACT (no writing), **6 hours if ACT with writing**—includes time for breaks between tests. Do not stop timing during the breaks. All tests must be administered in a single session on one day.

Depending on the disability, examinees may be authorized for additional or stop-the-clock breaks, single session, one day. This will be specified on the State and District Test Accommodations Roster. Each examinee approved for this accommodation must test individually.

For all timing codes other than 6 or 8, the verbal instructions are written as if examinees are taking one test per day. If you choose to administer more than one test in the same session, you may allow examinees a short break between tests.

## Examinees Who Leave during a Test and Return

Examinees may go to the restroom during a test, but it is best not to announce it. Collect test forms and answer documents from examinees who go to the restroom and return them individually as examinees are readmitted. Be sure the same examinees return after leaving. If you have doubts, recheck the identification. Unless the examinee has been specifically authorized by ACT for stop-the-clock breaks, examinees who leave the test room during a timed test or return after timing has begun may not make up lost time. The absence need not be recorded on the Irregularity Report. If two or more examinees are permitted to leave at the same time, or if other rooms have been dismissed, the examinees must be accompanied by a proctor. If no proctor is available, only one examinee may leave the room at a time. **Do not leave a test room unsupervised at any time, even if only one examinee is testing.**

## Examinees Who Become Ill after Testing Begins

An examinee approved to test over multiple days who becomes ill and must leave the test site may come back and finish the **remaining** tests at any time within the designated testing window. All tests must be completed within the designated window or the answer document will not be scored. It is in the examinee's best interest to either complete a test before leaving or not begin the next test if he or she is ill. When testing resumes, the examinee may **not** return to the test that was being administered at the time of departure, even if that test was not completed, but must resume testing with the **next** test in the sequence. Normally, you must reschedule all remaining tests for that examinee individually.

**Examinees with timing code 6 or 8, or those approved for stop-the-clock breaks, must complete all tests in a single session on one day. If they choose to discontinue testing, they cannot resume testing later that day or on any other day in the testing window.**

## Guessing

If you are asked about guessing, refer examinees to the instructions printed on the front cover of the test booklet. Do not comment on or add in any way to the printed directions.

# Verbal Instructions

All timing codes begin here. If you are administering the ACT (no writing), you will be directed to SKIP ahead in the instructions or directed to read specific sets of instructions that apply to ACT (no writing) ONLY. These directions will be in black text. *Note: timing code 8 (page 77) does not apply to ACT (no writing) administrations.*

If you are administering the ACT with writing, you will be directed to read specific sets of instructions that apply to ACT with writing ONLY. They will be noted in color text.

## Administering the Tests

The ACT must always be administered under supervised, timed, secure, standardized testing conditions. No test room may be left unattended (a staff member must remain in the room), even if only one examinee is testing. To ensure security of test materials, distribute answer documents and test forms only when directed by the verbal instructions, not prior to the arrival of examinees.

You must accurately record the date(s) of the administration and the total minutes actually used by each examinee on each test on the “ACT Administration Report” (page 97). For timing code 6 only, you must record the total number of minutes used by each examinee on all tests. You must also enter each examinee’s reference number (from your roster) on the “ACT Seating Diagram” (page 99), even if only one examinee is testing in that room.

## Before You Begin

Before you begin reading the verbal instructions, make sure you have all the forms needed. The forms are located in the back of this manual and may be removed prior to testing so that you can fill them out where the verbal instructions direct you to do so. You will need:

- “ACT Administration Report” (page 97)
- “ACT Seating Diagram” (page 99)
- “ACT State and District Testing Irregularity Report” (page 103)
- State and District Testing Accommodations Roster

## Verbal Instructions

To ensure standardized conditions, room supervisors must read the verbal instructions loudly, clearly, and exactly as written. Read aloud all the instructions in the shaded boxes. When reading the instructions, pause after each series of dots and **look up** at the examinees to be sure they are following instructions.

**DVDs DO NOT include recorded verbal instructions. The verbal instructions must be read verbatim to all examinees from this manual.**

After all examinees have been identified, admitted, and seated, distribute the partially completed answer documents **individually**, making sure each examinee receives his or her own document.

► **Then, say:**

We are ready to begin testing. As I hand you an answer document, check to make sure you receive your own. If you do not, raise your hand. . . .

Hand each examinee his or her answer document **individually**. You must resolve any discrepancies in answer document identification before proceeding.

- **If you are administering the ACT (no writing), read the LEFT column.**
- **If you are administering the ACT with writing, read the RIGHT column.**

NO Writing	Writing
<p>Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, mathematics, reading, and science.</p>	<p>Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, mathematics, reading, and science, followed by a writing test, for which you will complete an essay written in English.</p>

► **ALL administrations then say:**

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. You are only allowed to have a permitted calculator and/or any testing aids approved in advance by ACT. If your cell phone or other device sounds or is activated during testing, or you use one during a break, you will be dismissed and your answer folder will not be scored. If you brought a calculator, put it away now; you may use it only during the mathematics test. . . .

Please clear your desk of everything except soft lead No. 2 pencils, erasers, and your answer document. Place all personal items under your seat. You will not be able to access them during testing.

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval or rectangle completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid. If you do, your answer document cannot be scored accurately.

**Special Testing reference number**—The seven-digit **reference number** printed before the examinee’s name on the State and District Test Accommodations Roster (see figure 1 for samples) must be entered by the examinee in **Block T** of the answer document. Before testing begins, record on the Administration Report the reference number for each examinee. Then, read the reference number(s) to each examinee(s) so that the correct reference number can be entered **and** the corresponding ovals gridded accurately on the answer document. Otherwise, scores may be delayed.

► **Answer any questions, then say:**

First, turn your answer document to the back page. In **Block T**, enter your reference number, which is \_\_\_\_\_. (This number appears on the State and District Test Accommodations Roster by the examinee’s name; read it to each examinee.) Make sure you enter the number correctly in the boxes provided and grid the corresponding ovals accurately. . . .

Now, turn your answer document to page 4. I will now hand you a multiple-choice test booklet. Do not break the seal or open it until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, read the directions. When you have finished, look up. . . .

A test booklet or form has been **assigned** to each examinee by **serial number**. Check the number handwritten on the Test Materials Distribution List and then hand each examinee his or her assigned test form individually. **Do not have examinees pass booklets back or across aisles. Do not leave test booklets at empty seats.**

If you are testing more than one examinee, you must keep track of where each examinee is seated by reference number (not test form serial number) for completing your “ACT Seating Diagram” (page 99).

**Do not admit any examinees to the test room once you begin distributing test booklets.**

► **When all examinees have read the directions, say:**

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are found:

- Filling in or altering responses on a test section on your answer sheet or continuing to complete the essay after time has been called on that test section. This means that you cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark or accidental keystroke.
- Looking back at a test section on which time has already been called.
- Looking ahead in the test booklet.
- Looking at another person’s test booklet or answer document.
- Giving or receiving assistance by any means.
- Discussing or sharing of test content, test form identification numbers, or answers during test administration, during breaks, or after the test is prohibited.
- Using a **prohibited calculator**.

- Using a calculator on any test section other than Mathematics.
- Sharing a calculator with another person.
- Using a watch with recording, internet, or communication capabilities.
- Using any electronic device at any time during testing or during break other than an approved calculator or watch. **All** other electronic devices, including cell phones and wearable devices, must be turned off and placed out of reach from the time you are admitted to test until you are dismissed after testing concludes.
- Attempting to memorize test-related information or otherwise remove test materials, including questions or answers, from the test room in any way.
- Using highlight pens, colored pens or pencils, notes, dictionaries, or other aids.
- Using scratch paper (unless an exception applies).
  - ~ Specific instructions will be provided on test day if A-C-T authorizes you to use scratch paper, including the section(s) on which A-C-T has authorized its use.
  - ~ If you are permitted to use scratch paper, you may only use paper that A-C-T has authorized and/or provided to you.
- Not following instructions or abiding by the rules of the test site.
- Exhibiting confrontational, threatening, or unruly behavior; or violating any laws. If A-C-T suspects you are engaging in criminal activities, such activities will be reported to law enforcement agencies.
- Allowing an alarm to sound in the test room or creating any other disturbance.

All items brought into the test site, such as hats, purses, backpacks, cell phones, calculators, and other electronic devices may be searched at the discretion of A-C-T and its testing staff. A-C-T and its testing staff may confiscate and retain for a reasonable period of time any item suspected of having been used, or being capable of being used, in violation of this list of prohibited behaviors. A-C-T may also provide such items to third parties in connection with an investigation conducted by A-C-T or others. A-C-T and its testing staff shall not be responsible for lost, stolen, or damaged items.

► **Continue by saying:**

Does anyone (Or “Do you” if you’re testing only one examinee) have questions about what is considered prohibited behavior?

If an examinee is using a test form that does NOT have a six digit serial number (braille or DVDs), ALWAYS have the examinee copy the serial number from the regular type booklet. For large type test booklets, instruct examinees to add two zeroes to the front of the 4-digit number when gridding the booklet number.

► **If there are no questions, say:**

On the cover of your test booklet, find the Examinee Statement, Certification, and Signature section, which you will need to complete. I will now read that section to you, as it appears on your test booklet.

► **Give everyone time to copy the Certification and sign and date their test booklet. Then say:**

Now, in the top-left corner of your regular-type test booklet, find the 6-digit number. Copy it into the “Booklet Number” boxes on your answer document and fill in the corresponding oval in the column below each box. . . .

Next, find the 3-character test form on the front cover of your test booklet, copy it into the “Form” boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

► **Walk around the room and ensure that each examinee has signed the test booklet, entered the correct test booklet number and test form, and filled in the corresponding ovals on the answer document.**

► **When all examinees have finished, say:**

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet. (If examinees are using a test form they are not permitted to write on, you may provide scratch paper.)

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test. I will walk around the room during testing to be sure you are working on the right test. If you have a question or need another pencil, raise your hand. Do not look around.

If you are wearing a watch with an alarm, **you must be sure it is turned off now**. If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . . .

I will keep the official time for this examination. I will give an announcement of time remaining on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

- ▶ **Answer any questions, then skip to the verbal instructions for the specific timing code for all the examinees in your room NOW, as indicated below.**

**GO** For Timing Code 2, continue on page 38.

**GO** For Timing Code 3, continue on page 46.

**GO** For Timing Code 5, continue on page 56.

**GO** For Timing Code 6, continue on page 64.

**GO** For Timing Code 7, continue on page 70.

**GO** For Timing Code 8 (writing test ONLY), continue on page 77.

# Timing Code 2: Double Time over Multiple Days

Do not continue until you have completed the verbal instructions from the beginning (see “Verbal Instructions,” page 32).

This section contains the verbal instructions for examinees identified on the ACT State and District Test Accommodations Roster with timing code 2 (printed below their reference number). The timing guideline for each test is: Test 1—90 minutes; Test 2—120 minutes; Test 3—70 minutes; Test 4—70 minutes; **writing test—80 minutes**. These guidelines have been set to ensure that 90 percent of examinees will finish before that time. Testing may occur over multiple days; however, each test must be completed during one session.

► **Say:**

I will announce when 30 minutes remain on each test to serve as a warning before time is called.

When I call time and tell you to stop, put your pencil down **immediately** and look up at me. If you finish before I call time, recheck your work on that test, place your answer document inside your test booklet, and close the cover. You may not read or engage in any other activity that could distract others still testing. From this time on, there must be no talking. Listen carefully to these instructions.

**Test 1** is English. Do not go on to the next test until I tell you to do so. **You have up to 90 minutes to complete Test 1.** You may now break the seal, open your booklet, turn to **Test 1**, read the directions carefully, and begin work.

The following instructions are written for examinees who are taking one test per day. If you are administering the tests in fewer sessions, adjust the directions accordingly.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

If you are testing more than one examinee, you must enter each examinee’s reference number on the Seating Diagram (page 99). Complete every item on the form.

During testing, check to be sure examinees are working on the correct test.

If you observe prohibited behavior that requires you to dismiss an examinee and void the answer document, **you must inform the examinee the answer document will not be scored and the reasons for your action.** See “Irregularities” (page 83) for detailed irregularity descriptions and procedures.

► **If any examinees are still working after 1 hour, say:**

Attention. You have up to another 30 minutes to work.

- **When all examinees have completed Test 1, or another 30 minutes (90 minutes total) have passed, say:**

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk. . . .

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

- **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

Direct examinees to the next activity as determined by your school administration.

When examinees report for the next day of testing, check the handwritten booklet numbers and reference numbers on the roster with the numbers on the test booklets and reference numbers in Block T of the answer documents to be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

- **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)

**Test 2** is mathematics. The right-hand side of each page of the next section of the test booklet is blank for any figuring you may need to do. All problems on the mathematics test can be solved without a calculator. However, you **are** allowed to use a calculator on this test. If you brought a calculator, you may get it out now. . . .

You are responsible for knowing if your calculator is permitted. I will check your calculator during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk. Are there any questions? . . .

If you finish before time is called, recheck your work on Test 2, turn off your calculator, place your answer document inside your test booklet, and close the cover. Do not turn the page to the next test and do not fill in or alter ovals for Test 1. **You have up to 120 minutes to complete Test 2.** Turn to **Test 2**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97) record the minutes actually used by the examinee.

Testing personnel must check all calculators as soon as the timing of Test 2 begins.

- If an examinee uses a prohibited calculator, follow the procedures in “Dismissal for Prohibited Behavior” (page 88) to dismiss the examinee and void the answer document. **Be sure you inform the examinee the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The examinee will not be allowed to take any other tests.

▶ **If any examinees are still working after 1½ hours, say:**

Attention. You have up to another 30 minutes to work.

▶ **When all examinees have completed Test 2, or another 30 minutes (120 minutes total) have passed, say:**

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk. . . .

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

▶ **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

▶ Direct examinees to the next activity as determined by your school administration.

When examinees report for the next day of testing, check the handwritten booklet numbers and reference numbers on the roster with the numbers on the test booklets and reference numbers in Block T of the answer documents to be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

▶ **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)

**Test 3** is reading. Do not go on to the next test and do not fill in or alter ovals for previous tests. **You have up to 70 minutes to complete Test 3.** Turn to **Test 3**, read the directions carefully, and begin work.

## 3 3

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

▶ **If any examinees are still working after 40 minutes, say:**

Attention. You have up to another 30 minutes to work.

▶ **When all examinees have completed Test 3, or another 30 minutes (70 minutes total) have passed, say:**

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk. . . .

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

▶ **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

▶ **Direct examinees to the next activity as determined by your school administration.**

When examinees report for the next day of testing, check the handwritten booklet numbers and reference numbers on the roster with the numbers on the test booklets and reference numbers in Block T of the answer documents to be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

▶ **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)

**Test 4** is science. Do not fill in or alter ovals for any other test. **You have up to 70 minutes to complete Test 4.** Turn to **Test 4**, read the directions carefully, and begin work.

# 4 ○ ○ ○ ○ ○ ○ ○ ○ ○ 4

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

► **If any examinees are still working after 40 minutes, say:**

Attention. You have up to another 30 minutes to work.

► **When all examinees have completed Test 4, or another 30 minutes (70 minutes total) have passed, say:**

Stop. Read the Statement at the bottom of the page (you may need to read the Statement aloud to the examinees). Copy the Certification, sign your name, and enter today’s date (give the date). When you finish, put your pencil down and look up at me. . . .

**No Writing continue below.**



**Writing SKIP to “Writing Test—80 Minutes” (page 43).** (If you administer the writing test on the next day, adjust the instructions accordingly.)

► **Say:**

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further instructions. (If you gave examinees scratch paper, instruct them to put all scratch paper inside their test booklet.)

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed. Do not dismiss examinees until you have verified that you have an answer document for each examinee and that the number of test booklets collected equals the number you distributed.

► **After the counts have been verified, say:**

Your score report will be mailed approximately two to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test accommodations coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

## Writing Test—80 Minutes

► **Say:**

I will now collect the test booklets. Do not open or mark on your answer document. I will collect the test booklets individually; do not pass them in. Leave your answer document on your desk so that page 1 faces up. Remain quietly in your seat until I give you further instructions.

Collect the multiple-choice test booklets individually. **Do NOT distribute the writing test booklets.** Monitor examinees to make sure they do not mark on or alter their answer documents. Count the test booklets to make sure the number collected equals the number you distributed.

► **After the count has been verified, say:**

You may now take five minutes to relax and sharpen your pencils. You may not leave the room.

**Do not leave the test room unattended during the break.**

Resume testing after five minutes. Do not wait for examinees who return late. Lost time may not be made up. If an examinee returns after you have distributed the writing test booklets, hand the examinee his or her assigned writing test booklet and have him or her read the directions. Quietly show the examinee how to enter the test booklet number and test form on page 6 of the answer document.

► **After the five-minute break, say:**

We are ready to resume testing. . . . The next test is a writing test for which you will complete an essay written in English. You must use a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

Open your answer document, turn it to page 5, print your name in the spaces provided, and look up. . . .

I will now hand you a writing test booklet. Do not break the seal or open it until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing essay topics or responses to anyone. If you continue to work on the essay after time is called, you will be dismissed and your answer document will not be scored.

When you receive your test booklet, sign and print your name and enter your date of birth in the spaces provided on the front cover. Then, read the directions. After you have read them, look up. . . .

Individually hand each examinee his or her **assigned** writing test booklet.

► **When all examinees have read the directions, say:**

Turn your answer document to page 6. In the top-left corner of your test booklet, find the 6-digit number. Copy it into the “Writing Test Booklet Number” boxes on your answer document. . . .

Now, find the 3-character test form under the date of birth boxes, copy it into the “Writing Test Form” boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

Walk around the room to make sure examinees have entered the correct test booklet number and test form, and filled in those ovals on the answer document.

► **When everyone is finished, say:**

**You will have up to 80 minutes to work on the writing test.** I will announce when you have 30 minutes remaining and again when you have 5 minutes remaining to serve as warnings before time is called. If you finish before I call time, recheck your work on the writing test, close both your test booklet and answer document, and place them on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions? . . .

► **Answer any questions, then say:**

**You have up to 80 minutes to work on this test.** You may now break the seal, open the test booklet, read the assignment, and begin work.

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

► **If any examinees are still working after 50 minutes, say:**

Attention. You have up to another 30 minutes to work.

► **If any examinees are still working after another 25 minutes (75 minutes total) have passed, say:**

Attention. You have up to another 5 minutes to work.

► **When all examinees have completed the writing test or another 5 minutes (80 minutes total) have passed, say:**

Stop, put your pencil down, and look up. . . .

Close both your test booklet and answer document and keep them separate on your desk. I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed. Do not dismiss examinees until you have verified that you have an answer document for each examinee and that the number of test booklets collected equals the number you distributed.

► **After the counts have been verified, say:**

Your score report will be mailed approximately two to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

## Timing Code 3: Triple Time over Multiple Days

Do not continue until you have completed the verbal instructions from the beginning (see “Verbal Instructions,” page 32).

This section contains the verbal instructions for examinees identified on the ACT State Test Accommodations Roster with timing code 3 (printed below their reference number). The timing guideline for each test is: Test 1—135 minutes (180 minutes if using a reader or DVDs); Test 2—180 minutes; Test 3—105 minutes; Test 4—105 minutes; **writing test—120 minutes**. These guidelines have been set to ensure that 90 percent of examinees will finish before that time. Testing may occur over multiple days; however, each test must be completed during one session.

### Readers

An examinee approved to test with a reader must test **individually**. Readers are **not** permitted to read the tests to a group. The room supervisor normally serves as the reader and must read the tests verbatim from a script prepared by ACT.

**The writing test is not in the reader’s script. Read the directions and writing prompt verbatim to the examinee from the writing test booklet as directed in “Writing Test” (page 51).**

### DVDs

The DVDs do not include recorded verbal instructions. You must read the verbal instructions to all examinees verbatim from this manual.

Examinees approved to test with DVDs may test as a group provided they all use their own headphones, can control the progress of their own players, and begin each test at the same time (e.g., if you are administering Test 1—English, all examinees must be working on Test 1).

Make sure that you individually hand each examinee one disc at a time and do not distribute discs until just before you begin timing that test.

For DVDs, make sure that you have set up the test room (typically a computer lab) and all playback devices (e.g., computers) before test day. It is critical that you also read and understand the ACT DVD Usage Guidelines included with each set of DVDs.

Use your judgment as to which instructions are needed by an examinee(s) who cannot mark the answer document or sign their name.

If any examinees were approved to respond orally, it will be noted on the roster and the examinee must test individually. You are responsible for accurately transferring the examinee’s responses to the answer document, preferably in the examinee’s presence.

#### ► Say:

I will announce when 30 minutes remain on each test to serve as a warning before time is called.

When I call time and tell you to stop, put your pencil down **immediately** and look up at me. If you finish before I call time, recheck your work on that test, place your answer document inside your test booklet, and close the cover.

You may not read or engage in any other activity that could distract others still testing. From this time on, there must be no talking. Listen carefully to these instructions.



► **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)

**Test 2** is mathematics. The right-hand side of each page of the test booklet is blank for any figuring you may need to do. All problems on the mathematics test can be solved without a calculator. However, you **are** allowed to use a calculator on this test. If you brought a calculator, you may get it out now. . . .

You are responsible for knowing if your calculator is permitted. I will check your calculator during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk. Are there any questions? . . .

If you finish before time is called, recheck your work on Test 2, turn off your calculator, place your answer document inside your test booklet, and close the cover. Do not turn the page to the next test and do not fill in or alter ovals for Test 1. **You have up to 3 hours to complete Test 2.** Turn to **Test 2**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

Testing personnel must check all calculators as soon as the timing of Test 2 begins.

- If an examinee uses a prohibited calculator, follow the procedures in “Dismissal for Prohibited Behavior” (page 88) to dismiss the examinee and void the answer document. **Be sure you inform the examinee the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The examinee will not be allowed to take any other tests.



- ▶ **When all examinees have completed Test 3, or another 30 minutes (105 minutes total) have passed, say:**

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk. . . .

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

- ▶ **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

Direct examinees to the next activity as determined by your school administration.

When examinees report for the next day of testing, check the handwritten booklet numbers and reference numbers on the roster with the numbers on the test booklets and reference numbers in Block T of the answer documents to be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

- ▶ **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)

**Test 4** is science. Do not fill in or alter ovals for any other test. **You have up to 105 minutes to complete Test 4.** Turn to **Test 4**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

- ▶ **If any examinees are still working after 1 hour 15 minutes, say:**

Attention. You have up to another 30 minutes to work.

- ▶ **When all examinees have completed Test 4, or another 30 minutes (105 minutes total) have passed, say:**

Stop. On your answer document, find the Examinee Statement, Certification, and Signature section, which you will need to complete. I will now read that section to you as it appears on your answer document.

**No Writing continue below.**



**Writing SKIP to “Writing Test—120 Minutes” (page 51).**

► **Say:**

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed. Do not dismiss examinees until you have verified that you have an answer document for each examinee and that the number of test booklets collected equals the number you distributed.

► **After the counts have been verified, say:**

Your score report will be mailed approximately two to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

## Writing Test—120 Minutes

► **Say:**

I will now collect the answer documents and test booklets. They will be picked up individually; do not pass them in. Remain quietly in your seat until I give you further instructions.

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

► **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

Direct examinees to the next activity as determined by your school administration.

### Important Notes

- Examinees approved to use readers, sign language interpreters for test items, transcribers, or voice-activated computer software, **must** test individually, each in a separate room. (Examinees approved to use computers or braille may test as a group.)
- If using a transcriber, braille, computer, or voice-activated computer software, the room supervisor **must** sign and return the agreement (page 109) or scores will not be released.

Specific instructions for each alternate response mode appear below.

### For Readers

- The room supervisor normally serves as the reader.
- You may read to only **one** examinee individually in a separate room.
- Read the directions and prompt verbatim to the examinee from the test booklet.
- Read the directions, and then hand the booklet to the examinee so he or she can review the directions.
- Instruct the examinee to enter the requested information on the front cover of the test booklet, and fill in the test booklet number and test form on the answer document.
- When the examinee indicates he or she is ready to begin, instruct him or her to break the seal and hand the booklet back to you.
- Read the prompt and return the booklet to the examinee for reference while writing the essay.
- The examinee may begin work as soon as you have finished reading the entire prompt.
- **BEGIN TIMING.**

### For Transcribers

- You may transcribe for only **one** examinee individually in a separate room.
- Record **verbatim** on the lined pages of the answer document what the examinee dictates, even if there is an error.
- Write or print legibly in the lined pages of the answer document with a soft lead No. 2 pencil. (Do not use a mechanical pencil, ink pen, or correction fluid.)
- Do not organize or paraphrase the examinee’s thoughts into a final draft.
- If the examinee requests you to write down any notes or outlines, you may do so in the test booklet, but the examinee is responsible for indicating what is and is not part of the final essay.
- Do not make any corrections not dictated to you by the examinee. If you are not clear on what the examinee wants you to write, you may ask him or her to repeat or clarify, but do not point out or fix any errors.
- The examinee must provide **all** information, including spelling of difficult words, spelling of words that can be spelled more than one way (e.g., two, to, and too), punctuation, paragraphing, grammar, etc.
- At any time before STOP is called, the examinee may review what you have written by asking to read what you have transcribed. If the examinee is visually impaired, you are authorized to read what you have written to the examinee verbatim, with no changes of inflection or pauses that would alert the examinee to any mistakes.

### For Using Brailers, Computers, or Computer Voice-Activated Software

- Examinees using a computer or braille may test as a group. Examinees using voice-activated computer software must test **individually** in a separate room.
- The grammar check feature must be turned off and the room supervisor must sign the agreement (page 109) to certify this was done.
- The examinee’s name and reference number must appear at the top of the first page of the essay.
- Do **not** transfer the essay to the answer document.
- Return the essay exactly as printed to ACT inside the answer document (leave the lined pages blank). Do not return them separately or scoring may be delayed.
- Do not put the writing test booklet inside the answer document.
- The essay must be printed in 12-point type on standard 8½-×-11-inch paper with the following margins:
 

Top of page	2 inches
Bottom of page	1½ inches
Left and Right Side Margins	1 inch

When examinees report for the next day of testing, check the reference numbers on the roster with the reference numbers in Block T of the answer documents to be sure examinees receive their own. Individually hand examinees the answer documents.

► **Say:**

We are ready to begin testing. The next test is a writing test for which you will complete an essay written in English. You must use a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

Open your answer document and turn it to page 5. Print your name in the spaces provided, and look up. . . .

I will now hand you a writing test booklet. Do not break the seal or open it until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing essay topics or responses to anyone. If you continue to work on the essay after time is called, you will be dismissed and your answer document will not be scored. When you receive your test booklet, sign and print your name and enter your date of birth in the spaces provided on the front cover. Then, read the directions. After you have read them, look up. . . .

Individually hand each examinee his or her **assigned** writing test booklet.

► **When all examinees have read the directions, say:**

Turn your answer document to page 6. In the top-left corner of your test booklet, find the 6-digit number. Copy it into the “Writing Test Booklet Number” boxes on your answer document. . . .

Now, find the 3-character test form under the date of birth boxes, copy it into the “Writing Test Form” boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

Walk around the room to make sure examinees have entered the correct test booklet number and test form, and filled in those ovals on the answer document.

**Note: If ACT has approved the examinee for a transcriber (scribe), read the instructions below. If the examinee is NOT using a transcriber, skip to the next shaded block.**

► **When everyone is finished, say:**

The transcriber (scribe) will write down verbatim on the answer document what you dictate. The scribe may write down notes or outlines dictated by you, but will not organize or paraphrase your thoughts into a final draft. You are responsible for telling the scribe what is and is not part of your final essay. The scribe will only make corrections dictated by you.

You must provide all information, including spelling of difficult words, spelling of words that can be spelled more than one way (e.g., t-w-o, t-o, and t-o-o), punctuation, paragraphing, grammar, etc.

You may review what the scribe has written at any time, normally by reading it yourself. If you have a visual impairment, the scribe will read it to you.

**You will have 2 hours to work on the writing test.** I will announce when you have 30 minutes remaining on this test and again when you have 5 minutes remaining to serve as warnings before time is called. If you finish before I call time, recheck your work on the writing test, close both your test booklet and answer document and place them on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions? . . .

▶ **Answer any questions, then say:**

**You have 2 hours to work on this test.** You may now break the seal, open your test booklet, read the assignment, and begin work.

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

▶ **If any examinees are still working after 90 minutes, say:**

Attention. You have up to another 30 minutes to work.

▶ **If any examinees are still working after another 25 minutes (115 minutes total) have passed, say:**

Attention. You have up to another 5 minutes to work.

▶ **When all examinees have completed the writing test or another 5 minutes (120 minutes total) have passed, say:**

Stop, put your pencil down, and look up. . . .

Close both your test booklet and answer document so that page 1 of your answer document faces up and keep them separate on your desk. I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed and that you have an answer document for each examinee. Do not dismiss examinees until you have verified that the number of test booklets collected equals the number you distributed.

► **After the counts have been verified, say:**

Your score report will be mailed two to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Once the completed essay is printed, place it inside the answer document. If the examinee used DVDs, check the playback devices to make sure they are empty before removing them from the test room or turning them off. If the examinee used a computer, you must clear the essay from the computer after printing.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

## Timing Code 5: Standard Time over Multiple Days OR Single Session with Authorized Stop-the-Clock Breaks

Do not continue until you have completed the verbal instructions from the beginning (see “Verbal Instructions,” page 32).

- If you have more than one examinee authorized for stop-the-clock breaks, you must test each examinee individually in a separate room.
- Do NOT test examinees testing over multiple days in the same room as an examinee testing on one day with stop-the-clock breaks.

This section contains the verbal instructions for examinees identified on the ACT State and District Test Accommodations Roster with timing code 5 (printed below their reference number). Examinees with timing code 5 are authorized to test with standard time *either*:

- over multiple days, *or*
- in a single session on one day with stop-the-clock breaks (must test individually)

The time allowed for each test is: Test 1— 45 minutes; Test 2— 60 minutes; Test 3—35 minutes; Test 4 — 35 minutes; **writing test—40 minutes.**

*Note:*

- *Refer to the ACT State and District Test Accommodations Roster for which accommodation the examinee is to receive (multiple-days or stop-the-clock-breaks).*
- *You are not allowed to change the accommodation listed on the roster without prior approval from ACT.*

The verbal instructions are written for examinees testing over multiple days; one test per day. If you administer the tests in fewer sessions, adjust the instructions accordingly. You may allow a short break after each test if administering more than one test per day.

*If the examinee has been authorized by ACT to test on one day with stop-the-clock breaks, adjust the instructions accordingly. An examinee authorized for stop-the-clock breaks may take a break whenever he or she chooses. You MUST record testing times—minutes used prior to *and* after breaks—on the Administration Report. Do not include time spent on breaks.*

Do NOT use these verbal instructions to test examinees who were not approved by ACT for accommodations and do NOT test examinees with timing code 5 in the same room as standard time examinees or examinees with timing code 8.

► **Say:**

I will announce when 5 minutes remain on each test to serve as a warning before time is called.

When I call time and tell you to stop, put your pencil down **immediately** and look up at me. If you finish before I call time, recheck your work on that test, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing. From this time on, there must be no talking. Listen carefully to these instructions.

**Test 1** is English. **You will have up to 45 minutes to work on this test.** Do not begin work until I tell you to do so. You may now break the seal, but do not open the booklet.

- ▶ **Wait for everyone to break the seal, set your stopwatch or interval timer to 45 minutes, and then say:**

**You have up to 45 minutes to work on this test.** Open your booklet to **Test 1**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

Before you announce time remaining and before you call Stop, check your timepiece carefully against the time you have written down.

If you are testing more than one examinee, you must enter each examinee’s reference number on the Seating Diagram (page 99). Complete every item on the form.

During testing, check to be sure examinees are working on the correct test. If you observe prohibited behavior that requires you to dismiss an examinee and void the answer document, **you must inform the examinee the answer document will not be scored and the reasons for your action.** See “Irregularities” (page 83) for detailed irregularity descriptions and procedures.

- ▶ **If any examinees are still working after 40 minutes, say:**

Attention. You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates 5 more minutes (exactly 45 minutes total) have passed and you have checked the Stop time, say:**

Stop, put your pencil down. Place your answer document inside your test booklet, close the cover, and look up at me. . . .

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

- ▶ **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

Direct examinees to the next activity as determined by your school administration.

When examinees report for the next day of testing, check the handwritten booklet numbers and reference numbers on the roster with the numbers on the test booklets and reference numbers in Block T of the answer documents to be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

► **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)

**Test 2** is mathematics. The right-hand side of each page of the next section of the test booklet is blank for any figuring you may need to do. All problems on the mathematics test can be solved without a calculator. However, you **are** allowed to use a calculator on this test. If you brought a calculator, you may get it out now. . . .

You are responsible for knowing if your calculator is permitted. I will check your calculator during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand, and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other you may use only the mathematics functions. Keep your calculator flat on your desk. Are there any questions? . . .

**You will have up to 60 minutes to work on this test.** Do not begin work until I tell you to do so. If you finish before time is called, recheck your work on Test 2, turn off your calculator, place your answer document inside your test booklet, and close the cover. Do not go on to the next test, and do not fill in or alter ovals for Test 1.

► **Set your stopwatch or interval timer to 60 minutes, and say:**

**You have up to 60 minutes to work on this test.** Turn to **Test 2**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

Testing personnel must check all calculators as soon as timing for Test 2 begins.

- If an examinee uses a prohibited calculator, follow the instructions in “Dismissal for Prohibited Behavior” (page 88) to dismiss the examinee and void the answer document. **Be sure you inform the examinee the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The examinee will not be allowed to take any other tests.



- ▶ **If any examinees are still working after 30 minutes, say:**

Attention. You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates 5 more minutes (exactly 35 minutes total) have passed and you have checked the stop time, say:**

Stop, put your pencil down. Place your answer document inside your test booklet, close the cover, and look up at me. . . .

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

- ▶ **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

Direct examinees to the next activity as determined by your school administration.

When examinees report for the next day of testing, check the handwritten booklet numbers and reference numbers on the roster with the numbers on the test booklets and reference numbers in Block T of the answer documents to be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

- ▶ **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)

**Test 4** is science. **You will have up to 35 minutes to work on this test.** If you finish before time is called, recheck your work on Test 4, then close your test booklet and answer document. Do not fill in or alter ovals for any other test. Are there any questions? . . .



- ▶ **Set your stopwatch or interval timer to 35 minutes and say:**

**You have up to 35 minutes to work on this test.** Turn to **Test 4**, read the directions carefully, and begin work.

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.



When examinees report for the next day of testing, check the reference numbers on the roster with the reference numbers in Block T of the answer documents to be sure examinees receive their own. Individually hand examinees the answer documents.

► **Say:**

We are ready to begin testing. The next test is a writing test for which you will complete an essay written in English. You must use a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

Open your answer document and turn it to page 5. Print your name in the spaces provided, and look up. . . .

I will now hand you a writing test booklet. Do not break the seal or open it until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing essay topics or responses to anyone. If you continue to work on the essay after time is called, you will be dismissed and your answer document will not be scored. When you receive your test booklet, sign and print your name and enter your date of birth in the spaces provided on the front cover. Then, read the directions. After you have read them, look up. . . .

Individually hand each examinee his or her **assigned** writing test booklet.

► **When all examinees have read the directions, say:**

Turn your answer document to page 6. In the top-left corner of your test booklet, find the 6-digit number. Copy it into the “Writing Test Booklet Number” boxes on your answer document. . . .

Now, find the 3-character test form under the date of birth boxes, copy it into the “Writing Test Form” boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

Walk around the room to make sure examinees have entered the correct test booklet number and test form, and filled in those ovals on the answer document.

► **When everyone is finished, say:**

If you finish before I call time, recheck your work on the writing test, close both your test booklet and answer document, and place them on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions? . . .

► **Answer any questions, then say:**

You may now break the seal, but do not open the booklet.

- ▶ **Set your stopwatch or interval timer to 40 minutes, then say:**

**You have 40 minutes to work on this test.** Open the test booklet, read the assignment, and begin work.

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

- ▶ **If any examinees are still working after 35 minutes, say:**

Attention. You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates that another 5 minutes (40 minutes total) have passed, say:**

Stop, put your pencil down, and look up. . . .

Close both your test booklet and answer document so that page 1 of your answer document faces up and keep them separate on your desk. I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed and that you have an answer document for each examinee. Do not dismiss examinees until you verify that the number of test booklets collected equals the number you distributed.

- ▶ **After the counts have been verified, say:**

Your score report will be mailed five to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

---

## Timing Code 6: Time-and-a-Half, Self-Paced, Single Session

Do not continue until you have completed the verbal instructions from the beginning (see “Verbal Instructions,” page 32).

**ACT (no writing): 5 hours TOTAL for ALL FOUR tests**

**ACT with writing: 6 hours TOTAL for ALL FIVE tests**

This section contains the verbal instructions for examinees identified on the ACT State and District Test Accommodations Roster with timing code 6 (printed below their reference number). These examinees are authorized for time-and-a-half, self-paced testing, including breaks between tests, administered in a single session on one day.

**All** examinees begin **Test 1** at the same time, then work at their own pace. When work is completed on a test, the examinee must notify the room supervisor he or she is ready to take a break or begin the next test. **Once the examinee has notified the room supervisor that he or she has completed a test, the examinee is not permitted to return to that test.** Examinees may be individually dismissed as soon as they have completed all their tests.

You must record on the “ACT Administration Report” (page 97) the **total minutes** actually used by each examinee on **all tests**.

► **Begin by saying:**

The following behaviors are also prohibited:

- looking back at a test once you have notified me you completed that test
- looking ahead in the test booklet without notifying me you are ready to begin the next test

► **Then, say:**

For **Test 2**, the mathematics test, the right-hand side of each page of the test booklet is blank for any figuring you may need to do. All problems on the Mathematics Test can be solved without a calculator. However, you **are** allowed to use a calculator on that test.

You are responsible for knowing if your calculator is permitted. I will check your calculator when I authorize you to begin Test 2 and periodically during Test 2. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand, and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk.

Put your calculator away now. You may use it only when I authorize you to begin Test 2, and you must put it away after you complete Test 2. . . .

- ▶ **ACT (no writing): Read the LEFT column.**
- ▶ **ACT with writing: Read the RIGHT column.**

NO Writing	Writing
<p><b>You will have a total of 5 hours, including breaks between tests, to complete all four tests at your own pace.</b></p>	<p><b>You will have a total of 6 hours, including breaks between tests, to complete all five tests at your own pace.</b> For the writing test, your essay must be written in English with a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.</p>

- ▶ **ALL administrations continue by saying:**

I will announce every hour the time remaining. I will also announce when you have 5 minutes remaining before the end of testing. If you complete all your tests before time is called, I will collect your materials individually and dismiss you.

Do not begin work until I tell you to do so. You must take the tests in the order in which they appear in the test booklet. You may work on only one test at a time and must completely finish one test before you begin work on the next one. You must notify me when you complete each test. I will then authorize you to take a break or begin the next test. You may not look back at or work on a test after you notify me you have completed it.

You may take a break only between tests. Any time spent taking breaks is part of your total testing time and cannot be made up. I will not stop timing while you are on break. When you leave to take a break, your test booklet must be closed with your answer document inside it. During breaks, please be quiet in the halls. You may not eat or drink anything in the test room.

- ▶ **Announce where drinking fountains and restrooms are, then say:**

Stop, read the Statement at the bottom of page 4 of your answer document, and then copy **only the Certification**—not the Statement—on the lines provided. Sign your name and enter today's date (*give the date*). When you finish, put your pencil down, close your answer document, and look up. . . .

- ▶ **ACT (no writing):** Read the **LEFT** column.
- ▶ **ACT with writing:** Read the **RIGHT** column.

NO Writing	Writing
<p>After you sign your answer document, close it and your test booklet, then notify me so I can collect and check your test materials individually. You may not leave until I dismiss you. Remember, you must notify me when you complete each test. You have <b>up to 5 hours</b> to complete all four tests at your own pace.</p>	<p>After you sign your answer document, close it and your test booklet, then notify me so I can collect and check your multiple-choice test booklet. You will receive additional instructions, materials, and authorization to take a break or begin the writing test at that time. Remember, you must notify me when you complete each test. You have <b>up to 6 hours</b> to complete all five tests at your own pace.</p>

**ALL administrations continue below.**

START

- ▶ **Note the exact START time at left, then say:**

You may now break the seal, open your test booklet to **Test 1**, read the directions carefully, and begin work.

Enter the actual time you announce Start above, then calculate the projected time remaining and Stop times on the following pages. If you make a time remaining announcement or call Stop at a time other than the projected time, change what you entered to reflect the *actual* time you made your announcement.

**Since timing code 6 is self-paced, it is critical that you make your time remaining announcements accurately as examinees rely on them to pace themselves throughout the tests.**

If you are testing more than one examinee, you must enter each examinee’s reference number on the “ACT Seating Diagram” (page 99). Complete every item on the form.

Walk around the room throughout the administration to ensure examinees are working on the correct test and discourage prohibited behavior.

If you observe prohibited behavior that requires you to dismiss an examinee and void the answer document, **you must inform the examinee the answer document will not be scored and the reasons for your action.** See “Irregularities” (page 83) for detailed irregularity descriptions and procedures.



**No writing SKIP to “All Administrations” (page 67).**

**Writing continue with “Writing Test Instructions” (page 66).**

## Writing Test Instructions

If examinees are ready to begin the writing test at different times, you may instruct each examinee individually as long as you do not distract other examinees and have a proctor available to monitor them.

When each examinee notifies you he or she completes Test 4, collect and check the multiple-choice test booklet. Authorize the examinee to take a break or begin the writing test by handing the examinee his or her **assigned** writing test booklet. If the examinee takes a break, do not give the examinee his or her booklet until after the examinee returns.

► **Then, say:**

On the front cover of your writing test booklet, sign and print your name and enter your date of birth in the spaces provided. . . .

Now, turn your answer document to page 5 and print your name in the spaces provided. . . . Then, turn it to page 6. In the top-left corner of your test booklet, find the 6-digit number. Copy it into the “Writing Test Booklet Number” boxes on your answer document. . . .

Now, find the 3-character test form under the date of birth boxes, copy it into the “Writing Test Form” boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

Read the directions on the front cover of your test booklet, break the seal, open the booklet, read the assignment, and begin work.

## All Administrations

In the verbal instructions that follow, each shaded box has two or three different announcements: the **FIRST** one applies to ACT (no writing) administrations, **the SECOND one applies to ACT with writing administrations**, and the **THIRD** one applies to ALL administrations. Make sure to read the correct time remaining announcement.

Exactly  
1 hour  
after START

► **When your watch or timer indicates exactly 1 hour has passed and you have checked the time, say:**

**ACT (no writing):** You have 4 hours remaining.

**ACT with writing:** You have 5 hours remaining.

**All:** You should plan to begin Test 2 within the next hour.

Exactly  
2 hours  
after START

► **When exactly 2 hours have passed and you have checked the time, say:**

**ACT (no writing):** You have 3 hours remaining.

**ACT with writing:** You have 4 hours remaining.

Exactly  
3 hours  
after START

► **When exactly 3 hours have passed and you have checked the time, say:**

**ACT (no writing):** You have 2 hours remaining.

**ACT with writing:** You have 3 hours remaining.

**All:** If you have not started Test 3, you should plan to move on to that test soon.

Exactly  
4 hours  
after START

▶ **When exactly 4 hours have passed and you have checked the time, say:**

**ACT (no writing):** You have 1 hour remaining.

**ACT with writing:** You have 2 hours remaining.

**All:** If you have not started Test 4, you should plan to move on to that test soon.

Exactly  
4 hours and  
55 minutes  
after START

▶ **When exactly 4 hours and 55 minutes have passed and you have checked the time, say:**

**ACT (no writing):** You have 5 minutes remaining.

Exactly  
5 hours  
after START

▶ **When exactly 5 hours have passed and you have checked the STOP time, say:**

**ACT (no writing):** STOP, put your pencil down, close your test booklet, and look up at me. . . .

**ACT with writing:** You have 60 minutes remaining. If you have not started the writing test, you should plan to move to that test soon.

**ACT (no writing): Complete your administration beginning with the NEXT shaded box.**



**ACT with writing: SKIP to “Writing Test,” on page ??.**

Stop, read the Statement at the bottom of page 4 of your answer document, and then copy **only the Certification**—not the Statement—on the lines provided. Sign your name and enter today's date (give the date). When you finish, put your pencil down, close your answer document, and look up. . . .

I will now collect and check your answer document and test booklet individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed. Do not dismiss examinees until you have verified that you have an answer document for each examinee and that the number of test booklets collected equals the number you distributed.

▶ **After the counts have been verified, say:**

Your score report will be mailed approximately two to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

Exactly  
5 hours and  
55 minutes  
after START

- ▶ **When exactly 5 hours and 55 minutes have passed and you have checked the time, say:**

You have 5 minutes remaining.

Exactly  
6 hours  
after START

- ▶ **When exactly 5 more minutes have passed (exactly 6 hours after START) and you have checked the Stop time, say:**

Stop, put your pencil down, close your test booklet, and look up at me. . . .

Stop. Read the Statement at the bottom of page 4 of your answer document, and then copy **only the Certification**—not the Statement—on the lines provided. Sign your name and enter today's date (give the date).

When you finish, put your pencil down, close your answer document and look up. . . .

I will now collect and check your answer document and test booklet individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed and that you have an answer document for each examinee. Do not dismiss examinees until you verify that the number of test booklets collected equals the number you distributed.

- ▶ **After the counts have been verified, say:**

Your score report will be mailed approximately two to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

---

# Timing Code 7: Time-and-a-Half over Multiple Days

Do not continue until you have completed the verbal instructions from the beginning (see “Verbal Instructions” (page 32).

**This section contains the verbal instructions for examinees identified on the ACT State and District Test Accommodations Roster with timing code 7 (printed below their reference number). The timing guideline for each test is: Test 1—70 minutes; Test 2—90 minutes; Test 3—55 minutes; Test 4—55 minutes; writing test—60 minutes.** These guidelines have been set to ensure that 90 percent of examinees will finish before that time. Testing may occur over multiple days; however, each test must be completed during one session.

The following instructions are written for examinees who are taking one test per day. If you are administering the tests in fewer sessions, adjust the directions accordingly.

► **Say:**

When I call time and tell you to stop, put your pencil down **immediately** and look up at me. If you finish before I call time, recheck your work on that test, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing. From this time on, there must be no talking. Listen carefully to these instructions.

I will announce when 30 minutes remain on this test to serve as a warning before time is called.

**Test 1** is English. Do not go on to the next test until I tell you to do so. **You have up to 70 minutes to complete Test 1.** You may now break the seal, open your test booklet, turn to **Test 1**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

If you are testing more than one examinee, you must enter each examinee’s reference number on the “ACT Seating Diagram” (page 99). Complete every item on the form.

During testing, check to be sure examinees are working on the correct test. If you observe prohibited behavior that requires you to dismiss an examinee and void the answer document, **you must inform the examinee the answer document will not be scored and the reasons for your action.** See “Irregularities” (page 83) for detailed irregularity descriptions and procedures.

► **If any examinees are still working after 40 minutes, say:**

Attention. You have up to another 30 minutes to work.

- **When all examinees have completed Test 1, or another 30 minutes (70 minutes total) have passed, say:**

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk. . . .

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

- **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

Direct examinees to the next activity as determined by your school administration.

When examinees report for the next day of testing, check the handwritten booklet numbers and reference numbers on the roster with the numbers on the test booklets and reference numbers in Block T of the answer documents to be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

- **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)

I will announce when 30 minutes remain on this test to serve as a warning before time is called.

**Test 2** is mathematics. The right-hand side of each page of the next section of the test booklet is blank for any figuring you may need to do. All problems on the mathematics test can be solved without a calculator. However, you **are** allowed to use a calculator on this test. If you brought a calculator, you may get it out now. . . .

You are responsible for knowing if your calculator is permitted. I will check your calculator during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk.

If you finish before time is called, recheck your work on Test 2, turn off your calculator, place your answer document inside your test booklet, and close the cover. Do not turn the page to the next test and do not fill in or alter ovals for Test 1. **You have up to 90 minutes to complete Test 2.** Turn to **Test 2**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

Testing personnel must check all calculators as soon as the timing of Test 2 begins.

- If an examinee uses a prohibited calculator, follow the procedures in “Dismissal for Prohibited Behavior” (page 88) to dismiss the examinee and void the answer document. **You must inform the examinee the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The examinee will not be allowed to take any other tests.

► **If any examinees are still working after one hour (60 minutes), say:**

Attention. You have up to another 30 minutes to work.

► **When all examinees have completed Test 2, or another 30 minutes (90 minutes total) have passed, say:**

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk. . . .

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

► **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

Direct examinees to the next activity as determined by your school administration.

When examinees report for the next day of testing, check the handwritten booklet numbers and reference numbers on the roster with the numbers on the test booklets and reference numbers in Block T of the answer documents to be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

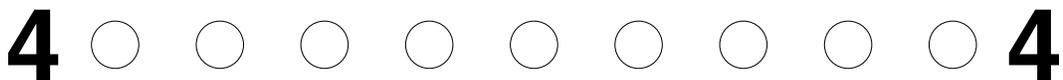
► **Say:**

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to page 33 and read the procedures.)



I will announce when 5 minutes remain on this test to serve as a warning before time is called.

**Test 4** is science. Do not fill in or alter ovals for any other test. **You have up to 55 minutes to complete Test 4.** Turn to **Test 4**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

▶ **If any examinees are still working after 50 minutes, say:**

Attention. You have up to another 5 minutes to work.

▶ **When all examinees have completed Test 4, or another 5 minutes (55 minutes total) have passed, say:**

Stop, read the Statement at the bottom of page 4 of your answer document, and then copy **only the Certification**—not the Statement—on the lines provided. Sign your name and enter today’s date (give the date). When you finish, put your pencil down, close your answer document, and look up. . .

**ACT (no writing) continue below.**



**ACT with writing SKIP to “Writing Test—60 Minutes” (page 75).**

▶ **Say:**

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed. Do not dismiss examinees until you have verified that you have an answer document for each examinee and that the number of test booklets collected equals the number you distributed.

▶ **After the counts have been verified, say:**

Your score report will be mailed approximately two to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

## Writing Test—60 Minutes

► **Say:**

I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. Remain quietly in your seat until I give you further instructions.

If examinees are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing examinees.

► **Remind examinees when the next session will occur.**

Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

Direct examinees to the next activity as determined by your school administration.

---

When examinees report for the next day of testing, check the reference numbers on the roster with the reference numbers in Block T of the answer documents to be sure examinees receive their own. Individually hand examinees the answer documents.

► **Say:**

We are ready to begin testing. The next test is a writing test for which you will complete an essay written in English. You must use a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

Turn your answer document to page 5, print your name in the spaces provided, and look up. . . .

I will now hand you a writing test booklet. Do not break the seal or open it until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing essay topics or responses to anyone. If you continue to work on the essay after time is called, you will be dismissed and your answer document will not be scored. When you receive your test booklet, sign and print your name and enter your date of birth in the spaces provided on the front cover. Then, read the directions. After you have read them, look up. . . .

► **Individually hand each examinee his or her assigned writing test booklet. When all examinees have read the directions, say:**

Turn your answer document to page 6. In the top-left corner of your test booklet, find the 6-digit number. Copy it into the “Writing Test Booklet Number” boxes on your answer document. . . .

Now, find the 3-character test form under the date of birth boxes, copy it into the “Writing Test Form” boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

Walk around the room to make sure examinees have entered the correct test booklet number and test form, and filled in those ovals on the answer document.

▶ **When everyone has finished, say:**

I will announce when 5 minutes remain on this test to serve as a warning before time is called. If you finish before I call time, recheck your work on the writing test, close both your test booklet and answer document, and keep them separate on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions? . . .

▶ **Answer any questions, then say:**

**You have 60 minutes to work on this test.** You may now break the seal, open the test booklet, read the assignment, and begin work.

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

▶ **If any examinees are still working after 55 minutes, say:**

Attention. You have 5 minutes remaining on this test.

▶ **When all examinees have completed the writing test or another 5 minutes (60 minutes total) have passed, say:**

Stop, put your pencil down, and look up. . . .

Close both your test booklet and answer document so that page 1 of your answer document faces up and keep them separate on your desk. I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. Remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed and that you have an answer document for each examinee. Do not dismiss examinees until you verify that the number of test booklets collected equals the number you distributed.

▶ **After the counts have been verified, say:**

Your score report will be mailed approximately two to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

# Timing Code 8: Standard Time for Multiple-Choice Tests Plus Double Time for Writing Test, Single Session

Timing code 8 applies **ONLY** to ACT with writing administrations.

Do not continue until you have completed the verbal instructions from the beginning (see “Verbal Instructions,” page 32).

This section contains the verbal instructions for examinees identified on the ACT State and District Test Accommodations Roster with timing code 8 (printed below their reference number). The time allowed for each multiple-choice test is: Test 1—45 minutes; Test 2—60 minutes; Test 3—35 minutes; Test 4—35 minutes. [The timing guideline for the writing test is 80 minutes.](#)

All tests must be completed in a single session on one day. Do not test examinees with timing code 8 in a standard time room for the multiple-choice tests and then move them to another room for the writing test.

► **Say:**

I will announce when 5 minutes remain on each multiple-choice test to serve as a warning before time is called. When I call time and tell you to stop, put your pencil down **immediately** and look up at me. If you finish before I call time, recheck your work on that test, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing. From this time on, there must be absolutely no talking. Listen carefully to these instructions.

**Test 1** is English. Do not begin work until I tell you to do so. Do **not** go on to the next test. You may now break the seal, but do not open the booklet.

► **Set your stopwatch or interval timer to 45 minutes, and then say:**

**You have 45 minutes to work on this test.** Open your booklet to **Test 1**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

If you are testing more than one examinee, you must enter each examinee’s reference number on the “ACT Seating Diagram” (page 99). Complete every item on the form.

During testing, check to be sure examinees are working on the correct test. If you observe prohibited behavior that requires you to dismiss an examinee and void the answer document, **you must inform the examinee the answer document will not be scored and the reasons for your action.** See “Irregularities” (page 83) for detailed irregularity descriptions and procedures.

- ▶ **When your watch or timer indicates exactly 40 minutes have passed and you have checked the time, say:**

Attention. You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates 5 more minutes (exactly 45 minutes total) have passed and you have checked the Stop time, say:**

Stop, put your pencil down. Close your test booklet and look up at me. . . .

**Test 2** is mathematics. The right-hand side of each page of the next section of the test booklet is blank for any figuring you may need to do. All problems on the mathematics test can be solved without a calculator. However, you **are** allowed to use a calculator on this test. If you brought a calculator, you may get it out now. . . .

You are responsible for knowing if your calculator is permitted. I will check your calculator during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand, and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk. Are there any questions? . . .

- ▶ **Answer any questions, then say:**

Do not begin work until I tell you to do so. If you finish before time is called, recheck your work on Test 2, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not go on to the next test and do not fill in or alter ovals for Test 1. Please close your calculator quietly in consideration of others. There will be a break after I call time on this test.

- ▶ **Set your stopwatch or interval timer to 60 minutes, and say:**

**You have 60 minutes to work on this test.** Turn to **Test 2**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

Testing personnel must check all calculators as soon as timing for Test 2 begins.

- If an examinee uses a prohibited calculator, follow the instructions in “Dismissal for Prohibited Behavior” (page 88) to dismiss the examinee and void the answer document. **You must inform the examinee the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The examinee will not be allowed to take any other tests.
- ▶ **When your watch or timer indicates exactly 55 minutes have passed and you have checked the time, say:**

Attention. You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates 5 more minutes (exactly 60 minutes total) have passed and you have checked the Stop time, say:**

Stop, put your pencil down. Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me. . . .

Put your calculator away, as you will not be permitted to use it for the remaining tests. You will now have a 15-minute break. Testing will resume promptly at \_\_\_\_\_. If you return late, you will not be allowed to make up lost time. You may not eat or drink anything in the test room. **(If testing is in progress in other rooms, remind examinees to be quiet in the halls.)**

Make sure no test materials are taken out of the room, all test booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended during the break.**

Resume testing after 15 minutes. Do not wait for examinees who return late from the break. They may be readmitted, but may not make up lost time. Keep conversation with late arrivals to a minimum.

- ▶ **At the end of the 15-minute break, say:**

We are ready to resume testing. **Test 3** is reading. Do not begin work until I tell you to do so. If you finish before time is called, recheck your work on Test 3, then place your answer document inside your test booklet and close the cover. Do not go on to the next test and do not fill in or alter ovals for previous tests. If you do, you will be dismissed and your answer document will not be scored.

- ▶ **Set your stopwatch or interval timer to 35 minutes, and say:**

**You have 35 minutes to work on this test.** Turn to **Test 3**, read the directions carefully, and begin work.

## 3 3

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

- ▶ **When your watch or timer indicates exactly 30 minutes have passed and you have checked the time, say:**

Attention. You have 5 minutes remaining on this test.

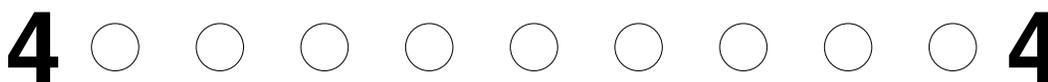
- ▶ **When your watch or timer indicates 5 more minutes (exactly 35 minutes total) have passed and you have checked the Stop time, say:**

Stop, put your pencil down and look up at me. . . .

**Test 4** is science. Do not begin work until I tell you to do so. If you finish before time is called, recheck your work on Test 4, then place your answer document inside your test booklet and close the cover. Do **not** fill in or alter ovals for any other test.

- ▶ **Set your stopwatch or interval timer to 35 minutes, then say:**

**You have 35 minutes to work on this test.** Turn to **Test 4**, read the directions carefully, and begin work.



Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

- ▶ **When your watch or timer indicates exactly 30 minutes have passed and you have checked the time, say:**

Attention. You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates 5 more minutes (exactly 35 minutes total) have passed and you have checked the Stop time, say:**

Stop, read the Statement at the bottom of page 4 of your answer document, and then copy **only the Certification**—not the Statement—on the lines provided. Sign your name and enter today's date (give the date). When you finish, put your pencil down, close your answer document, and look up. . . .

I will now collect and check your answer document and test booklet individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect the test booklets from each examinee individually. As you do, check to make sure they are signed. Make sure examinees do not open or mark on their answer documents while you are collecting the test booklets. Verify that the number of booklets collected equals the number you distributed.

- ▶ **After the count has been verified, say:**

You may use this time to relax and sharpen your pencils, but you may not leave the room.

**Do not leave the room unattended during the break.** If an examinee needs to leave the room, collect his or her test materials.

## Writing Test—80 Minutes

Resume testing after five minutes. Do not wait for examinees who return late. If an examinee returns after you have distributed the writing test booklets, hand the examinee his or her **assigned** writing test booklet and have him or her read the directions. Have the examinee print his or her name at the top of page 5 of the answer document. Quietly show the examinee how to enter the test booklet number and test form on page 6. Lost time may not be made up.

► **After the five-minute break, say:**

We are ready to resume testing. The next test is a writing test for which you will complete an essay written in English. You must use a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

Open your answer document, turn it to page 5, print your name in the spaces provided, and look up. . . .

I will now hand you a writing test booklet. Do not break the seal or open the booklet until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing essay topics or responses to anyone. If you continue to work on the essay after time is called, you will be dismissed and your answer document will not be scored. When you receive your test booklet, sign and print your name, and enter your date of birth in the spaces provided on the front cover. Then, read the directions. After you have read them, look up. . . .

Individually hand each examinee his or her **assigned** writing test booklet.

► **When all examinees have read the directions, say:**

Turn your answer document to page 6. In the top-left corner of your test booklet, find the 6-digit number and copy it into the “Writing Test Booklet Number” boxes on your answer document. . . .

Next, find the 3-character test form under the date of birth boxes, copy it into the “Writing Test Form” boxes, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately. After you have finished, put your pencil down and look up. . . .

Walk around the room to make sure examinees have entered the correct test booklet number and test form, and filled in those ovals on the answer document.

► **When everyone is finished, say:**

I will announce when 30 minutes remain on this test and again when 5 minutes remain to serve as warnings before time is called. If you finish before I call time, recheck your work on the writing test, close both your test booklet and answer document and keep them separate on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions? . . .

► **Answer any questions, then say:**

**You have 80 minutes to work on this test.** You may now break the seal, open your test booklet, read the assignment, and begin work.

Note the start time and calculate the time remaining and stop times. On the “ACT Administration Report” (page 97), record the minutes actually used by the examinee.

► **If any examinees are still working after 50 minutes, say:**

Attention. You have up to another 30 minutes to work.

► **If any examinees are still working after another 25 minutes have passed, (75 minutes total), say:**

Attention. You have up to another 5 minutes to work.

► **When all examinees have completed the writing test or another 5 minutes (80 minutes total) have passed, say:**

Stop, put your pencil down, and look up. . . .

Close both your test booklet and answer document so that page 1 of your answer document faces up and keep them separate on your desk. I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. Remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed and that you have an answer document for each examinee. Do not dismiss examinees until you verify that the number of test booklets collected equals the number you distributed.

► **After the counts have been verified, say:**

Your score report will be mailed approximately five to eight weeks after the answer documents have been received by A-C-T. Thank you for your cooperation. You are dismissed.

Direct examinees to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the test coordinator immediately after testing. Examinees may **not** assist with the transportation of test materials.

# Irregularities

Complete an “ACT State and District Testing Irregularity Report” (page 103) for each room in which an individual or group irregularity occurs and return it to ACT with the answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from or who left the test site without completing all their tests. If no irregularities occurred in any test rooms, do not return a report.

## Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or the entire site). **If this occurs, follow the instructions below and call ACT as soon as possible (800.553.6244, ext. 1788).** Carefully note the testing time elapsed and keep test materials secure at all times.

### Interrupting a Test

If you must interrupt a timed test, instruct examinees to stop testing and close their test booklets with their answer documents inside; record the elapsed testing time. Collect test materials if necessary to maintain security. When you resume testing, begin timing where you left off. If the interval is significant, add two additional minutes to the time remaining for that test so examinees can regain their concentration.

If you cannot resume testing that day and you are testing over multiple days, you may reschedule all remaining tests to be completed within the designated two-week window (see your Schedule of Events document). If you cannot resume testing and all tests must be completed in **one session**, call ACT immediately.

**If you are administering the tests using DVDs and testing is interrupted or delayed due to a technical issue, contact ACT immediately for instructions.**

### Disturbances and Distractions

If a disturbance or distraction occurs that affects examinees’ concentration and it cannot be stopped, or the examinees cannot be moved to a quieter location, call ACT immediately. Do not dismiss examinees until you have received instructions. If you do not have a proctor to assist you, stop testing. Collect and secure the test forms and answer documents before leaving the room to call ACT. Report all disturbances and distractions, however minor (including examinee illness), on your Irregularity Report.

### Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of your examinees and your testing staff. If an emergency occurs, note the testing time elapsed and—if time permits—have examinees close their test booklets and place their answer documents inside them. Collect the test forms if time permits. Instruct examinees and staff to leave the building. If it is safe to do so, lock the test room. You must call ACT as soon as you can safely reach a telephone.

## Rescheduled Examination

If testing has not started, you may reschedule that test and all remaining tests to be completed within the designated two-week window. If testing is underway and you cannot resume testing **and** all tests must be completed in **one session**, call ACT immediately.

## Missing or Stolen Test Materials

A missing or stolen test form is the most serious irregularity that can occur, excluding those affecting the health or safety of your examinees or staff. If—at any time—you cannot account for a test form, you must call ACT **immediately** at 800.553.6244, ext. 1788. We will advise you regarding what actions you must take.

## Power Failure

If a power failure occurs during testing and examinees cannot be moved to another location with adequate heat, ventilation, light, and adequate examinee spacing, collect the test forms and answer documents, then call ACT for instructions.

## Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). Follow the directions for each type of individual irregularity as described below.

### Examinees Who Leave Early

Examinees must remain seated until all test materials are accounted for and they are dismissed. If an examinee insists on leaving early or does not return after a break, collect the answer document and test form, then document the situation on the “ACT State and District Testing Irregularity Report” (page 103). Determine whether the examinee will be scheduled to start the **next** test on another day (if testing over multiple days). The examinee **may not return** to a test, even if that test was not completed, but must begin the next test in the sequence. Examinees who leave early may NOT resume testing later that day.

### Test Item Challenges

If an examinee challenges typographical errors in the booklet or ambiguities in particular test items, tell the examinee to answer the item as it is written and report the details of the challenge to you after the test is over. Complete an Irregularity Report with the examinee’s name, reference number, address, test booklet number, test form, the item number being challenged, and the examinee’s question about the item. For security reasons, do **not** include a copy of the test item.

### Defective Test Booklet or Answer Document

If a test form is defective, call ACT immediately for instructions. If you are using DVDs and any discs are not working, refer to the *ACT DVD Usage Guidelines* before calling ACT for instructions. If an answer document is defective, consult with the test coordinator before calling ACT for instructions.

### Duplicating Test Materials

Test personnel and examinees are not permitted to duplicate or record any part of the ACT tests by copying, taking notes, photographing, scanning, or using any other means. All test forms and answer documents must be returned to testing personnel. No portion of these materials may be retained by examinees.

If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in “Dismissal for Prohibited Behavior” (page 88) or “Refusal to Turn In Test Materials” (page 88) and call ACT immediately.

In all cases, examinees observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, must be dismissed, the device confiscated or cleared, and the answer document marked VOID. Inform the examinee the answer document will not be scored and the reason

for your action. Include all necessary information on the Irregularity Report. Call ACT (during testing, if possible) to determine if any additional action is required.

### Mistiming

A timing code is assigned to each examinee based on the diagnosis and the approved accommodations. Extreme care must be taken to ensure the correct timing guidelines are followed. **Administering tests using an incorrect timing code or incorrect timing guidelines constitutes a serious irregularity that can invalidate the scores.** Call ACT as soon as you discover the error. In addition, document the situation in detail on the Irregularity Report. ACT may advise you to paperclip the answer document to the Irregularity Report.

A mistiming can occur **even if** you use the correct timing guidelines for the examinees in your room:

- If you discover that you gave **more** than the maximum time allowed on a test, call ACT immediately.
- If you discover that you gave **less** than the maximum time allowed on a test and all examinees had not completed that test, document it on the Irregularity Report, attaching all affected answer documents, and call ACT as soon as possible.

Do not allow examinees to make up a shortage from one day of testing on a later day. If all tests must be administered in a single session, do not allow examinees to return after dismissal to make up the shortage.

### Failure to Follow Directions in Marking Responses on the Answer Folder

Only answers properly marked on the answer folder during the time allowed for a particular test can be scored. If an examinee is not properly marking responses on the answer folder, follow the instructions for the relevant error, below.

*Note: These errors in marking are not prohibited behavior, do not dismiss the examinee*

- **Unauthorized Marking of Responses in the Test Booklet**

Unless the examinee has been approved by ACT to mark responses in the test booklet or on a large type worksheet, only responses properly marked on the answer folder during the time allowed for a particular test will be scored. If local test arrangements were not made for the examinee to mark responses in the test booklet, **immediately** take these steps

1.

If ...	Then ...
Time remains on the current test	instruct the examinee to immediately transfer responses from the test booklet to the answer folder.
Time has been called on that test	<b>no</b> answers can be transferred at any time, including during the break or after testing.

2. Instruct the examinee to continue testing by marking responses on the answer folder.

3. Document the situation in detail on the Irregularity Report.

4.

If ...	Then ...
There are some responses marked on the answer folder	submit the examinee's answer folder for scoring.
There are NO responses marked on the answer folder	attach the answer folder to the Irregularity Report.

- **Marking Responses in a Future Section of the Answer Folder**

Example: Marking Test 3 responses in the section for Test 4 during the time for Test 3.

If an examinee is marking responses in a future section, take these steps.

1. At the end of the current test, give the examinee new answer folder and collect the first answer folder.  
*Note: Call ACT for instructions if you do not have a new answer folder to give the examinee.*
2. Instruct the examinee to begin marking responses in the correct section of the new answer folder.
3. After testing is completed, supervise the examinee as he or she transfers the non-test information and all previous test responses from the first answer folder to the correct sections on the new answer folder.  
*Note: This transfer must occur under close supervision and without access to the test booklet.*
4. Document the situation in detail on the Irregularity Report.
5. Mark the first answer document “REPLACED” and attach it to the Irregularity Report.
6. Return the new answer folder for scoring.

*Note: The following errors are prohibited behaviors and the examinee must be dismissed (see “Prohibited Behavior at the Test Site,” page 86)*

- *Marking a **previous** section of the answer document (e.g., marking the section for Test 2 during the time for Test 3).*
- *Working on any test other than the current test.*

### Examinees Who Become Ill

An examinee approved to test over multiple days who becomes ill during a test and must leave the test site may come back and finish the **remaining** tests at any time within the designated two-week testing window. All tests must be completed within the window or the answer document will not be scored. It is in the examinee’s best interest to either complete a test before leaving or not begin the next test if he or she is ill. When testing resumes on the next scheduled test day, the examinee **may not return** to the test that was being administered at the time of departure, even if that test was not completed. The examinee must resume testing with the **next** test in the sequence.

If examinees with timing code 6 or 8, or examinees approved for stop-the-clock breaks have to leave the test site due to illness, they may NOT resume testing on that day or any other day. If they do, the answer documents will not be scored.

All tests attempted will be scored. Complete the “ACT Administration Report” (page 97) to reflect the tests taken.

**Because examinees testing in the same room must all be working on the same test at the same time, you will need to reschedule all remaining tests for that examinee individually.**

### Irrational Behavior

If an examinee acts in an irrational or violent manner, proceed as follows:

- Try to prevent other examinees from being interrupted, affected, or involved.
- Collect and retain the examinee’s test materials without physical force.
- Dismiss the examinee from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other examinees’ safety.
- Inform the examinee that the answer document will not be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document VOID, and attach it to the report.

### Prohibited Behavior at the Test Site

The prohibited behaviors listed below are taken from the Terms and Conditions all examinees agreed to when they registered to take the ACT test.

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are found:

- Filling in or altering responses on a test section on your answer sheet or continuing to complete the essay after time has been called on that test section. This means that you cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark or accidental keystroke.
- Looking back at a test section on which time has already been called.
- Looking ahead in the test booklet.
- Looking at another person’s test booklet or answer document.
- Giving or receiving assistance by any means.
- Discussing or sharing of test content, test form identification numbers, or answers during test administration, during breaks, or after the test is prohibited.
- Using a **prohibited calculator**.
- Using a calculator on any test section other than mathematics.
- Sharing a calculator with another person.
- Using a watch with recording, internet, or communication capabilities.
- Using any electronic device at any time during testing or during break other than an approved calculator or watch. **All** other electronic devices, including cell phones and wearable devices, must be turned off and placed out of reach from the time you are admitted to test until you are dismissed after testing concludes.
- Attempting to memorize test-related information or otherwise remove test materials, including questions or answers, from the test room in any way.
- Using highlight pens, colored pens or pencils, notes, dictionaries, or other aids.
- Using scratch paper (unless an exception applies).
  - ~ Specific instructions will be provided on test day if ACT authorizes you to use scratch paper, including the section(s) on which ACT has authorized its use.
  - ~ If you are permitted to use scratch paper, you may only use paper that ACT has authorized and/or provided to you.
- Not following instructions or abiding by the rules of the test site.
- Exhibiting confrontational, threatening, or unruly behavior; or violating any laws. If ACT suspects you are engaging in criminal activities, such activities will be reported to law enforcement agencies.
- Allowing an alarm to sound in the test room or creating any other disturbance.

All items brought into the test site, such as hats, purses, backpacks, cell phones, calculators, and other electronic devices may be searched at the discretion of ACT and its testing staff. ACT and its testing staff may confiscate and retain for a reasonable period of time any item suspected of having been used, or being capable of being used, in violation of this list of prohibited behaviors. ACT may also provide such items to third parties in connection with an investigation conducted by ACT or others. ACT and its testing staff shall not be responsible for lost, stolen, or damaged items.

Have a proctor verify your observation if possible. However, if you are **certain** an examinee is engaging in prohibited behavior, dismiss the examinee based upon your own observation. The test accommodations coordinator does not have to be called to the room to verify the activity.

If you **suspect** an examinee is engaged in prohibited behavior, but are not certain, discreetly warn him or her that these activities are prohibited and continue close observation. To discourage looking at someone else’s answer document, or giving or receiving assistance, move the examinee to another seat and indicate the move by reference number on your Seating Diagram. If you suspect an examinee has filled in or altered ovals, or continued to work after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

**You do not need to observe prohibited behavior if you are certain it occurred.** For example, if you are certain that five ovals left unfilled at the end of a test were filled in after time was called, dismiss the examinee. You **must inform the examinee** that the answer document will not be scored. Otherwise, it may be scored.

### Dismissal for Prohibited Behavior

If you dismiss an examinee for prohibited behavior, follow these procedures exactly:

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test form.
3. If you believe an electronic device was used to store or exchange information, or to make an image of the test, collect the device from the examinee and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the examinee. Do not return the device to the examinee without ACT approval.
4. Tell the examinee:
  - a. You observed or are certain of the prohibited behavior.
  - b. He or she is being dismissed because of the behavior.
  - c. The answer document will not be scored.
5. Write VOID on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
  - a. The time of the incident and the name(s) of the examinee(s).
  - b. The number of ovals the examinee(s) had filled in at the time of the incident, if relevant.
  - c. The test room and seating location(s) of the examinee(s).
  - d. The details of what you observed.
  - e. The statements you and the examinee(s) made.
  - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the voided answer document to the Irregularity Report (do NOT staple) and return it in the BLUE envelope. Return the test form the examinee used with the other test forms.

ACT will not score the answer document if you follow these procedures exactly. However, you **must inform the examinee** that the answer document will not be scored and clearly indicate this on the Irregularity Report. Otherwise, the answer document may be scored.

### Voiding Answer Documents

Report and document the reason for voiding all answer documents on the Irregularity Report. Mark page 1 of an answer document VOID and attach it to the Irregularity Report only if an examinee is dismissed for prohibited behavior and **was told the answer document will not be scored**.

**Do not void an answer document for any other reason (e.g., examinee leaves early, refuses to continue testing, asks that the answer document not be scored).**

### Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test form, warn the examinee that the police will be contacted and this action may result in fines and imprisonment. Call ACT immediately and describe the situation in detail, include the examinee's name, reference number (from the roster), and the test form serial number. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

## Required Transfer of Responses to Answer Document

If any examinee marked responses in the test booklet or used a large type worksheet, the test coordinator **must** arrange to accurately transfer the responses to the answer document in the examinee's presence. ACT will **not** transfer responses. If responses have not been transferred, the examinee will **not** receive scores. All worksheets must be identified with the examinee's name and reference number (from the roster) and returned to ACT.

## Incomplete Answer Documents

If an examinee began testing (e.g., broke the seal, opened the test form, or pressed PLAY) but did not complete all tests, and was **not** dismissed for prohibited behavior, the remaining tests **must** be completed during the designated two-week window.

**Tests administered on any date outside this window will not be scored.**

If the examinee did **not** finish all tests during the window, return the partially completed answer document for scoring. All tests attempted will be scored. Do **NOT** void the document.

# After the Test

## Overview

When all accommodations administrations have been completed, or immediately after the testing window ends, the test coordinator must account for all test materials by:

- personally verifying the set of materials returned by each room supervisor
- making sure all documentation is accurate and complete
- gathering administrative documents into the blue envelope
- packing items into envelopes and cartons
- shipping materials back to ACT

These procedures are covered in the following sections.

## Important

Failure to return materials as directed may result in delayed scores or non-scoring of your examinees' answer documents.

## Keep Materials Separate

Make sure to keep your return materials separate from any materials being returned for standard time testing.

## Blue Envelope

In your test materials shipment, you received one blue envelope. The blue envelope is used to return the completed test administration forms, the Site Header, and all answer documents to be scored.

## Test Materials Shipping Cartons

The cartons in which your test materials were shipped have reversible flaps that contain a prepaid return label. These cartons are used to return all materials including the blue envelope, test booklets, DVDs, and manuals to ACT. Use only cartons specific to the materials you are returning. Standard time and accommodations materials have different colored tape on the bottom of the cartons.

# Collecting, Packing, and Returning Materials

## Overview

This section contains information about collecting, packing, and returning materials. Use the step-by-step instructions to pack your materials and return them to ACT. See figure 6 for a diagram of the process. Keep the items not returned to ACT for six months after testing, then after six months the items may be destroyed.

## How the Site Header and Test Booklet Form Number Impact Scoring

There are several test forms in use during testing. Specific site headers and test forms are assigned to initial, makeup, standard time, and accommodations testing. ACT uses the site header, and the test booklet number and test form number collected on the answer document, to score answer documents with the correct scoring key. If ACT cannot determine when the examinee tested, and what test form was used, we cannot score the answer document. The table below explains the process to follow to ensure answer documents are scored:

**Table 5.** Site Header and Test Booklet Form Number

Stage	Who	Does What
1	Examinee	<ul style="list-style-type: none"><li>enters the test booklet number in the "Booklet Number" block on the answer document</li><li>enters the test form number in the "Test Form" block on the answer document</li></ul>
2	Room supervisor	<ul style="list-style-type: none"><li>Walks around the room to ensure examinees enter the test booklet number and each test form number when giving the verbal instructions</li></ul>
3	Test coordinator	<ul style="list-style-type: none"><li>ensures test booklet and form numbers are entered (entering the numbers for the examinee if needed), on all answer documents to submit for scoring</li></ul>
4	Test coordinator	<ul style="list-style-type: none"><li>locates the correct site header for the administration (initial, makeup, standard time, accommodations)</li></ul>
5	Test coordinator	<ul style="list-style-type: none"><li>places all answer documents to be scored under the site header for the specific administration and packs these in the correct processing envelope for return to ACT</li></ul>

Answer documents not completed and returned in this manner may not be scored.

## If You Did Not Test

If you did not test any examinees, you do not need to follow every step in this section. Simply:

1. Mark the outside of the blue envelope “DID NOT TEST.”
2. Follow the instructions in parts C through E to prepare your other materials for return.

### A. Completing the Testing Staff List

1. Complete the form specified below:

For the ...	Make sure ...
<input type="checkbox"/> Testing Staff List	<ul style="list-style-type: none"> <li>• all personnel who assisted with the administration are listed.</li> </ul>

### B. Collecting Materials from the Room Supervisors

2. For each testing room, use the following checklist to ensure that you have secure materials and required documentation from each room supervisor.

*Note: Do not dismiss room supervisors until you are sure you have all required materials from them.*

**Table 6. Collecting Materials from Room Supervisors Checklist**

For the ...	Make sure ...
<input type="checkbox"/> Test booklets	<ul style="list-style-type: none"> <li>• there are no answer documents inside the test booklets</li> <li>• for ACT with writing administrations, both the multiple-choice and writing test booklet are returned for each examinee</li> <li>• test booklets are arranged in sequential serial number order</li> </ul>
<input type="checkbox"/> Answer documents	<ul style="list-style-type: none"> <li>• each answer document to be scored contains the required identifying information on the front and back pages</li> </ul> <p><i>Do not delay the return of answer documents because an examinee has not signed his or her name.</i></p>
<input type="checkbox"/> Administration manual(s)	<ul style="list-style-type: none"> <li>• the information block on the front cover of all used manuals is complete</li> </ul>
<input type="checkbox"/> State and District Testing Accommodations Roster	<ul style="list-style-type: none"> <li>• all examinees who were scheduled to test are listed, whether they tested or not</li> <li>• any ACT Student ID Letters are attached</li> </ul>
<input type="checkbox"/> Large Type Worksheet(s)	<ul style="list-style-type: none"> <li>• all test responses are transferred to an answer document</li> <li>• answer document is returned with other answer documents to be scored</li> </ul>
<input type="checkbox"/> Seating Diagram	<ul style="list-style-type: none"> <li>• all items in the top half of the diagram are completed and the reference number for each examinee is recorded in the squares</li> </ul>
<input type="checkbox"/> Administration Report Form	<ul style="list-style-type: none"> <li>• the times recorded are accurate based on timing code for each examinee</li> </ul> <p><i>Contact ACT immediately if any discrepancies are identified.</i></p>
<input type="checkbox"/> Irregularity Report (if applicable)	<ul style="list-style-type: none"> <li>• it is signed and explains the reason that each answer document was voided or replaced</li> <li>• any voided or replaced answer documents are attached to the report (do not staple)</li> </ul>
<input type="checkbox"/> Reader's Agreement, Interpreter's Agreement (if any)	<ul style="list-style-type: none"> <li>• for any examinee authorized to use a reader or an interpreter for Exact English Signing of the test items, a signed agreement is required</li> </ul>
<input type="checkbox"/> Writing Test Agreement (if any)	<ul style="list-style-type: none"> <li>• for any examinee authorized for a transcriber, braille, computer, or voice-activated computer software for the writing test, a signed agreement is required</li> </ul>

3. You may now dismiss the room supervisors.

4. Make copies of all shaded items in steps 1 and 2. (Do not copy test booklets, answer documents, or manuals.) Keep the copies in your files for six months after each test date in case questions about testing arise.

## C. Packing the Blue Envelope

Take the following steps to pack forms and answer documents to be scored into the blue envelope.

5. Make copies of the forms noted in the shaded section in steps 1 and 2. Keep these copies for your records.
6. Clip all the original forms together by room.
7. Place any large type worksheets into the envelope.
8. Turn the answer documents to be scored the same way, with page 1 facing you.
9. Check the “Booklet Number” and “Form” on each answer document. Enter this information using a soft lead #2 pencil, if it’s blank.
10. Complete information on the site header for this administration using a soft lead #2 pencil, and place it on top of the answer documents to be scored.
11. Use the following criteria to determine how many answer documents to place in the blue envelope(s):
  - If you administered the ACT (no writing), insert up to 150 answer documents per envelope.
  - If you administered the ACT with writing, insert up to 100 answer documents per envelope. *Do not insert writing test booklets into the envelope.*
12. Place the Site Header with answer documents on top of the forms in the first envelope. *Do not overstuff the envelope. If all the items cannot fit into one envelope, use additional envelopes as needed.*
13. Complete the information on the outside of the blue envelope and seal it.

## D. Packing the Cartons

Take the following steps to pack the remaining materials into your cartons.

14. Place the following items into the carton:
  - empty ziplock bags
  - all used and unused test booklets (regular type) multiple-choice and writing
  - all used and unused test forms (braille, large type, reader’s scripts, DVDs)

*If all materials cannot fit into one carton, use additional cartons as needed.*

15. Place the sealed blue envelope in the top of the first carton.
16. Reverse the flaps on the carton(s) and number each carton 1 of X, 2 of X, etc.
17. Make sure your six-digit ACT High School Code, institution name, and return address are on the outside of the cartons.
18. Seal each carton so the shipping label is visible.

Your carton(s) are now ready for return to ACT.

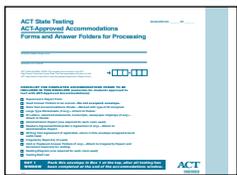
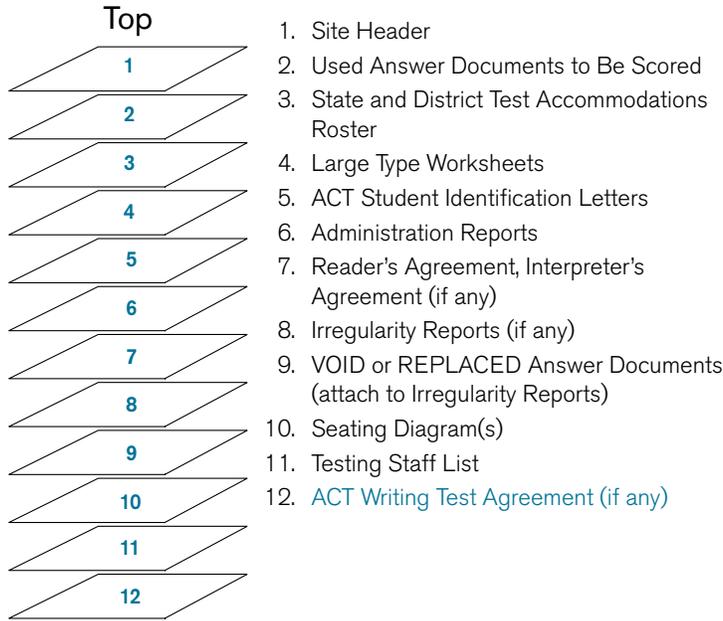
## E. Storage and Pickup

After your materials are packaged for return to ACT:

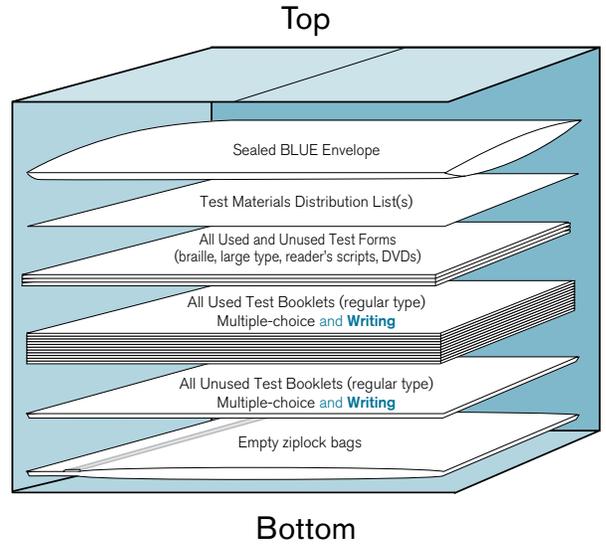
19. Return the carton(s) to secure storage.
20. On the date scheduled for pickup, place the carton(s) in a location where the designated carrier will be able to pick them up. If your school’s normal pickup point is secure or constantly monitored, you may leave them there. If it is not, leave a note directing the driver to a staffed location where you can leave the materials. Do not leave the materials unattended.

If for any reason your materials are not picked up on the scheduled pickup date, call ACT at 800.553.6244, ext. 1788, so to arrange for pickup.

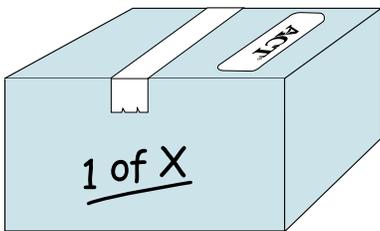
### Step 1—Contents of Sealed Blue Envelope



### Step 2—Contents of ACT-Approved Accommodations Cartons



### Step 3—Reverse Carton Flaps and Label



"X" should NOT include standard time testing or non-college reportable accommodations cartons. "X" should equal only the number of ACT-approved accommodations cartons you are returning to ACT.

Remember to reverse the flaps so ACT's return address shows and to keep the carton(s) secure until pickup.

Figure 6. Packing diagram for returning State and District accommodated test materials

# Training Session Topics for Discussion

The test coordinator is expected to discuss the following topics **in addition** to the topics covered during the training conducted by ACT.

- Describe how materials will be distributed to the room supervisors and how they must distribute the test materials specifically assigned to each examinee by serial number as shown on the roster and Test Materials Distribution List.
- Discuss how cell phones and other electronic devices (excluding permitted calculators and any approved testing aids) will be barred from the room.
- Review how to complete the Administration Report and how to use the roster. Explain how to locate each examinee's reference number on the roster, how it must be entered and the corresponding ovals gridded by each examinee in Block T, and how to use it to complete the Seating Diagram.
- Describe how the room supervisor must verify the timing guidelines authorized for each examinee using the timing code specified on the roster.
- Examinees with different timing codes must not test in the same room. Examinees testing with ACT-Approved Accommodations must not test in the room as examinees testing with State-Allowed Accommodations.
- Discuss the testing window. All tests must be completed within the window or the answer documents will not be scored.
- Discuss when and where staff members are to report and on what day(s).
- Remind room supervisors to enter the minutes actually used by each examinee on each test, or on all tests for timing code 6, on the Administration Report . Discuss how testing may occur over multiple days, if ACT has authorized it; however, each test must be completed during a single session. The tests must be administered in the correct sequence and all tests must be completed within the window.
- Discuss how to handle breaks. Examinees with timing code 6 may take a break between each test. Examinees authorized for stop-the-clock breaks may take a break at any time. If you administer more than one test per day for timing code 2, 3, 5, or 7, you may allow a short break between tests.
- If an examinee marks responses in the test booklet or uses a large type worksheet, the test coordinator must arrange to transfer the responses to an answer document in the examinee's presence before returning the answer documents and worksheet to ACT. Examinees will not receive scores if responses were not transferred. ACT will not transfer responses.
- If you will be conducting any administrations using DVDs, review procedures with all staff assisting with DVD testing, including your technical support staff. Additional training session topics for discussion are covered in the *Administration Manual State and District Testing Standard Time*. The test coordinator is expected to make sure all topics are covered and all staff questions or concerns addressed before the first scheduled test day.

Additional training session topics for discussion are covered in the *Administration Manual State and District Testing Standard Time*. The test coordinator is expected to make sure all topics are covered and all staff questions or concerns addressed before the first scheduled test day.



# ACT Administration Report

Complete **ONE** form for each administration (each room used) and **return it WITH the answer documents** to be scored in the **BLUE envelope**. PLEASE PRINT OR TYPE.

-									

ACT High School Code (for testing school)

Testing School Name \_\_\_\_\_

City, State \_\_\_\_\_

Test Date \_\_\_\_\_

Name(s) of Testing Staff (list all staff who assisted with this administration in this room) \_\_\_\_\_ Room Name/Number \_\_\_\_\_

The roster (see page 4) shows the timing code for each examinee. For timing codes 2, 3, 5, and 7, each test must be completed in one session. For timing codes 6 and 8 (or if stop-the-clock breaks were authorized), ALL tests must be completed in ONE session on the same day. All tests must be given in the order shown below from left to right. All examinees in this room must have the SAME Timing Code. If not, the answer documents will NOT be scored or the scores WILL be cancelled.

Timing Guidelines: Maximum Minutes Allowed Per Test					
Timing Code	Test 1—English	Test 2—Mathematics	Test 3—Reading	Test 4—Science	Writing Test
<b>2</b>	90	120	70	70	80
<b>3</b>	135*	180	105	105	120
<b>5</b>	45	60	35	35	40
<b>6—ACT (no writing):</b> 300 Self-paced by examinee; up to 5 hours from the start of Test 1 to the end of Test 4, including breaks between tests					
<b>6—ACT with writing:</b> 345 Self-paced by examinee; up to 6 hours from the start of Test 1 to the end of the writing test, including breaks between tests					
<b>7</b>	70	90	55	55	60
<b>8</b>	45	60	35	35	80

\* Examinees using a reader or DVDs have up to 180 minutes to complete Test 1.

Examinee Name List all examinees tested in this room	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8: Date and Total Minutes Actually Used on:								Timing Code 6 Date and Total Minutes Used from Start to End of Last Test:										
			Test 1		Test 2		Test 3		Test 4			Writing Test									
			Date	Min.	Date	Min.	Date	Min.	Date	Min.		Date	Min.	Date	Min.						
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					

97 See samples on reverse for how to accurately complete this report—KEEP A COPY FOR YOUR RECORDS.

# ACT Administration Report Samples

**Sample 1**—The example below is for an **ACT (no writing)** administration of Timing Code 2.

Examinee Name List all examinees tested in this room	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8: Date and Total Minutes Actually Used on:								Timing Code 6 Date and Total Minutes Used from Start to End of Last Test:					
			Test 1		Test 2		Test 3		Test 4		Writing Test					
			Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.		
1. <i>Becky Sample</i>	9879873	2	3/6/14	80	3/7/14	108	3/8/14	60	3/8/14	63						
2. <i>Ahmad Sample</i>	8765432	2	3/6/14	76	3/7/14	105	3/8/14	58	3/8/14	66						
3. <i>Rosita Sample</i>	6363631	2	3/6/14	85	3/7/14	113	3/8/14	64	3/8/14	61						

**Sample 2**—The example below is for an **ACT (no writing)** administration of Timing Code 6.

Examinee Name List all examinees tested in this room	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8: Date and Total Minutes Actually Used on:								Timing Code 6 Date and Total Minutes Used from Start to End of Last Test:					
			Test 1		Test 2		Test 3		Test 4		Writing Test					
			Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.		
1. <i>Drake Sample</i>	4564564	6													4/24/14	270
2. <i>Misty Sample</i>	5757573	6													4/24/14	294
3. <i>Juan Sample</i>	9877892	6													4/24/14	285
4. <i>Shanika Sample</i>	2222222	6													4/24/14	277

**Sample 3**—The example below is for an **ACT with writing** administration of Timing Code 8.

Examinee Name List all examinees tested in this room	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8: Date and Total Minutes Actually Used on:								Timing Code 6 Date and Total Minutes Used from Start to End of Last Test:					
			Test 1		Test 2		Test 3		Test 4		Writing Test					
			Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.		
1. <i>Suzy Sample</i>	3339992	8	3/6/14	43	3/6/14	57	3/6/14	33	3/6/14	35	3/6/14	33	3/6/14	58		
2. <i>Troy Sample</i>	6543212	8	3/6/14	40	3/6/14	59	3/6/14	30	3/6/14	33	3/6/14	33	3/6/14	52		
3. <i>Jolene Sample</i>	7788993	8	3/6/14	44	3/6/14	52	3/6/14	32	3/6/14	29	3/6/14	29	3/6/14	55		

# ACT Seating Diagram

**INSTRUCTIONS ON REVERSE**—Complete all information—Please be accurate.  
Room Supervisor: Return this form to the test coordinator.

## 1 Specify ALL the following information regarding the high school, test room, and staff

**ACT High School Code**    -    **Test Date(s)** \_\_\_\_\_  
(for testing school)

**Testing School Name** \_\_\_\_\_

**Number of Testing Staff in Room** \_\_\_\_\_ **Room Name/Number** \_\_\_\_\_

**Room Supervisor Name** \_\_\_\_\_

**Name(s) of Proctor(s)** \_\_\_\_\_

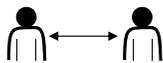
## 2 Select room type

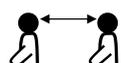
- Single-level  
OR  
 Multiple-level

## 3 Select surface type and specify dimensions

- Desks \_\_\_ inches by \_\_\_ inches  
 Tables \_\_\_ ft. by \_\_\_ ft. # \_\_\_ per table

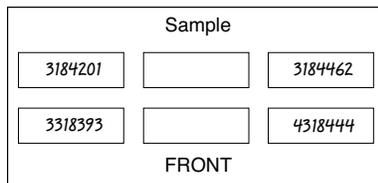
## 4 Specify distance between examinees

shoulder-to-shoulder  
 \_\_\_\_\_ ft.

head-to-head  
 \_\_\_\_\_ ft.

## 5 Number of examinees in this room

# of examinees \_\_\_\_\_  
AND enter the reference number of each examinee in the diagram below.




Front of Room (directions examinees are facing) – ALL examinees must face the same direction

**Return this form with your roster and answer documents to be scored—KEEP A COPY FOR YOUR RECORDS.**

# ACT Seating Diagram Instructions

**Room Supervisor**—Complete this form during Test 1. Complete it even if only one examinee is in the room. **Complete ALL sections.** Please be accurate. Tear it out of the manual and return it to the test coordinator after testing.

## How to complete the diagram:

1. Each rectangle on the diagram represents one seat in the room. If this diagram does not reasonably fit your room, complete all sections but draw your diagram on a separate sheet of paper and attach it.
2. Stand at the front of the room (facing the examinees) and draw your diagram from that perspective. The diagram should show where the examinees are seating in relationship to each other in the room—one examinee per rectangle.
3. Show occupied seats by writing each examinee's reference number in the rectangle that corresponds to the examinee's seat in the room. There must be one occupied seat on the diagram for every examinee present.
4. If using tables, draw a circle around all the seats at the same table to show which examinees are seated at each table.
5. If you move someone to another seat after test booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the circumstances on the Irregularity Report.

## Example:

One at desk



Each rectangle represents one seat. Examinee is seated at a desk. Blank rectangles indicate an empty seat.

Two per table



Each rectangle represents one seat. Examinees are seated at tables with two examinees per table. Circles drawn indicate the seats at each table.

# ACT Testing Staff List

## ACT Approved Accommodations Staff Only

(This document may be photocopied.)

				-			
--	--	--	--	---	--	--	--

Testing School Name

ACT High School Code (for testing school)

City, State

Test Date(s)

Test Coordinator

Print the name, job title (e.g., teacher, counselor), position on the testing staff (TC-Test Coordinator, RS-Room Supervisor, P-Proctor, R-Reader, I-Interpreter, T-Transcriber), and room name/number or roving assignment for **all personnel** who assisted with the administration to examinees testing with ACT-Approved Accommodations. List anyone who assisted with or handled test forms in any way, including any security personnel. If you used DVDs, include the names of any technical support staff.

Name	School Job Title	Testing Staff Position	Room Name/Number of Roving Assignment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

**Test Coordinator: Return one completed form for each test room and keep a copy for your records.**







# ACT Reader's Agreement

(This document may be photocopied if different readers are used for different tests or multiple examinees.)

Complete this agreement **only** if ACT has approved the reading of the test questions. Each examinee approved for a reader must test individually in a separate room. The room supervisor normally serves as the reader.

<hr/>	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> - <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						
Testing School	ACT High School Code (for testing school)						
<hr/>	<hr/>						
City, State	Test Date(s)						
<hr/>	<hr/>						
Test Coordinator	Room Supervisor						
<hr/>	<hr/>						
Examinee	Reader Name (if different from room supervisor)						
<hr/>	<hr/>						
____ _							
Reference Number							

ACT has prepared a reader's script for use in administering the ACT multiple-choice tests to examinees who have been approved to have the test questions read to them. [Read the directions and prompt for the ACT writing test verbatim from the test booklet.](#) The tests must be read **verbatim** by a reader who meets the qualifications specified by ACT (see "Reader or Interpreter Qualifications," page 14).

As the reader, you are required to review and comply with the "Notes to the Reader" printed in the reader's script and the procedures in this manual.

The examinee may ask you to read any portion of a test as often as necessary within the time allowed for that test. You must read

the directions, passages, and test questions **exactly** as they are presented, with no explanation or additional information provided to the examinee through the reading.

All test questions rely on the examinee being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect what the tests are designed to measure.

If ACT determines that any explanation or additional information has been provided to an examinee, that any test materials were not read verbatim, or that the reader did not meet ACT's qualifications for testing personnel, the examinee's scores will be cancelled.

"I certify that I have read, understand, and agree to administer the test in compliance with the *Administration Manual* and assure ACT that the test questions will be read verbatim with no explanation or additional information provided to the examinee through the reading."

<hr/>	<hr/>
Reader's Signature	Date

Indicate the tests read by this reader:

\_\_\_\_ English    \_\_\_\_ Mathematics    \_\_\_\_ Reading    \_\_\_\_ Science    \_\_\_\_ Writing

**Sign and return this agreement WITH the answer document in the BLUE envelope. Keep a copy for your records. Scores will NOT be released without this form.**



# ACT Sign Language Interpreter's Agreement

(This document may be photocopied if multiple interpreters were used.)

Complete this agreement **only** if ACT has approved **Exact English Signing or Cued Speech** of the test items. Each examinee approved for this accommodation must test individually in a separate room. Complete one form for **each** approved examinee.

<hr/>	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> - <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>						
Testing School	ACT High School Code (for testing school)						
<hr/>	<hr/>						
City, State	Test Date(s)						
<hr/>	<hr/>						
Test Coordinator	Room Supervisor						
<hr/>	<hr/>						
Examinee	Interpreter						
<hr/>	<hr/>						
____ _							
Reference Number							

The interpreter must meet the same qualifications specified by ACT for a test coordinator (see page 14 in this manual). The interpreter must also be proficient in Exact English Signing (EES) or Cued Speech. **Cued speech**, under this definition means providing visual phonemic access to the sounds of the words using the official set of phoneme signs. If ACT has approved the signing or cueing of the test items from ACT's reader's script, the exact English

signing or cueing of the test items must be a direct transcription of the passages and items with no explanation and no additional information provided to the examinee through the signing or cueing. All test questions rely on the examinee being able to comprehend and respond to the materials as written. Any explanation or translation of the questions or passages would affect what the tests are designed to measure.

ACT requires both the test coordinator and interpreter to sign the following statement:

"I certify that I have read, understand, and agree to administer the tests in accordance with the Administration Manual, and I further assure ACT that the exact English signing or cueing of the tests is a direct transcription of the passages and items from the reader's script provided by ACT with no explanation and no additional information provided to the examinee through the signing or cueing."

<hr/>	<hr/>
Test Coordinator Signature	Date
<hr/>	<hr/>
Interpreter Signature	Date

Indicate the method used:

Exact English Signing     Cued Speech

Indicate the signed read by this interpreter:

English     Mathematics     Reading     Science     Writing

**Sign and return this agreement with the answer document in the BLUE envelope. Keep a copy for your records. Scores will NOT be released until this form is received.**



# ACT Transcriber Agreement

Complete this agreement **only** if ACT has approved an examinee to use a transcriber, braille, computer, or voice-activated computer software for the writing test only. Examinees approved for a transcriber or voice-activated computer software must test individually in a separate room. Examinees using computers or braille may test as a group. The room supervisor normally serves as the transcriber. Complete one form for **each** examinee approved for one of the *above response modes*.

<hr/>		<table border="1"><tr><td> </td><td> </td><td> </td></tr></table> - <table border="1"><tr><td> </td><td> </td><td> </td></tr></table>						
Testing School		ACT High School Code (for testing school)						
<hr/>								
City, State	Test Date(s)							
<hr/>								
Test Coordinator	Room Supervisor							
<hr/>								
Examinee	Transcriber (if different from room supervisor)							
<hr/>								
_____								
Reference Number								

"I certify that I have read, understand, and agree to administer the writing test in accordance with the policies in this manual. My signature confirms that the grammar check was turned off on the software program for the computer used. My signature confirms that if a transcriber was approved, I transcribed the response to an answer document verbatim for one examinee in a separate room. I certify that if a computer or braille was used, the essay was erased from the machine after I printed the essay, the margin requirements were met (see "For Using Braille, Computers, or Computer Voice-Activated Software," page 52), and the printed essay is inside the answer document. If the examinee used voice-activated computer software, I certify that he or she tested individually in a separate room."

<hr/>	
Room Supervisor or Transcriber Signature	Date
<hr/>	
Name, Title	
<hr/>	
Testing Staff Position	

**Sign and return this agreement in the BLUE envelope. Keep a copy for your records. Scores will NOT be released without this form.**











# Anonymous Security Hotline

Test site staff are expected to report test administration irregularities and security issues to ACT Test Administration by completing the Irregularity Report or calling 800.553.6244, ext. 1788. Immediate reporting to ACT Test Administration is critical to the standardized administration of the ACT.

In exceptional situations, test site staff may wish to file an anonymous report about concerns that the ACT tests may have been compromised. If you wish to report such concerns anonymously, you may do so at [www.act.ethicspoint.com](http://www.act.ethicspoint.com).

## ACT Test Security Principles

1. Ensure that ACT business processes, distribution models, tests, test scores, and the information and insights we provide are “secure by design.”
2. Protect the integrity of our testing assets and the information and insights ACT provides throughout the entire life cycle of a test (from test concept to development, delivery, reporting, investigation, and remediation).
3. Promote conduct that enhances test security. Deter and detect conduct that will materially and negatively affect the reputation and integrity of our testing assets, test scores, the information and insights ACT provides, and the ACT brand.
4. Ensure that a reported test score and associated information are accurate and valid indicators of the test taker’s own achievements, behaviors, and/or goals.
5. Foster effective communication that enables prompt reporting and resolution of test security concerns.
6. Ensure that everyone in the testing process is aware of, competent for, and supported in their roles. Avoid placing individuals or organizations in situations that may pose or appear to pose a conflict of interest or a safety concern.
7. Build a sense of community, collaboration, and trust that engages and empowers people to act upon these principles.

**ACT<sup>®</sup>**