

2017

Test Date: _____

Test Room: _____

Room Supervisor: _____

High School Name: _____



The ACT[®] Test Administration Manual

State and District Testing



Standard Time



Paper Testing

This manual is for participating states and districts to administer the ACT (no writing) **or** the ACT with writing through ACT State and District testing with **standard time**.

The **ACT**[®]

www.act.org

How to Contact ACT

For questions regarding test administration, additional materials, report forms, and security of test materials:

Address

ACT State and District Testing
301 ACT Drive
PO Box 168
Iowa City, IA 52243-4071

Hours of Operation

Use the table below to determine when ACT staff are available.

If you are calling on ...	Then the hours are ...
Monday – Friday	7:00 a.m. – 5:00 p.m.
Test day or 1st day of the testing window	6:00 a.m. – 6:00 p.m.

Note: All hours of operation are central time.

Phone and Email

Use the table below to determine how to contact ACT for general or technical inquiries and test day assistance.

If you are calling about ...	Then call ...	Or fax ...	Or email ...
General and technical inquiries or standard time	800.553.6244, ext. 2800	319.339.3039	www.act.org/ stateanddistrict/contactus
Accommodations	800.553.6244, ext. 1788	319.337.1285	ACTStateAccoms@act.org

Note: Toll-free numbers are for testing staff. Do not give the number to examinees or parents.

State Codes

When calling the toll-free number, you will be asked to provide a 2-digit code from the list below.

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

Contents

Introduction 1

- Standardized Procedures 1
- Authorized Test Dates and Times 1
- Investigations 1
- Confidentiality 1
- Equal Treatment 2
- Fair Testing Practices 2
- Authorized Observers 2
- Unauthorized Observers and Media 2
- District Shipping Model 3
- Safety 3
- Prohibited Use of Cell Phones and Electronic Devices 3

Test Facility Requirements 4

- Introduction 4
- Principles of Accessibility 4
- Room Setup 4
- Preparing for a Large Test Room 4
- Writing Surfaces 5
- Seating Arrangements 5
- Seating at Tables 5

Testing Staff Requirements 7

- Selecting Testing Staff 7
- Who May Act as Staff 7
- Who May Not Act as Staff 7
- Athletic Coaches 8
- Attentiveness 8
- Staff Training Requirements 8
- Room Supervisor 8
- Proctors 9

Test Security Requirements 10

- Security of Test Materials 10
- Security during the Administration 10
- In the Event of a Security Breach 10

Preparing the Answer Documents 11

- Student Code 11
- Barcode Labels 11
- High School Code (Block K on the Answer Document) 13
- Examinee Transfers 14
- Local Student ID Number (Block S on the Answer Document) 14

Completing the Non-Test Portions Before Test Day 15

- Sessions for Examinees Testing with Accommodations 15
- Sessions for Absent Examinees 15
- Taking the ACT State and District Testing 15
- Required Fields 16
- Recommended Fields 16
- Verbal Instructions for the Pretest Session 16

Preparing for Test Day 20

- Testing Staff List 20
- Test Materials Provided by ACT 20
- Materials Provided by Your School 21
- Prepare the Test Materials 21
- Prepare the Test Administration Forms 21
- Local Arrangements 21

Testing Examinees with Hearing
Impairments 22
Calculators 22

Test Day Activities 24

Test Day Schedule 24
Briefing Session 24
Distribute Test Materials to Rooms 25
Distribute Calculators 25

Admitting Examinees to the Test Room 26

Check-In Location 26
Acceptable Identification 27
Prohibited Items in the Test Room 29
Directing Examinees to Their Seats 29
Left-Handed Examinees 29

Administering the Tests 30

Test Room Starting Time 30
General Announcements to Examinees 30
Distributing Test Materials to Examinees 30
Sequence of Tests 31
Timing the Tests 32
Checking Calculators during Test 2 32
Monitoring the Test Room 33
Checking for Prohibited Behavior 33
Break after Test 2 34
Break before the Writing Test—ACT with Writing
Only 34
Examinees Who Leave during a Test and
Return 34
Guessing 35

Irregularities 36

Group Irregularities 36
Individual Irregularities 37
Voiding Answer Documents 41
Refusal to Turn In Test Materials 41

Verbal Instructions for Standard Time Testing 42

Before You Begin 42
How to Read the Verbal Instructions 42

Test 1—English 46
Test 2—Mathematics 47
Break—15 Minutes 49
Test 3—Reading 50
Test 4—Science 51
Writing Test 54

After the Test 58

How the Site Header, Test Booklet Number, and
Test Form Number Impact Scoring 58

Makeup Testing 59

Eligibility for Makeup Testing 59
Partially Completed Answer Documents 59
Ordering Makeup Materials 60
Materials ACT Sends to You for Makeup
Testing 60

Collecting, Packing, and Returning the Test Materials 61

If You Did Not Test 61
Keep Materials Separate 61
Red and Green Envelopes 61
Polymailers 61
Test Materials Shipping Cartons 61
Pack the Test Materials 62

Training Session Outline and Topics for Discussion 66

ACT State and District Testing Staff List 69
ACT State and District Testing Irregularity
Report 71
ACT State and District Testing Irregularity Report
Sample 72

Anonymous Security Hotline 73

ACT Test Security Principles 73

Figures

- Figure 1.** Seating arrangement examples 6
- Figure 2.** Sample barcode label 11
- Figure 3.** Barcode label placement 12
- Figure 4.** Answer document Block U 12
- Figure 5.** Test booklet distribution diagram 31

- Figure 6.** Example timing chart 32
- Figure 7.** How to void an answer document 41
- Figure 8.** Packing diagram 65

Tables

- Table 1.** Identifying an Observer 2
- Table 2.** Examinee Spacing 5
- Table 3.** Examinees per Table 5
- Table 4.** Specific Room Supervisor Responsibilities 8
- Table 5.** Specific Proctor Responsibilities 9
- Table 6.** How and Where to Apply a Barcode Label 12
- Table 7.** How to Complete Block K on the Answer Document 13
- Table 8.** Examinee Transfers 14
- Table 9.** Test Administration Forms 21
- Table 10.** Sample Test Day Schedule 24
- Table 11.** Admitting Examinees 27

- Table 12.** Acceptable Forms of Identification and Identification Criteria by Roster 28
- Table 13.** Times for ACT Subject Tests 31
- Table 14.** Confirm Site Header, Test Booklet Number, and Test Form Number 58
- Table 15.** Determine Eligibility for Makeup Testing 59
- Table 16.** What to Do with Partially Completed Answer Documents 59
- Table 17.** What to Do with the Testing Staff List 62
- Table 18.** Collecting Materials from Room Supervisors Checklist 62
- Table 19.** Sorting the Answer Documents 63

Introduction

For the ACT® test to successfully measure examinees' academic skills, it must be uniformly administered. As a person giving the tests, you therefore assume important professional responsibilities.

As with all standardized testing, it is critical that the procedures you employ are identical to those at other test sites. If you have any questions not addressed in this guide, be sure to call ACT for instructions. Following policies and procedures helps to create a fair testing environment.

Standardized Procedures

Throughout this manual, there are detailed directions for selecting facilities and staff, ensuring 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.

Authorized Test Dates and Times

The ACT tests must be administered only on the day and at the time scheduled for ACT State and District testing in your state or district. The initial and makeup test dates are provided in your *Schedule of Events*.

It is recommended that the verbal instructions start no later than 9:00 a.m. in all rooms.

Investigations

In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with ACT and the designated state education agency or district assessment office in subsequent investigations and respond to requests for information in a timely manner.

In cases where an examinee disputes an ACT decision or communication regarding the administration, the examinee and/or his or her representatives may contact you directly and request information.

Confidentiality

Information about examinees, including their names, is confidential. 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 manual are the property of ACT and must not be shared with any person who is not part of the testing staff. Requests for copies of test date documentation (e.g., Irregularity Reports or test administration forms) 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 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 (ADA).

Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide 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 is available online at www.apa.org/science/programs/testing/fair-code.aspx.

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 1. Identifying an Observer

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

If you have concerns, contact the test coordinator.

Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, school board members, 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 Media 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 uniformly answered.

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. However, if your testing program includes district shipping, then all shipments to and from ACT will first pass through a district official. ACT will inform the school test coordinator when the school is part of a district shipping model.

Safety

The safety of staff and examinees at the test site is of utmost importance. If an examinee or other person becomes confrontational or disruptive, take reasonable steps to defuse the situation. Contact security personnel at your institution or local law enforcement if you need assistance. Do not put yourself or others at risk. Report the incident to ACT immediately and document the details on the Irregularity Report.

Prohibited Use of Cell Phones and Electronic Devices

Examinees may not handle or access a cell phone or electronic device at any time in the test room or during breaks. This includes smart watches, fitness bands, and any other devices with recording, internet, or communications capabilities.

All devices, including cell phones and wearable devices, must be turned off and placed out of sight.

Test Facility Requirements

Introduction

The test coordinator must select the test site and reserve rooms. Test sites and rooms must meet several requirements that help ensure a fair and secure test environment.

Principles of Accessibility

Under the Americans with Disabilities Act, ACT tests must be offered in locations accessible to individuals with disabilities, or in rare cases, in accessible alternative locations.

Room Setup

To ensure a fair and secure testing environment, you must:

- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Ensure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Arrange the room so that:
 - ~ The room supervisor will be facing the examinees during testing.
 - ~ Testing staff can freely circulate the room and reach each examinee.
 - ~ Testing staff will have a clear view of all examinees and materials. Seating that restricts staff's view, such as seating with study carrels or other dividers, partitions, or booths, is prohibited.
 - ~ Seating minimizes the possibility of prohibited behavior.

Preparing for a Large Test Room

If you plan to test a large number of examinees in a large space (e.g., a gymnasium or assembly hall), and are dividing it into sections (see “Managing a Large Test Room” in *Test Coordinator Information*), then plan to submit a Test Administration Forms Folder for each section of the room.

Note: On for forms, where it asks for the room name, include the room and section name (e.g., Gymnasium Section A); where it asks for the room supervisor name, list the names of both the main room supervisor (of the whole room) and the section supervisor.

Writing Surfaces

Writing surfaces must be smooth, hard surfaces large enough for all of an examinee's test materials. Temporary surfaces that rest on the chair arms or the back of the row in front must be approved in advance by ACT. Lapboards balanced on examinees' legs are not allowed.

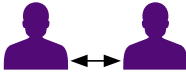
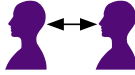
Note: To prepare for left-handed students, use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so left-handed examinees can use both surfaces. (See Figure 1 for an illustration.)

Seating Arrangements

Seating arrangements must minimize any possibility of prohibited behavior. Examinees must be:

- facing the same direction
- spaced as far apart as possible and seated no closer than is specified in the following table.

Table 2. Examinee Spacing

Room Type	Minimum examinee spacing (in feet)	
	Shoulder-to-Shoulder	Head-to-Head
		
Single Level	3	3
Multiple Level	3	5

- seated in straight rows and columns, directly in line with each other
- able to see the room supervisor without difficulty
- able to see the room clock, if there is one, without looking around

Seating at Tables

See the requirements in the following graphic for the use of tables:

Table 3. Examinees per Table

Table Type	Number of examinees per table	Notes
Round (any size)	1	
Rectangular		Examinees must be seated on the same side of the table, and minimum spacing requirements must be met.
up to 6 ft long	1	
more than 6 ft long	1+	

Note: Do not seat examinees where two tables join together.

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



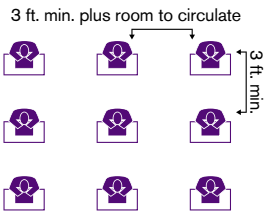
Side View



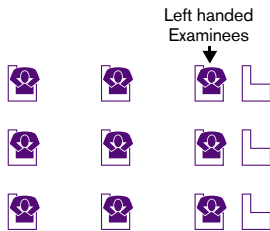
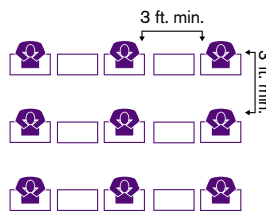
Overhead View

Examinee Spacing

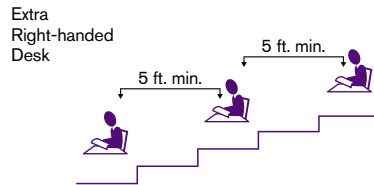
Level Seating with Movable Desks



Level Seating with Stationary Desks



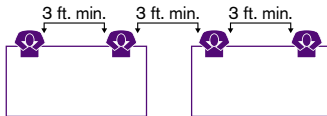
Left-handed Examinees at Right-handed Desks



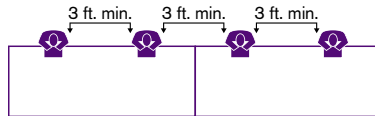
Multiple-level Seating

Table Spacing

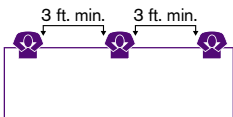
6-Foot Tables



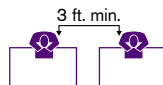
8-Foot Tables



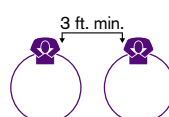
Tables more than 9 feet



Tables under 6 feet



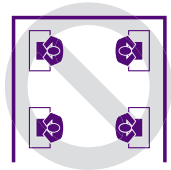
Round tables any size



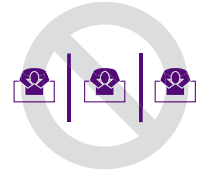
Unacceptable Seating Arrangement Examples



Examinees Facing the Wall or Each Other



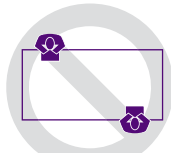
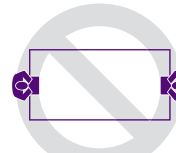
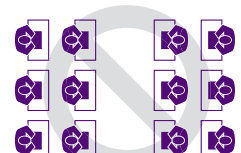
Desk Surface Too Small



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 1. Seating arrangement examples

Testing Staff Requirements

Selecting Testing Staff

Test coordinators are responsible for selecting their test day staff.

Who May Act as Staff

Staff members must be people of integrity. Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals.

Who May Not Act as Staff

The following people may not act as testing staff:

- High school students, volunteers, and lower-division undergraduates
- Anyone who intends to take the same tests within the next 12 months
- Anyone involved in test preparation activities for the same tests at any time during the current testing year (September 1 through August 31), due to potential conflict of interest

Note: ACT recognizes that the normal duties of a counselor or teacher may involve some responsibilities for test preparation. These activities 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.

In addition, to protect you and your relatives or wards from allegations of impropriety, if any relative or ward will test at your site or any school in your state on the same test date:

- You may not serve as test coordinator or back-up test coordinator for the administration of the tests that day. You must delegate all supervisory responsibilities for that date—including the receipt and return of test materials—to a qualified colleague.
- You may not have access to the secure test materials prior to test day.
- You may serve as a room supervisor or proctor, provided that the examinee is not assigned to test in a room where you are working. You must not have access to the examinee's answer document or test materials.

Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship. Scores for an examinee will be canceled if any of these policies are violated.

Athletic Coaches

ACT has provided assurances to the National Collegiate Athletic Association (NCAA) that scores achieved through State and District testing are comparable to scores achieved through National testing and Special testing programs. 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 test materials before or after testing
- may serve as a room supervisor, but may not supervise one-on-one testing for any student athlete

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

Attentiveness

Staff must remain attentive to their testing responsibilities throughout the administration. Reading (except the manuals or supplements), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is not allowed.

Staff Training Requirements

All staff, both new and experienced, must attend a training session conducted by the test coordinator before test day.

Room Supervisor

Each room is required to have a room supervisor who must serve in one room for the entire session. A room supervisor may assume responsibility for only one test room. The test coordinator normally serves as the room supervisor if only one room is used.

Room supervisors are responsible for the tasks listed below.

Table 4. Specific Room Supervisor Responsibilities

Topic	Responsibilities
Preparing for Test Day	<ul style="list-style-type: none"> • Assisting the test coordinator in his or her responsibilities as needed • Attending the training and briefing sessions conducted by the test coordinator
Check-In Activities	<ul style="list-style-type: none"> • Identifying and admitting examinees to rooms • Directing examinees to seats once they are admitted
Administering the Test	<ul style="list-style-type: none"> • Taking responsibility for a test room and providing an environment conducive to testing • Distributing test materials, keeping test booklets in sequential serial number order • Reading verbal instructions verbatim to examinees • Monitoring testing progress • Counting test booklets upon receipt from the test coordinator • Properly timing tests and recording the start, five-minutes remaining, and stop times on the administration forms
Maintaining Security	<ul style="list-style-type: none"> • Monitoring for prohibited behavior • Recording detailed documentation of any irregularities and, as required, voiding examinees' tests • Collecting and accounting for all test materials (test booklets, answer documents, etc.) before dismissing examinees
Ensuring Complete Documentation	<ul style="list-style-type: none"> • Completing all information on the appropriate administration forms • Documenting irregularities • Returning all test materials and forms to the test coordinator after testing

Proctors

A proctor may be used to assist a room supervisor. Proctors may help with the tasks listed below.

Table 5. Specific Proctor Responsibilities

Topic	Responsibilities
Preparing for Test Day	<ul style="list-style-type: none"> Assisting the test coordinator in his or her responsibilities as needed
Check-In Activities	<ul style="list-style-type: none"> Helping room supervisors identify and admit examinees Directing each examinee to his or her seat
Administering the Test	<ul style="list-style-type: none"> Distributing test materials, keeping test booklets in sequential serial number order Monitoring testing progress Verifying the timing of the tests using a different timepiece than the room supervisor
Maintaining Security	<ul style="list-style-type: none"> Monitoring for prohibited behavior Reporting any irregularities to the room supervisor immediately Accompanying examinees to the restroom if more than one leaves during the timed portion of the test Collecting and accounting for all test materials before dismissing examinees

Roving Proctor

Schools that use multiple rooms, floors, or buildings are encouraged to appoint one or more roving proctors to assist the test coordinator. Roving proctors may help with the tasks listed below.

- assisting with check-in and/or directing examinees to test rooms and seats
- helping the test coordinator prepare the test materials for test rooms
- monitoring hallways or escorting examinees
- giving room supervisors a break during testing
- keeping the hallways quiet if other rooms are still testing
- counting and preparing test materials for return to ACT

Rotating Proctors

Proctors are normally expected to serve for the entire test session in the room to which they are assigned. However, if schedules require, proctors may be “rotated” or replaced during the break after Test 2, provided a staff member remains in the room.

Test Security Requirements

Security of Test Materials

Secure test materials include **all ACT** test booklets and all answer documents with an examinee's identifying information (even if the examinee completed only the non-test portions or only a barcode label was applied).

Test booklets are copyrighted and may not be photocopied, used for any purpose other than testing, or opened by any person other than the examinee on test day. 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 canceled.

Security during the Administration

Prevent and detect prohibited behavior by adhering to seating space requirements, directing examinees to specific seats, and actively monitoring examinees throughout the administration.

Keep test materials in a secure location as examinees enter and exit the test room. Account for all test booklets before testing, each time they change hands, and before dismissing examinees. Test materials must be secure at all times.

If examinees or materials are present, you must never leave a test room unattended, even if only one examinee is in the room. Ensure that each test room has sufficient staff for the number of examinees present.

In the Event of a Security Breach

Contact the test coordinator if a test booklet is lost, stolen, or otherwise missing (even if only temporarily) at any time.

Preparing the Answer Documents

This section provides instruction on how to prepare answer documents for the pretest session. Student codes and barcode labels are explained. A procedure on how to attach the barcode labels to answer documents is also included.

Student Code

A student code is a generic term used by ACT for the unique identifying number given to each examinee. The student code is printed on barcode labels produced from data provided by your school district or state agency. These barcode labels are applied to the answer documents before test day.

Barcode Labels

ACT will include barcode labels in the materials shipments. Each label contains an examinee's identifying data such as name, student code, and school information.

If you notice the student code number on the barcode label is printed incorrectly or you have not received a barcode label for a particular examinee, consult your *Administration Supplement*, if provided, or contact ACT State and District testing for assistance.

Layout

A sample barcode label is shown in the figure below.



Figure 2. Sample barcode label

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

Apply the Labels

The following instructions describe how to apply a barcode label to an answer document.

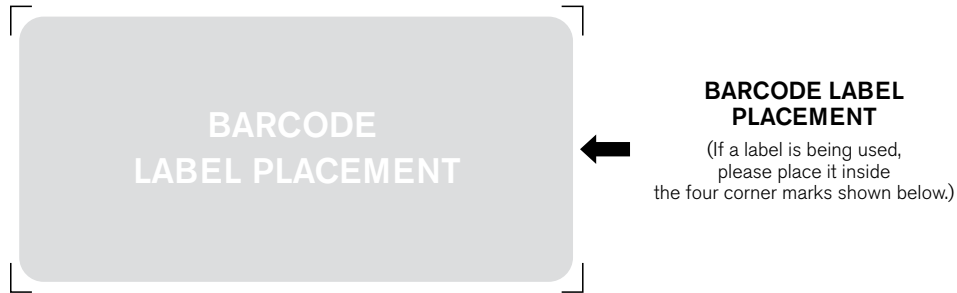


Figure 3. Barcode label placement

Table 6. How and Where to Apply a Barcode Label

If the student code on the label is...	Then...
Correct	<ul style="list-style-type: none"> Look for the shaded area marked "BARCODE LABEL PLACEMENT" on the back page, lower right corner of the answer document. Affix the label in this area only. <p><i>Note: Do not place the label on the front page or in any other location on the answer document.</i></p>
Incorrect	<ul style="list-style-type: none"> Do not apply the label to the answer document. Securely destroy the label. Manually grid the correct student code in Block U on the back page of the answer document.

If You Do Not Have Barcode Labels

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

Note: The student code is a nine-digit code. There are ten spaces in Block U. Complete this block from left to right, leaving the tenth space blank.

U

STUDENT CODE
(To be completed by school staff, not the student.)

If the student has a student code and there is no barcode label, enter the student's code here and fill in the ovals.

	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9	9

Figure 4. Answer document Block U

High School Code (Block K on the Answer Document)

The high school code determines which school will receive a copy of the examinee's ACT score report.

Because correct reporting is critical, this field is the responsibility of staff at the test site.

During the pretest session, examinees are instructed to leave Block K blank. When Block K is left blank, scores are normally reported to the high school pregridded on the Site Header (see "Site Header" on page 20). Use the following criteria to determine whether you need to complete Block K for any examinees testing at your school:

Table 7. How to Complete Block K on the Answer Document

School Type	Definition	Procedure
Home school	The school an examinee regularly attends. Also where they test, and where their scores must be reported for accountability purposes.	Leave Block K blank.
Receiving school	Not the examinee's home school, but where the examinee attends in order to receive special services.	<ol style="list-style-type: none"> 1. Prior to testing, testing staff determines the examinee's home school. 2. Testing staff enters the home school in Block K.
Site for examinees from multiple schools	Certain schools may serve as a test site for examinees from multiple schools.	<ol style="list-style-type: none"> 1. Prior to test day, testing staff determines each examinee's home school. 2. Testing staff enters the home school for each examinee in Block K.
GED student	Some GED students test at his/her local school.	Enter and fill in ovals 960-000. <i>Note: If this code is not used, the results will report to the testing school.</i>
Other	This option can apply to an examinee from a: <ul style="list-style-type: none"> • home school program • non-public school • distance education program • other accredited program 	Enter and fill in ovals 969-999. <i>Note: If this code is not used, the results will report to the testing school.</i>

Note: If it is uncertain which school is the home school for an examinee, check with your district office. Once you locate the school name, find the corresponding high school code at www.actstudent.org/regist/lookuphs.

Examinee Transfers

If examinees transferred to or from your school, follow the instructions below.

Table 8. Examinee Transfers

If an examinee transfers...		Then...
into your school	prior to testing and there is no barcode label	grid the student code for each examinee in Block U. <i>Note: The student code can be found in PearsonAccess^{next}™.</i>
	at the time of testing and already started testing at the former school	Do not submit an answer document.
	at the time of testing and is too late to start testing at the new school	
out of your school	prior to testing	<ul style="list-style-type: none"> • If the barcode label has not been applied to an answer document, securely destroy the barcode label. • If the answer document has a barcode label or any non-test portions completed, keep the answer document for six months, then securely destroy it.

Local Student ID Number (Block S on the Answer Document)

If your school or district has assigned each examinee a local ID number of up to ten digits, and you wish to receive that number on electronic output to facilitate in matching records after testing, you may use this block. Write the local ID number in the boxes and fill in the corresponding ovals.

Note: If the local ID number has fewer than ten digits, it will be reported as ten digits with leading zeros added. Do not enter any other number in Block S.

Completing the Non-Test Portions Before Test Day

Before test day, schedule a session for examinees to personally complete the non-test portions of the answer document. This session is often referred to as the “pretest session.” Use the following information to prepare for this session and guide examinees through the process.

Note: Standard testing requirements do not apply to this activity.

Non-test portions of the answer document may NOT be completed on any test date—not before and not after any of the tests.

Sessions for Examinees Testing with Accommodations

Examinees testing with accommodations may complete the non-test portions during the same session as all other examinees, or in a separate session. The test coordinator is responsible for administration arrangements using the separate State and District testing administration manual for accommodations.

Sessions for Absent Examinees

Examinees who miss the pretest session must be provided with another opportunity before the initial test date. If not, they cannot test on that date. Arrange additional sessions as appropriate to account for all examinees scheduled to test.

Taking the ACT State and District Testing

Copies of *Taking the ACT State and District Testing* are included in the materials shipment. This booklet provides detailed instructions on how to complete the non-test portions of the answer document. It also provides additional policy information that examinees need to know.

Be prepared to distribute one copy of *Taking the ACT State and District Testing* to each examinee that receives an answer document. Examinees may keep their copy of *Taking the ACT State and District Testing* after the pretest session is complete.

During the pretest session, you may prepare the test room rosters. For details on how to prepare rosters, see “Prepare the Test Administration Forms,” on page 21.

Required Fields

Basic identifying information and mailing address (front and back pages) are required for all examinees. At a minimum, examinees must complete the following blocks:

- A – Printed name and mailing address
- B – Name (first and last)
- D – Date of birth
- N – Mailing address
- O – City
- P – State
- R – ZIP code

If these blocks are not completed accurately, score reports cannot be mailed.

Recommended Fields

Examinees are encouraged to complete the additional information in pages 2 and 3 of the answer document.

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.

Verbal Instructions for the Pretest Session

Read aloud all instructions in the shaded boxes. Do not depart from this text. When reading the instructions, pause after each series of dots to give examinees time to follow instructions.

► **Begin by saying:**

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

► **Begin distributing the answer documents and *Taking the ACT State and District Testing*.**

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 document. . . .

► **Resolve any discrepancies in answer document identification before continuing.**

Required Fields

► **Continue by saying:**

Place your answer document so that page 1 faces you. Open your *Taking the A-C-T booklet* to page 9. 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. This field is optional. If you want A-C-T to send your scores to colleges or scholarship agencies, find the list of codes that begins on page 15 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 to examinees, have examinees enter that number in Block S. Otherwise, instruct them to skip Block S.

If your state requires you to enter information in Blocks U and V, you will be given specific instructions (e.g., *Administration Supplement*) for completing them.

High School Course/Grade Information, Student Profile Section (SPS), 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 Blocks N through R (or S), say:**

Next, turn your answer document to page 2 and your booklet to page 10.

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. Fill in one oval for each course whether or not you have taken it.

Next, 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 the oval 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.

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

Next, turn your booklet to page 11. 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 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 all examinees have completed the Student Profile Section, say:**

Now, turn your booklet to page 14 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 it.

This section should take about 10 minutes, but will not be timed. Read the directions and begin. . . .

Conclude the Pretest Session

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 the following items on test day:
 - acceptable photo identification
 - soft lead No. 2 pencils with good erasers (no mechanical pencils or ink pens)
 - a permitted calculator
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.

- Collect the answer documents in an order that will ensure examinees receive their own answer documents on test day.
- Make sure the required fields have been completely gridded on the front and back pages of each answer document.

If you are a...	Then...
room supervisor	return the answer documents to the test coordinator.
test coordinator	store all partially completed answer documents in secure storage until test day.

Preparing for Test Day

This section provides information about how to prepare your test materials for test day.

Testing Staff List

The Testing Staff List is located in the back of this manual. The test coordinator is required to return a complete list for each test date (initial and makeup).

All personnel involved in testing—including anyone assisting with handling or transportation of secure materials, or assisting with security—must be listed.

Test Materials Provided by ACT

Test Date Materials

- **Initial Test Date**

The quantity of test materials shipped for the initial test date is based on the number of examinees entered in PearsonAccess^{next}, plus an appropriate overage.

Note: If you find the number of examinees scheduled to test exceeds the number of materials you received, call ACT State and District testing as soon as possible.

- **Makeup Test Date**

The quantity of test materials shipped for the makeup test date is based on the order placed by the test coordinator, plus an appropriate overage. (See “Makeup Testing” on page 59.)

Site Header

The Site Header is pregridded by machine and identifies your school in the scoring system. It also determines the test date represented on score reports.

Check the form for accuracy. If the pregridded information is not accurate for your school, call ACT State and District testing. Do not correct the information on the Site Header.

Additional information about the importance of Site Headers can be found under “Collecting, Packing, and Returning the Test Materials” on page 61.

Test Administration Forms

The test administration forms are on a large folded sheet (folder), separate from the manual.

- One folder is required for each test room.
- Do not separate the pages. Use and submit it as a single sheet.
- You do not need to keep copies of the completed folders.

Each sheet contains the following forms:

Table 9. Test Administration Forms

The folder for...	Contains...	To be completed by the...
standard time paper	Test Room Report	test coordinator and room supervisor
	Roster	test coordinator and room supervisor
	Seating Diagram	room supervisor
	Timing Report	room supervisor

Materials Provided by Your School

Your school is responsible for providing the following items in each test room:

- a supply of soft lead No. 2 pencils with erasers to lend to examinees who do not bring them (examinees must not use mechanical pencils or ink pens)
- a pencil sharpener
- two reliable timepieces: watch, stopwatch, interval timer, or accurate wall clock
Note: Do not use a cell phone as a timepiece.
- signs, cards, or other materials used in admissions procedures
- permitted calculators (if your school chooses to provide them to examinees)

Prepare the Test Materials

Before test day, follow these steps to properly prepare the test materials:

1. Assign a sequential series of multiple-choice test booklets to each test room.
2. Assign a sequential series of writing test booklets to each room (if applicable).
Note: Writing test booklets come in shrink-wrapped packages. Do not open the shrink-wrap until the morning of test day.
3. Organize the partially completed answer documents by test room.
 - Ensure each examinee will receive his or her own answer document.
 - Allocate a few extra blank answer documents per room in case of defective materials or a misgrid.
4. Reseal all materials in the carton(s) and place them in secure storage. (See also “Storage Before Testing” in *Test Coordinator Information*.)

Prepare the Test Administration Forms

Do the following to prepare a Test Administration Forms Folder:

- Test Room Report—complete the test site and room information
- Roster—list all the examinees assigned to that room

Local Arrangements

Local arrangements are test accommodations an examinee receives without review and approval by ACT. If an examinee receives local arrangements, complete an Irregularity Report (page 71).

An examinee may receive local arrangements if **ALL** of the following conditions are met:

- The examinee tests in one session with standard time.
- The examinee does not receive additional breaks.
- The examinee uses a regular type (10-point) test booklet.
- Testing occurs on the initial or makeup test date.
- Accommodations are consistent with the examinee’s accommodations plan on file at the examinee’s home school.
- Accommodations do not disrupt testing, or provide an advantage to the examinee over other examinees.

Examples of local arrangements 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 Spectral Filters or Irlen Colored Overlays
- food, drink, or access to medication for examinees with medical needs (Test these examinees separately to avoid disturbing other examinees.)
- a written copy of the verbal instructions or a sign language interpreter for verbal instructions (The sign language interpreter must not be a relative. Test items may not be provided.)

Refer to the *ACT Administration Manual State and District Testing – Accommodations* for information about requested accommodations reviewed and approved by ACT.

Testing Examinees with Hearing Impairments

Examinees with hearing impairments may be able to test with standard time. The following arrangements do not require ACT approval, additional staff, or a separate room.

Sign Language Interpreter

- Seat an examinee using an interpreter at the front of the room.
- The interpreter:
 - ~ may sign all spoken instructions
 - ~ may also translate any questions from the examinee to testing staff and sign the responses to those questions
 - ~ may not translate or sign the test questions, or answer any test questions for the examinee
 - ~ is expected to stay in the room throughout the administration

Note: A sign language interpreter may not be a relative.

Assigned Seating

- Assign an examinee who can lip-read to a seat with a clear view of the room supervisor.
- Make sure all instructions—both from this manual and any other spoken message—are given in sight of the examinee.
- Work with the examinee before testing starts to agree on the method to be used for time notification.
- Written notification may be used (e.g., index cards with START, 5 MINUTES REMAINING, and STOP printed on them).
- The examinee may request a touch on the shoulder to indicate the START, 5 MINUTES REMAINING, and STOP times.

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 policy.
 - ~ 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.

Test Day Activities

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

Be sure every room supervisor has a complete administration manual.

Test Day Schedule

A schedule similar to the one provided below would allow testing to begin around 8:15 a.m. and examinees to be dismissed around 12:15–1:00 p.m. in most test rooms. This depends on whether you are administering the ACT with writing.

It is recommended that the verbal instructions start no later than 9:00 a.m. in all rooms. If any room begins after 9:00 a.m., document the time and reason on the Irregularity Report (page 71).

Table 10. Sample Test Day Schedule

Time	Event
7:30 a.m.	Arrival of testing staff
7:45 a.m.	Briefing session
8:00 a.m.	Arrival, identification, and seating of examinees
8:15 a.m.	<ol style="list-style-type: none">1. Begin reading the verbal instructions2. Distribute test materials to examinees3. Administer the four (or five, if the writing test is administered) tests as directed in the verbal instructions—time each test exactly4. Collect and verify all test materials
12:15 p.m.	Dismiss ACT (no writing) examinees
1:10 p.m.	Dismiss ACT with writing examinees

Briefing Session

A staff briefing session is required each test day morning, even with experienced staff. This is the time to make sure all staff are present and make any necessary adjustments to staff assignments. Make sure everyone understands their responsibilities and answer questions in a group setting so everyone has the same information. In particular, discuss the following:

- information in any ACT notice
- cell phone policy and procedures
- calculator policy and procedures

- test site specific information
- how staff are to communicate with the test coordinator during testing
- arrangements for left-handed examinees and those approved for accommodations
- how to handle breaks
- what to do with examinees dismissed for prohibited behavior

Distribute Test Materials to Rooms

The morning of test day, the test coordinator will remove the test materials from secure storage, check for tampering, and recount the test booklets to verify all materials are present.

If anything is missing or you suspect tampering, do not proceed. Call ACT immediately for instructions.

1. Distribute materials to room supervisors only on the morning of test day, normally during the briefing session or after examinees have been seated.
2. Count out the appropriate number of test booklets and answer documents for each room, if not done before test day.
3. Record the quantities and test booklet serial number ranges on the Test Room Report, located on the Test Administration Forms folder.
4. Personally hand the test materials to each room supervisor.
5. Watch the room supervisor count the booklets to verify what was received. Resolve any discrepancies before proceeding. Be sure the Test Room Report accurately reflects the booklets that are in the room supervisor's possession.
6. Write your initials in the "Before Testing" section of the Test Room Report, then watch the room supervisor sign the "Before Testing" section.
7. Return any excess materials not distributed to room supervisors to secure storage. If the secure storage location is remote from the testing area, use a room that can be locked when unattended, is convenient to the testing area, and where access is restricted to staff and authorized observers. Materials not locked in secure storage must never be left unattended.

Distribute Calculators

If you plan to provide calculators to examinees, distribute them as you admit examinees to the room (or before testing begins).

Admitting Examinees to the Test Room

From the time examinees are admitted to the test room until their dismissal, they may not access cell phones or other electronic devices suspected to have recording, internet, or communication capabilities. All devices must be powered off and stored out of sight.

If an examinee accesses a device at any time, or if a device activates after being stored away, the examinee must be dismissed.

We ask you to:

- be extra vigilant in your monitoring of prohibited behavior during testing and during the break
- strongly enforce the dismissal of any examinee who engages in prohibited behavior
- prominently display the prohibited device posters at central locations

Check-In Location

If possible, perform an initial check at a central location, such as the entrance or lobby of the building, before examinees go to their test room to be checked in. Make announcements about the prohibited use of cell phones and electronic devices as many times as necessary as examinees arrive.

► **Get the attention of examinees and make the following announcement:**

No one may handle or access a cell phone or electronic device during testing or during break time. This includes smart watches, fitness bands, and any other devices with recording, internet, or communication capabilities. All electronic devices must be powered off and stored out of sight until you are dismissed.

If you have a cell phone or electronic device and can store it in a car, locker, or somewhere outside of the test room before check-in begins, please do so at this time.

If you do not have the time or option to store the device outside of the test room, power it off now and store it away in a backpack, purse, pocket, or other area where it will be out of sight.

If you access your device, or if a device activates at any time during testing or break, you will be dismissed and your test will not be scored.

Remember, the device **MUST** be powered off. Turning the phone to silent or airplane mode is not acceptable. Any noise or vibration that comes from a device is grounds for dismissal. If you are seen handling the device after it has been powered off, you will be dismissed.

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 (see “Acceptable Identification” on page 27). Use Table 11 to determine your next steps.

Table 11. Admitting Examinees

If the ID is ...	Then ...
not presented or not acceptable and examinee cannot be recognized by school staff	<ol style="list-style-type: none"> 1. Do not admit the examinee. 2. If examinee cannot present proper identification before test booklets have been distributed, dismiss the examinee. 3. Write “denied” on the roster beside the examinee’s name. 4. Complete an Irregularity Report (page 71)
acceptable or examinee can be recognized by school staff	<ol style="list-style-type: none"> 1. Compare the photo on the ID to the examinee. 2. Mark on the roster the type of ID accepted using the following notations as a guide: <ul style="list-style-type: none"> P = Photo ID F = ACT Student Identification Form R plus staff initials = Personal Recognition by Staff — = Absent (Absence must be indicated so you can decide which examinees to schedule for makeup testing.) D = Denied 3. Direct the examinee to his or her seat in the test room and instruct the examinee to wait patiently until testing begins.

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

Acceptable Identification

Acceptable forms of identification and the identification criteria are shown in Table 12. Keep in mind:

- Identification issued or verified by a relative is **NOT** allowed.
- All identification must be *original*; photocopies or reproductions are **NOT** allowed.
- Stamped, computer-generated, or reproduced signatures are **NOT** allowed.

Table 12. Acceptable Forms of Identification and Identification Criteria by Roster

Roster Notation	Type of ID	Criteria for Acceptance
P	Current Official Photo ID	<p>Must include ALL of the following:</p> <ul style="list-style-type: none"> • Current (valid) • Issued by a city/state/federal government agency or school. <p><i>Note: School ID must be in hard plastic card format only. Paper or electronic formats are NOT acceptable.</i></p> <ul style="list-style-type: none"> • Examinee's first and last names • Photo is clearly recognizable as the examinee <p><i>Signature not required.</i></p> <p><i>Examples: driver's license, passport, school ID, state ID.</i></p>
F	ACT Student Identification Form	<p>Examinees MUST present the ACT Student Identification Form if they do not have a current official photo ID as described above. ALL items must be completed and include:</p> <ul style="list-style-type: none"> • Individually completed in English—and signed in ink—by an official at the examinee's school or notary public (official or notary may not be a relative) • Recent, recognizable, individual (not group), photo of the examinee attached to letter • School or notary seal/stamp or school official/notary ink signature overlapping a portion of the photo • Examinee's first and last names • Examinee's date of birth, gender, school name and location • Signed by the examinee, in ink, in the presence of the school official or notary • Signed by the examinee on test day, in the presence of testing staff <p><i>Collect and return to ACT with the roster.</i></p>
R Plus Staff Initials	Staff Recognition	<ul style="list-style-type: none"> • Examinees without acceptable ID may be admitted only if they are personally recognized, face-to-face, by a school faculty member (who may not be a relative) • That faculty member's initials must be printed legibly beside the examinee's name on the roster (without staff initials, personal recognition is invalid) • 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 along with his or her initials (e.g., "all examinees in this room were recognized by _____")

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 employed by your school or not a member of testing staff
- 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 the school to identify the examinee
- Traffic ticket, even with a physical description and signature
- Transcript, even with photo
- Web page with photo

Prohibited Items in the Test Room

Examinees may not use cell phones, media players, or any other electronic devices at any time, including during the break, and the examinee must not be able to access them during testing. Do not collect cell phones or other electronic devices from examinees; examinees should retain responsibility for them.

Calculators may be used during the mathematics test but they must be turned off and put away when the examinee is not working on that test.

In addition, examinees are not permitted to use or access the following items at any time while in the test room:

- textbooks, foreign language or other dictionaries, scratch paper, notes, or other aids
- highlight pens, colored pens or pencils, correction fluid/tape
- reading material
- tobacco in any form
- food or beverages, including water

Note: Staff and examinees may bring snacks and beverages into the test room but must consume them only outside the test room during break.

Staff may not eat, drink, use tobacco, or use cell phones (must be turned off or “silent”), recording or media devices in the test room. (See “Attentiveness” on page 8.)

Examinees may have a personal timepiece such as a watch, timer, or stopwatch, provided it is NOT:

- on the desk
- a distraction to others
- a prohibited device

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 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. Separate friends and relatives or examinees that arrive together. 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.

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 admitted to the test room if they require left-handed desks or write a statement on the board telling left-handed examinees to report to a proctor for their seating assignments.

Administering the Tests

Test Room Starting Time

Verbal instructions may begin as soon as all examinees have been identified and seated. If any room starts later than 9:00 a.m., document the time and reason on the Irregularity Report (page 71).

Absolutely no one may be admitted to the test room after test booklets have been distributed. If this policy is violated, the answer documents for the examinees admitted late will not be scored.

General Announcements to Examinees

Before testing begins, you may make announcements regarding:

- **Cell phones and electronic devices:** All devices must be powered off and stored away at all times. If an examinee handles or accesses a device, or if a device activates, the examinee must be dismissed and his or her test will not be scored.
- **Calculators:** Read to the examinees the current list of prohibited calculators (and calculators permitted with modification) from the *Calculator Policy*.
- **Hats:** Some hats may obstruct your view of examinees' eyes and may allow examinees to conceal prohibited behavior, such as using a cell phone, earpiece, or other electronic device. Not all hats may hinder your ability to monitor examinees and some examinees may wear hats or other head coverings 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 site or school policy 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 document in full 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.

Distributing Test Materials to Examinees

The verbal instructions tell you when to distribute the answer documents and test booklets. To ensure security of test materials, distribute answer documents and test booklets to examinees only when directed to do so in the verbal instructions, not before.

Answer Documents

As answer documents are distributed, be sure each examinee receives the answer document with his or her name on the barcode label.

Test Booklets

Personally hand one test booklet individually to each examinee, in sequential serial number order, only to examinees who are in the room.

- The multiple-choice test booklets are distributed when directed in the verbal instructions. All examinees seated in the room receive a multiple-choice test booklet.
- The writing test booklets are distributed just prior to the writing test—when directed in the verbal instructions.

Begin with the first serial number of your series and walk down the rows handing them in sequential order to each examinee in a seat, as shown in the diagram in Figure 5. Do not skip serial numbers, do not leave booklets at empty seats, and do not assign or hold booklets for absent examinees. Any leftover (unused) booklets will be the last serial numbers of your series. For example, if you have 15 booklets but only 12 examinees are in the room, hand out only the first 12 serial numbers. Keep the unused booklets (with the last three serial numbers) secure during testing.

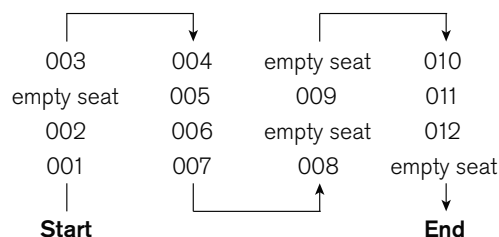


Figure 5. Test booklet distribution diagram

- Do not allow examinees to handle any booklet except their own. For example, do not allow booklets to be passed down rows or across aisles.
- Make sure each examinee receives only one booklet.
- Keep track of how you distributed booklets so you can document the serial number given to each examinee on the Seating Diagram.

Sequence of Tests

The tests **must** be administered in the order listed in Table 13 for all examinees in all rooms. If this order is altered, the answer documents will not be scored. Exactly observe these test times and the break schedule.

Table 13. Times for ACT Subject Tests

	ACT (no writing) (minutes)	ACT with writing (minutes)
Test 1	45	45
Test 2	60	60
Break	15	15
Test 3	35	35
Test 4	35	35
Break	—	5
Writing test	—	40

Timing the Tests

Each room supervisor is responsible for timing the tests in his or her own room. Reading the verbal instructions or timing the tests is not to be controlled from a central location for multiple rooms (for example, using bells, a PA system, or loudspeaker). Each room supervisor must be able to react to any problems or questions that occur in a particular room and adjust timing if necessary. This procedure also minimizes the effects of any mistimings.

Take extreme care to ensure the exact time is allowed for each test.

The full time for each test must be given, regardless of the number of examinees in the room. Each room must use two (2) timepieces to time the tests, as a precaution in the event one fails. One timepiece must be an accurate clock or watch that shows the actual time of day. ACT also recommends that one of these be an interval timer or stopwatch. **Do not use a cell phone as one of your timepieces.**

As you begin timing each test, enter the actual START time (e.g., 8:26) on the Timing Report. Calculate the STOP time, then the time for the verbal announcement of 5 MINUTES REMAINING (subtract 5 minutes from the STOP time), and enter those times. You may use the chart provided for each test to calculate stop time. Times are “minutes after the hour.” For example, if Test 1 starts at 8:26 it stops at 9:11.

Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
0:00	0:45	0:12	0:57	0:24	0:09	0:36	0:21	0:48	0:33
0:01	0:46	0:13	0:58	0:25	0:10	0:37	0:22	0:49	0:34
0:02	0:47	0:14	0:59	0:26	0:11	0:38	0:23	0:50	0:35
0:03	0:48	0:15	0:00	0:27	0:12	0:39	0:24	0:51	0:36
0:04	0:49	0:16	0:01	0:28	0:13	0:40	0:25	0:52	0:37

Figure 6. Example timing chart

Before you announce 5 minutes remaining, and before you call STOP, check your timepiece carefully against the time you have written down and verify it with the other timepiece. If a proctor is in the room, the proctor is to double-check the room supervisor’s timing. Make sure you record the actual times you made your announcements on to the Timing Report.

Enter the actual times (e.g., 8:26) you announce START, 5 MINUTES REMAINING, and STOP on the form.

Announcing Time Remaining

A verbal announcement of time remaining must be made five minutes before the end of each test. It is important to give the time remaining announcement accurately as examinees rely on it to pace themselves.

Posting Times on the Board (optional)

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.

Checking Calculators during Test 2

You must check for prohibited calculators during Test 2 (mathematics). Check periodically to make sure examinees did not switch calculators after the first check. If you discover an examinee using a prohibited calculator, follow the procedures in “Dismissal for Prohibited Behavior” on page 40 to dismiss the examinee and void the answer document. Document this dismissal on the Irregularity Report.

Monitoring the Test Room

Follow these policies for monitoring a test room:

- A member of testing staff must be physically present in the room at all times to monitor the examinee(s). Monitoring through glass partitions or via security cameras is not allowed.
- The examinee(s) cannot be left unattended, even briefly.
- The room supervisor must be in the room for the entire session, except when relieved by a proctor for a short break.
- One room supervisor cannot supervise multiple rooms at the same time..

Note: A room supervisor is the person responsible for administering the test in one test room. A test coordinator who supervises a test room is the room supervisor for that room.

Checking for Prohibited Behavior

- Throughout testing, walk quietly around the room to discourage and detect prohibited behavior. Staff attentiveness is a very effective deterrent.
- Document all prohibited behavior and any actions you take on the Irregularity Report.
- If you dismiss an examinee for prohibited behavior, follow the procedures in “Dismissal for Prohibited Behavior” on page 40 **exactly**.
- If you suspect an examinee but are uncertain, warn him or her of the behavior and ask ACT for a decision before the examinee is dismissed.

Accessing a Cell Phone or Electronic Device

All cell phones, media players, and any other electronic devices must be powered off and stored away. Pay special attention to pockets, backpacks, and purses to be sure that devices are securely out of sight. Watch for hands in pockets and the use of earbuds or headphones. If an examinee accesses a device at any time during testing or during a break, the examinee must be dismissed. Additionally, if a device activates or makes any noise during testing or during a break, the examinee must be dismissed.

Working Behind/Working Ahead

Examinees may look at or work only on the current test. There are symbols at the top of every test booklet page to help you identify the different tests.

Giving or Receiving Assistance

Make sure examinees keep their eyes on their own work and do not communicate with others. If you suspect communication or copying is taking place, but are uncertain, move examinees to other seats as needed and continue to observe closely. If you are certain, even if you did not directly observe the behavior, dismiss the examinee(s). Document which examinees are involved and the actions you took on the Irregularity Report.

Marking Ovals after Time is Called

Examinees are not permitted to mark, add, or alter test responses after time has been called on that test. This is the most common prohibited behavior. When you call STOP, **look up** at the examinees—all pencils must be put down immediately. Anyone continuing to work **must** be dismissed.

After each test, or at the beginning of the next test, walk around the room and note which examinees have unfinished or blank ovals. Use a suitable method to keep track such as making notes on the Seating Diagram. If you later see any of the previously incomplete ovals filled in, dismiss the examinee.

Removing Test Materials

Watch for note-taking, phone use, cameras, recording devices, tearing out whole or partial pages of the test booklet, not turning in a test booklet or answer document, taking another examinee’s or an unused test booklet, etc. Whenever possible, recover the material from the examinee. Call ACT Test Administration before allowing the examinee to leave the test site. Document completely on the Irregularity Report.

Using Notes or Aids

Make sure all personal belongings are inaccessible and that examinees have nothing on their desks except a test booklet, answer document, pencils, and eraser. Calculators must be turned off and put away when examinees are not working on the mathematics test. Watch for notes in an examinee's purse or book bag and inside a calculator cover, for notes or codes written on unlikely items such as erasers or clothing, and for any unapproved testing aids. Document any incident carefully on the Irregularity Report and attach the notes or aid in question whenever possible.

Break after Test 2

For standard time test rooms, ACT **requires** that you allow a 15-minute break at the end of Test 2 so examinees can relax or go to the restroom. Each room supervisor is to begin the break at the end of Test 2 as dictated by individual testing activity in the room. Do not attempt to preset an exact schedule for all test rooms.

Note: The break may not include lunch.

All test booklets must be closed with the answer documents inside them before the break begins. If examinees remain in the room, collect the materials or otherwise ensure that examinees do not tamper with them.

Do not leave the test room unattended at any time. Designate a break area away from test rooms or assign staff to control noise if some rooms are still testing while others are on break. Be attentive to examinees trying to access cell phones or electronic devices. Dismiss any examinees who violate the cell phone and electronic device policy.

Resume testing after the break, according to your room schedule. Do not delay testing waiting for examinees who are late. Examinees who return late may be readmitted, but lost time cannot be made up. Keep conversation with examinees who return late to a minimum to limit the distraction to those already testing.

Break before the Writing Test—ACT with Writing Only

Once the multiple-choice test booklets have been collected and verified after Test 4, allow examinees five minutes to relax and sharpen their pencils before the writing test. Examinees must remain in the room.

Monitor the test room closely to ensure that answer documents are not tampered with. **Do not leave the test room unattended at any time.** If an examinee needs to leave the room, collect the answer document. Resume testing after five minutes. Do not wait for examinees who return late. Examinees who return late may be readmitted but lost time cannot be made up.

Examinees Who Leave during a Test and Return

Examinees may go to the restroom during testing, but it is best not to announce it. They are told in *Taking the ACT* to expect a break between Tests 2 and 3.

Writing examinees are also told to expect a brief break before the writing test. During this break, examinees must remain in the room, but if they need to leave, follow the same procedures as for an examinee who needs to leave during a test.

Collect test booklets and answer documents from examinees who go to the restroom. Return test materials to examinees when they are readmitted. Be sure the same examinee returns after leaving. If you have doubts, recheck the identification.

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.**

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.

Irregularities

Complete an Irregularity Report (page 71) for each room in which an individual or group irregularity occurs, attach any affected answer documents, and return it to ACT in the **red** envelope. 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 occur in any rooms at your test site, 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. Carefully note the amount of testing time elapsed and remember to safeguard the security of the test materials 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 the materials if necessary to maintain security. When you resume testing, begin timing where you left off to give examinees the remaining time allowed for that test. If the interval is significant, add two minutes to the remaining time for that test so examinees can regain their concentration. If you cannot resume testing, contact ACT promptly 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, immediately call ACT. 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 booklets 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 that has elapsed and—if time permits—have examinees close their test booklets and place their answer documents inside them. Collect the test booklets only if time permits. Instruct examinees and staff to leave the building. If it is safe to do so, lock the test room. Call ACT as soon as you can safely reach a telephone.

Rescheduled Examination

If an emergency on test day (e.g., fire, tornado, snow) forces the termination of testing or the closing of school, call ACT as soon as possible. Decisions regarding rescheduling will be made on a case-by-case basis. **Be sure to protect the security of the test materials.**

Missing or Stolen Test Materials

A missing or stolen test booklet is one of the most serious irregularities that can occur at a test site. If—at any time—you cannot account for a test booklet or an answer document with examinee identifying information, you must **immediately** call ACT State and District testing. We will advise you regarding what actions you must take.

Mistiming

Any deviation from timing the tests exactly (see “Timing the Tests” on page 32) is a mistiming. A mistimed test constitutes a serious irregularity that **CAN BE PREVENTED BY CAREFUL SUPERVISION**. Scores cannot be adjusted to compensate for mistiming. If a retest is necessary, examinees must transfer all non-test information to new answer documents and must retake all tests, not just the one that was mistimed. Mistiming may result in the cancellation of scores.

- If more than the time allowed is given on a test, notify ACT immediately.
- If less than the time allowed is given on a test, allow examinees to make up the shortage before dismissal. If a shortage on a previous test is discovered after examinees have begun work on the next test, do not interrupt their work. Wait until that test has been completed, then make up the additional time on the previous test. Document the problem and its resolution on the Irregularity Report.
- If a mistiming is discovered after examinees have been dismissed, call ACT immediately. This irregularity must be resolved before answer documents are scored and early notification is critical. Please attach only the affected answer documents to your Irregularity Report so the situation can be resolved as expeditiously as possible.

Do not allow examinees to make up a shortage after dismissal unless ACT has given you express authorization to do so.

Power Failure

If a power failure occurs and examinees cannot be moved to another location with adequate heat, ventilation, light, and adequate examinee spacing, collect the test booklets and answer documents, then follow the directions in the section “Rescheduled Examination” on page 36.

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 after testing concludes. If an examinee insists on leaving early, collect and secure the answer document and test booklet, then document the situation on the “ACT State and District Testing Irregularity Report” (page 71). After testing, decide whether the examinee will be scheduled for makeup testing (see “Makeup Testing” on page 59).

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, 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 in question.

Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the examinee does not lose time. If necessary, stop testing until a replacement can be obtained.

1. Be sure the replacement test booklet is the **same test form** as the defective test booklet.

2. If you replace an answer document, the examinee does **not** change the test booklet number. If you replace a test booklet, the examinee **does** change the test booklet number.
3. Print “Defective Material” on the cover of the test booklet or across the front page of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
4. If an answer document is defective, the examinee must transfer, under close supervision, all information exactly as originally noted to a new one **after the test session and without access to the test booklet**.
5. Call ACT for instructions if you do not have sufficient materials to replace those that are defective.

Duplicating Test Materials

Testing staff 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 answer documents and test booklets must be returned to testing staff. No portion of these materials may be retained by examinees.

If you observe an examinee using photographic, scanning, or recording devices during the administration or removing pages from a test booklet, follow the procedures in “Dismissal for Prohibited Behavior” on page 40 or “Refusal to Turn In Test Materials” on page 41.

In all cases, examinees must be dismissed, any devices confiscated and cleared, and the answer document marked VOID. Inform the examinee the answer document will not be scored, the reason for your action, and include all necessary information on the Irregularity Report. Call ACT (during testing, if possible) to determine if any additional action is required.

Failure to Follow Directions in Marking Responses on the Answer Document

Only answers properly marked on the answer document during the time allowed for a particular test can be scored. If an examinee is not properly marking responses on the answer document, 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**

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 document.
time has been called on that test	no 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 document.
3. Document the situation in detail on the Irregularity Report.
- 4.

If ...	Then ...
there are some responses marked on the answer document	submit the examinee’s answer document for scoring.
there are NO responses marked on the answer document	attach the answer document to the Irregularity Report.

- **Marking Responses in a Future Section of the Answer Document**

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 a new answer document and collect the first answer document.

Note: Call ACT for instructions if you do not have a new answer document to give the examinee.

2. Instruct the examinee to begin marking responses in the correct section of the new answer document.
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 document to the correct sections on the new answer document.

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 document for scoring.

The following errors are prohibited behaviors and the examinee must be dismissed (see “Prohibited Behavior at the Test Site” on page 39).

- 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

Collect the test booklet and answer document from an examinee who becomes ill and needs to leave the test room. If the examinee returns and continues testing, lost time may not be made up. Explain the situation and record the time lost on the Irregularity Report.

If an examinee cannot finish testing because of illness, you must decide whether the answer document should be scored or the examinee should be scheduled for makeup testing. Examinees do not make this decision. Clearly indicate your decision on the Irregularity Report.

Only one answer document will be scored for each examinee (either for the initial or makeup date).

See “Makeup Testing” on page 59.

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 the examinee’s test materials 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 completed the non-test portions of their answer documents.

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 write 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.
- 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 test content, test form identification numbers, or answers during test administration, during breaks, or after the test.
- Using a prohibited calculator (www.act.org/calculator-policy.html).

- 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 photograph, copy, or memorize test-related information or 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.
- 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 capable of being used, in violation of these prohibited behaviors. ACT may also provide such items to and permit searches by 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 that you bring to a test site.

Monitor examinees at all times. If you observe or suspect prohibited behavior, take prompt action.

Have a proctor verify your observation if possible. However, if you are **certain** a student is engaging in prohibited behavior, dismiss the student based upon your own observation. The test coordinator does not have to be called to the room to verify the activity.

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 on that test, dismiss the examinee. **You must inform the examinee the answer document will not be scored.**

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. Document the move on the 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.

Dismissal for Prohibited Behavior

If you dismiss an examinee for prohibited behavior, follow these procedures:

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 booklet.
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.
 - 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 and return it in the **red** envelope.
Return the test booklet with the other used booklets.

ACT will not score the answer document(s) if you follow these procedures exactly. However, you must inform the examinee the answer document will not be scored, and clearly indicate this on the Irregularity Report. Otherwise, the answer document may be scored.

Do NOT schedule examinees dismissed for prohibited behavior for makeup testing. The decision to cancel scores due to prohibited behavior is at ACT's sole discretion and CANNOT be appealed or reversed.

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, as illustrated in Figure 7, and attach it to the Irregularity Report for the following reasons **only**:

- An examinee was dismissed for prohibited behavior and **was told the answer document will not be scored**.
- An examinee started but did not finish testing on the initial test date and has transferred all non-test responses to a new answer document in preparation for makeup testing (see “Makeup Testing” on page 59).

Do not void an answer document for any other reason (e.g., examinee leaves early, asks that the answer document not be scored, refuses to continue testing, does not take testing seriously).

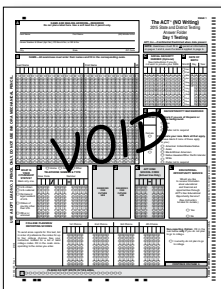


Figure 7. How to void an answer document

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 booklet, 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, including the examinee's name and the test booklet number. Do not place yourself in a position of physical danger, and do not leave test materials or examinees unattended.

Verbal Instructions for Standard Time Testing

This section contains verbal instructions to be read to examinees and instructions for staff activities during testing. Read these instructions before test day; practice reading them loudly, clearly, and exactly as they are written.

Before You Begin

- Before you begin reading the verbal instructions, make sure you have the following forms:
 - ~ Test Administration Forms Folder (1 per test room)
 - ~ Irregularity Report (page 71)
- The non-test portions of the answer document must be completed before test day. See “Completing the Non-Test Portions Before Test Day” on page 15.
- Staff must be in the room if examinees or test materials are present. Do not leave the room unattended, even momentarily, even if only one examinee is testing.
- Distribute answer documents and test booklets only when directed by the verbal instructions.
- **Time the tests exactly and document the time accurately.** Follow the directions in “Timing the Tests” on page 32.

How to Read the Verbal Instructions

Read aloud all instructions in the shaded boxes, loudly and clearly, exactly as written. This ensures all examinees receive consistent, accurate instructions.

- Do not read aloud text in (parentheses).
- Pause after each series of dots (. . .) and wait for examinees to finish the task before proceeding. Look at the examinees to be sure they are ready to continue.
- An arrow (▶) indicates an action to perform at that time.

Read the correct instructions for your test room:

NO Writing	Writing
Instructions for the ACT (no writing) are in the left column.	Instructions for the ACT with writing are in the right column.

Instructions that pertain to all test options are page-wide.

- ▶ **After all examinees have been admitted, seated, and everyone has a pencil, greet the examinees and, make any general announcements, (see “General Announcements to Examinees” on page 30). Then, begin reading the verbal instructions:**

NO Writing	Writing
<p>You are about to take the A-C-T, which is composed of multiple-choice tests in English, mathematics, reading, and science.</p> <p>The tests will be administered under standard time conditions. If you believe you are not to test under standard time conditions, please raise your hand now. . . .</p>	<p>You are about to take the A-C-T, which is composed of 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> <p>The tests will be administered under standard time conditions. If you believe you are not to test under standard time conditions, please raise your hand now. . . .</p>

If an examinee raises his or her hand, confer with the test coordinator immediately to determine if the examinee is testing under the correct time conditions. A proctor must remain in the room while you do so.

- ▶ **If examinees are in the correct room, continue by saying:**

All items brought into the test site may be searched. Items suspected of being used to engage in misconduct may be confiscated and retained.

Devices such as cell phones and smart watches are prohibited. You may not handle or access these devices, even if they are powered off, until you are dismissed from all testing for the day.

Please ensure that all electronic devices are powered off and stored away. . . .

- ▶ **From this point forward, if you see an examinee with a phone or electronic device, or if a device activates or makes any noise, the examinee MUST be dismissed. Look around the room again to check for any devices, then say:**

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items under your seat. You will not be able to access them during testing or during the break. A-C-T and this test site are not responsible for the loss of any personal items. If you brought a calculator, put it under your seat now; you may use it only during the mathematics test. Please keep the aisles clear. . . .

- ▶ **Wait for examinees to clear their desks, then say:**

A complete list of the prohibited behaviors was provided in *Taking the ACT—State and District Testing*. Please be reminded of the following:

- You may not access an electronic device at any time during testing or during break. All devices must be powered off and placed out of sight from the time you are admitted to the test room until you are dismissed.

- You may not fill in or alter a response, or continue writing, after time has been called on that test section. This includes fixing stray marks. You may not look at any section of the test booklet outside of the designated time for that test section.
- You may not give or receive assistance by any means. This includes looking at another person's test booklet or answer document.
- You are not allowed to use highlight pens, colored pens or pencils, notes, dictionaries, scratch paper, or other aids.
- You may not allow an alarm to sound in the test room or create any other disturbance. If you are wearing a watch with an alarm or have any other alarm device, you must be sure it is turned off.
- The test is confidential and remains so even after the exam is complete. You may not remove any materials from the test room. You may not discuss the test questions or responses at any time, including during the break.
- Finally, eating, drinking, and the use of tobacco or reading materials are not permitted in the test room.

If you are observed or suspected of engaging in prohibited behavior, you will be dismissed and your answer document will not be scored. Do you have any questions about prohibited behavior?

► **Address any questions, then say:**

I will now hand you an answer document. Do not mark on it until I give you instructions.

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval 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. Use only a soft lead No.2 pencil. Do not use a mechanical pencil, ink pen, or correction fluid. If you do, A-C-T will not be able to score your answer document accurately.

Look at page 1 of the answer document. The answer document I give you should have your name and information completed during the pretest session. If the answer document you receive is not yours, raise your hand. . . .

► **Make sure each examinee has his or her own answer document, then say:**

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. . . .

- ▶ Hand **one** multiple-choice test booklet individually, to each examinee, in sequential number order, and only to examinees who are in the room. Follow the directions in “Distributing Test Materials to Examinees” on page 30.

Keep an exact count of the number of test booklets distributed and the order in which you distributed them, for completing the Seating Diagram.

If you are administering the ACT with writing, do NOT distribute the writing test booklets at this time.

- ▶ **Wait for everyone to finish reading the directions, then continue by saying:**

Raise your hand if you need more time. . . .

- ▶ **When examinees are ready, continue by saying:**

Now, on the front cover of your test booklet, read the Examinee Statement, 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 and look up at me. . . .

- ▶ **Give everyone time to copy and sign the Certification. When all examinees have finished, say:**

Now, in the top-left corner of your booklet, find the 6-digit number and copy it onto your answer document, at the top of page 4, in the “Booklet Number” boxes. Fill in the corresponding oval below each box.

Next, on the front cover of your test booklet, find the 3-character test form, 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 on the answer document, and filled in the corresponding ovals.**

- ▶ **When all examinees have finished, continue by saying:**

Please listen carefully to the following instructions. The use of scratch paper is not permitted. Do any figuring or scratch work in your test booklet.

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.

I will keep the official time for this examination. I will announce when five minutes remain 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? . . .

- ▶ **If there are no questions, continue by saying:**

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of each test, put your pencil down immediately and look up at me. If you finish before I call time, remain quietly in your seat. You may not read or engage in any other activity that could distract others still testing. We will begin testing shortly. There must be no talking. Listen carefully to these instructions. . . .

Test 1—English



- ▶ **When everyone is ready, say:**

You will have 45 minutes to work on Test 1. Do not begin work until I tell you to do so. During this time you are to work only on Test 1. If you finish before time is called, recheck your work on Test 1, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test. 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, then say:**

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

- ▶ **Begin timing.**

- ▶ **During Test 1, do the following:**

- On the Timing Report, record the time of day you START timing Test 1 and calculate the times of day for announcing 5 MINUTES REMAINING and STOP (see “Timing the Tests” on page 32).
- Walk around the room to monitor examinees (see “Checking for Prohibited Behavior” on page 33).
- Complete your Seating Diagram. If you need to verify test booklet serial numbers, do so at the break. Update the diagram if an examinee is moved or needs a replacement test booklet.
- Monitor for cell phone and electronic device usage throughout testing. Dismiss any examinees observed accessing a device.

- ▶ **When your watch or timer indicates exactly 40 minutes have passed and you have checked the time, record the time under 5 MINUTES REMAINING on the Timing Report and say:**

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 time, record the time under STOP on the Timing Report and say:**

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

- ▶ **Verify everyone has stopped.**

Test 2—Mathematics

2 2

► **Continue by saying:**

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. . . .

Some types of calculators are prohibited. For example, you may not use any version of the TI-89. You are responsible for knowing if your calculator is permitted.

I will check your calculator periodically 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 there are no questions, continue by saying:**

You will have 60 minutes to work on Test 2. Do not begin work until I tell you to do so. During this time, you are to work only on Test 2. 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 turn the page to the next test, and do not work on, fill in, or alter ovals for Test 1. Please remember to 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. Do any figuring in your test booklet. Turn to **Test 2**, read the directions carefully, and begin work.

► **Begin timing.**

► **During Test 2, do the following:**

- Record the time of day you START timing Test 2 and calculate the times of day for announcing 5 MINUTES REMAINING and STOP.
- Refer to the Calculator Policy and check all calculators periodically throughout the test (see “Checking Calculators during Test 2” on page 32 and “Calculators” on page 22).
- Walk around the room to monitor examinees.

- ▶ **When your watch or timer indicates exactly 55 minutes have passed and you have checked the time, record the time under 5 MINUTES REMAINING on the Timing Report and say:**

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 time, record the time under STOP on the Timing Report and 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 now. . . .

- ▶ **Verify everyone has stopped.**

Break—15 Minutes

► **Continue by saying:**

Put your calculator away. You will not be permitted to use it for the remaining tests. You will have a fifteen-minute break. Testing will resume promptly at _____. If you return late, you will not be allowed to make up lost time. Remember, you may not access cell phones or other electronic devices during the break. If you do, you will be dismissed. You may not eat or drink anything in the test room. Please be quiet if testing is in progress in other rooms. (If necessary, announce any rules about leaving the building.)

► **During the break, do the following:**

- Monitor for cell phone and electronic device usage. Dismiss any examinees observed accessing a device.
- 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.** If any examinees remain in the room, monitor them closely (see “Break after Test 2” on page 34).
- Double-check every answer document to be sure examinees have entered the test booklet number and test form, and filled in the corresponding ovals. Check that test booklets have been signed and the certification copied.
- Verify the test booklet serial numbers you have written on your Seating Diagram against the booklet at each seat.
- Monitor hallway noise to prevent disrupting rooms that are still testing.

Do not delay the start of Test 3 waiting for examinees who return late from the break. If examinees return late they may be readmitted, but cannot make up lost time. Keep conversation with late arrivals to a minimum.

If an examinee does not return, do not void the answer document until you decide whether to schedule the examinee for makeup testing (see “Makeup Testing” on page 59)

► **At the end of the break, say:**

Attention. Please get ready to resume testing. . . . Remember, if you are wearing a watch with an alarm or have any other alarm device, **it must remain turned off**. If you have a cell phone or other electronic device, it must remain powered off and stored out of sight until you are dismissed from all testing for the day.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet**. Remove your answer document and check the front page to be sure your name appears in Block A. . . .

Test 3—Reading

3

3

- ▶ **When everyone is ready, say:**

You will have 35 minutes to work on Test 3. Do not begin work until I tell you to do so. During this time, you are to work only on Test 3. 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 turn the page to the next test and do not work on, fill in, or alter ovals for previous tests. Even with the test booklet closed this behavior is prohibited. 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.

- ▶ **Begin timing.**

- ▶ **During Test 3, do the following:**

- Record the time of day you START timing Test 3 and calculate the times of day for announcing 5 MINUTES REMAINING and STOP.
- If any examinees do not return from break, collect their materials shortly after testing has begun. (See “Examinees Who Leave Early” on page 37.)
- Walk around the room to monitor examinees.

- ▶ **When your watch or timer indicates exactly 30 minutes have passed and you have checked the time, record the time under 5 MINUTES REMAINING on the Timing Report and say:**

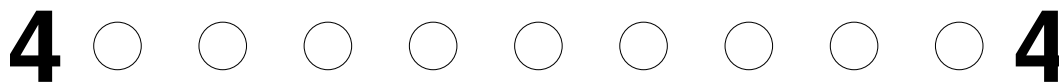
You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates 5 more minutes (exactly 35 minutes total) have passed and you have checked the time, record the time under STOP on the Timing Report and 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 now. . . .

- ▶ **Verify everyone has stopped.**

Test 4—Science



▶ **Continue by saying:**

You will have 35 minutes to work on Test 4. Do not begin work until I tell you to do so. During this time you are to work only on Test 4. 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. After this test, you must remain quietly in your seat while I collect and count the test materials.

▶ **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.

▶ **Begin timing.**

▶ **During Test 4, do the following:**

- Record the time of day you START timing Test 4 and calculate the times of day for announcing 5 MINUTES REMAINING and STOP.
- Walk around the room to monitor examinees.

▶ **When your watch or timer indicates exactly 30 minutes have passed and you have checked the time, record the time under 5 MINUTES REMAINING on the Timing Report and say:**

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 time, record the time under STOP on the Timing Report and say:**

Stop, close your test booklet and look up at me now. . . .

Read the statement at the bottom of page 4 of your answer document; 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 and look up at me. . . .

- ▶ Walk around (all staff) and monitor examinees closely to make sure they work on the Certification and signature ONLY.
- ▶ Give everyone time to copy and sign the Certification.
- ▶ **When all examinees have finished, say:**

Now, place your answer document on your desk next to your test booklet, with **Block A** facing up. Do not place it inside the test booklet and do not mark on it. . . .

NO Writing	Writing
(Continue below with your administration.)	(Go to “Writing Test” on page 54 to continue your administration.)

► **Continue by saying:**

I will now collect and check the answer documents, then I will collect and check the test booklets. They will be picked up individually; do not pass them in.

You may not leave the room. Remain quietly in your seat until I give you further instructions.

Remember, you may not access your cell phone or other electronic devices until you are dismissed from testing.

► **While examinees remain in their seats, follow the instructions below:**

1. Individually collect the answer document from each examinee.
 - ~ Confirm the Certification is copied.
 - ~ Confirm the answer document is signed.
 - ~ Stack all answer documents so they face the same direction.
 - ~ Verify the number of answer documents collected equals the number of examinees.
2. Individually collect the test booklet from each examinee.
 - ~ Confirm the certification is copied.
 - ~ Confirm the test booklet is signed.
 - ~ Verify the number of booklets collected equals the number distributed.
 - ~ Arrange the test booklets in sequential serial number order.
3. Keep the collected test materials where examinees do not have access.

No one may examine test booklets or answer documents after they have been collected.

Your scores will be reported in three to eight weeks after the answer documents are received by A-C-T. If you have comments or questions about this administration, write to A-C-T State and District Testing within the next two weeks. **Remember, discussing or sharing test content, test form identification numbers, or answers is prohibited, including on social media.** Be sure you have all of your personal belongings. As you leave, please be quiet in the halls. Thank you for your cooperation. You are dismissed.

► **Either dismiss examinees for the day or direct them to the next activity as determined by your school administration.**

Make certain that examinees cannot access the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been collected.

- ▶ **After examinees are dismissed, double-check your counts and complete the Test Room Report.**
- ▶ **The room supervisor must personally return all test materials and test administration forms to the test coordinator immediately after testing.**

Note: Examinees may not assist with the transportation of test materials.

- ▶ **Go to “After the Test” on page 58 and perform the activities exactly as described.**

Writing Test

I will now collect and check the test booklets. They will be picked up individually; do not pass them in.

You may not leave the room. Remain quietly in your seat until I give you further instructions.

Remember, you may not access your cell phone or other electronic devices until you are dismissed from testing.

► **While examinees remain in their seats, follow the instructions below:**

Note: Monitor the examinees to ensure they do not alter or add any multiple-choice responses.

1. Individually collect the test booklet from each examinee.
 - ~ Confirm the Certification is copied.
 - ~ Confirm the test booklet is signed.
 - ~ Verify the number of booklets collected equals the number distributed.
 - ~ Arrange the test booklets in sequential serial number order.
2. Keep the collected test materials where examinees do not have access.

No one may examine test booklets or answer documents after they have been collected.

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

We will continue testing shortly. Leave your answer document closed on your desk. You may use this time to relax and sharpen your pencils, but you may not leave the room.

- **Monitor examinees closely to make sure they do not open or mark on their answer documents.**
- **Remind examinees to be quiet, and that eating, drinking, and reading are not permitted in the test room.**
- **Resume testing after five minutes.**

Examinees must remain in the room. If an examinee needs to leave the room, collect his or her test materials. Do not wait for examinees who return late. If an examinee returns after the writing test has begun, give the examinee the next writing test booklet in sequence. Instruct the examinee to read the directions on the front cover and begin work. Lost time may not be made up. Remember to add the serial number of the test booklet to the Seating Diagram. After testing concludes, the examinee *must* complete the identifying information on pages 5 and 6 of the answer document and on the cover of the test booklet. The room supervisor or proctor must supervise this process closely to ensure the examinee does not alter or add any test responses. Document the late return on the Irregularity Report.

Examinees must remain in their original seats. If you must move an examinee to another seat, document it carefully on the Seating Diagram and Irregularity Report so it is clear which seat the examinee was in originally, which seat the examinee moved to, at what point during testing the move took place, and the reason for moving the examinee.

► **When you are ready to resume testing, continue by saying:**

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, A-C-T will not be able to score your essay accurately.

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

► **Hand one writing test booklet to each examinee individually, in sequential serial number order, and only to examinees who are in the room.**

Follow the directions in “Distributing Test Materials to Examinees” on page 30. Keep an exact count of the number of test booklets distributed, and the order in which you distributed them, for completing your Seating Diagram.

► **Allow examinees enough time to read the directions, then say:**

Raise your hand if you need more time. . . .

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

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

Next, find the 3-character test form on the front of your test booklet. Copy it into the “Writing Test Form” boxes on your answer document and fill in the matching oval. When you have finished, put your pencil down and look up at me. . . .

► **When everyone is ready, say:**

You will have 40 minutes to work on the writing test. Do not begin work until I tell you to do so. If you finish before I call time, recheck your work on the writing test, close both your test booklet and your 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? . . .

► **If there are no questions, continue by saying:**

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 40 minutes, then say:**

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

- ▶ **Begin timing.**

- ▶ **During the writing test, do the following:**

- Record the time of day you START timing the writing test and calculate the times of day for announcing 5 MINUTES REMAINING and STOP.
- Complete the writing test portion of your Seating Diagram. Record the serial number of the writing test booklet given to each examinee.
- Walk around the room to monitor examinees.

- ▶ **When your watch or timer indicates exactly 35 minutes have passed and you have checked the time, record the time under 5 MINUTES REMAINING on the Timing Report and say:**

You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates 5 more minutes have passed (exactly 40 minutes total) and you have checked the time, record the time under STOP on the Timing Report and say:**

Stop, put your pencil down. . . .

- ▶ **Verify everyone has stopped, and then say:**

Close both your test booklet and your answer document and keep them separate on your desk. Turn your answer document so that page 1 faces up, and look up at me now. . . .

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

Remember not to access any devices at this time.

- ▶ **While examinees remain in their seats:**

1. Individually collect the answer document from each examinee.
 - ~ Confirm the Certification is copied.
 - ~ Confirm the answer document is signed.
 - ~ Stack all answer documents so they face the same direction.
 - ~ Verify the number of answer documents collected equals the number of examinees.
2. Individually collect the test booklet from each examinee.
 - ~ Confirm the test booklet is signed.
 - ~ Verify the number of booklets collected equals the number distributed.
 - ~ Arrange the test booklets in sequential serial number order.
3. Keep the collected test materials where examinees do not have access.

No one may examine test booklets or answer documents after they have been collected.

- ▶ **After the count of answer documents and test booklets has been verified, say:**

Your scores will be reported in five to eight weeks after the answer documents are received by A-C-T. If you have comments or questions about this administration, write to A-C-T State and District Testing within the next two weeks. **Remember, discussing or sharing test content, test form identification numbers, or answers is prohibited, including on social media.** Be sure you have all of your personal belongings. As you leave, please be quiet in the halls. Thank you for your cooperation. You are dismissed.

- ▶ **Either dismiss examinees for the day or direct them to the next activity as determined by your school administration.**

Make certain that examinees cannot access the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been collected.

- ▶ **After examinees are dismissed, double-check counts and complete the Test Room Report.**
- ▶ **The room supervisor must personally return all test materials and test administration forms to the test coordinator immediately after testing.**

Note: Examinees may not assist with the transportation of test materials.

- ▶ **Continue with “After the Test” on page 58 and perform the activities exactly as described.**

After the Test

Immediately after testing is completed on each test date (initial and makeup), 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
- setting aside and ordering materials for makeup testing, if applicable
- packing items into envelopes, polymailers, and cartons
- shipping materials back to ACT

These procedures are covered in the following sections.

How the Site Header, Test Booklet Number, and Test Form Number Impact Scoring

In order to score the answer documents, ACT uses the Site Header—along with the test booklet number and test form number collected on the answer document—to confirm the correct scoring key to use. Specific Site Headers and test forms are assigned to initial, makeup, standard time, and accommodations testing. It is important that ACT receive accurate information to ensure answer documents are scored.

Follow the process below to ensure answer documents are scored.

Table 14. Confirm Site Header, Test Booklet Number, and Test Form Number

Stage	Who	Does What
1	Examinee	<ul style="list-style-type: none">• enters the test booklet number in the Booklet Number block on the answer document• enters the test form number in the Test Form block on the answer document
2	Room supervisor	<ul style="list-style-type: none">• walks around the room to ensure examinees enter the test booklet number and each test form number while giving the verbal instructions
3	Test coordinator	<ul style="list-style-type: none">• ensures test booklet and form numbers are entered (entering the numbers for the examinee if needed) on all answer documents to submit for scoring
4	Test coordinator	<ul style="list-style-type: none">• locates the correct Site Header for the administration (initial, makeup, standard time, accommodations)
5	Test coordinator	<ul style="list-style-type: none">• 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

Makeup Testing

Eligibility for Makeup Testing

If an examinee did not complete testing on the initial test date, decide whether to schedule the examinee for makeup testing.

Table 15. Determine Eligibility for Makeup Testing

The examinee...	Is the examinee eligible for makeup testing?	
	Yes	No
was absent on the initial test date	X	
arrived too late to begin testing	X	
did not complete required non-test portions of the answer document	X	
began but did not complete testing (see "Partially Completed Answer Documents" below)	X	
completed testing		X
was dismissed for prohibited behavior		X

Partially Completed Answer Documents

Use the following table to determine next steps for partially completed answer documents.

Table 16. What to Do with Partially Completed Answer Documents

If an examinee ...	Then ...	And before the makeup test date ...
<ul style="list-style-type: none"> • was absent • arrived too late to begin testing OR • did not complete required non-test information on the answer document 	Set aside the original answer document for use on the makeup test date. <i>Note: Do not use a new answer document.</i>	Have the examinee complete any required non-test portions of the answer document that aren't already complete.
<ul style="list-style-type: none"> • began but did not complete testing 	Set aside the original answer document for transferring non-test responses to a new answer document.	<ol style="list-style-type: none"> 1. Supervise the examinee while he or she transfers all non-test responses to new answer document for use on the makeup test date. (Test responses may not be transferred.) 2. Write VOID on page 1 of the original answer document, attach it to an Irregularity Report, and return to ACT after makeup testing.

Ordering Makeup Materials

Shortly before the initial test date, the test coordinator will receive an email with instructions for ordering makeup materials. Contact ACT State and District testing if the email is not received.

Materials ACT Sends to You for Makeup Testing

ACT will send the following materials for makeup testing:

- different test booklets
- additional answer documents
- additional administration manuals
- a Site Header
- envelopes: red and green
- polymailers
- other supplements, as applicable

Be sure to use only the test booklets shipped for makeup testing.

Collecting, Packing, and Returning the Test Materials

If You Did Not Test

If you did not test any examinees, you do not need to follow every step in this section. Instead, complete the following steps:

1. Complete the outside of both the red and green envelopes and mark “DID NOT TEST.”
2. Discard the unused Site Header.
3. Place both envelopes in a polmailer and set aside for return to ACT.
4. Follow the instructions in parts F through G to prepare the other materials for return.
5. Send an email to statetesting@act.org indicating you did not test any examinees.

Keep Materials Separate

Make sure to keep the return materials separate from any accommodations materials.

Red and Green Envelopes

The materials shipment included one red envelope and one (or more) green envelopes.

- **Red** is used to return the completed test administration forms.
- **Green** is used to return the Site Header and answer documents to be scored.

Polmailers

The materials shipment included one or more plastic polmailers with prepaid return labels. Use these polmailers to return the red and green envelopes.

Test Materials Shipping Cartons

The carton(s) in which the test materials were shipped have reversible flaps that contain a prepaid return label. These cartons are used to return certain materials to ACT.

- Use only the cartons specific to the materials being returned.
- See the following instructions to ensure the correct materials are packed into these cartons.

Note: Standard time and accommodations materials have different colored tape on the bottom of the cartons.

Pack the Test Materials

Follow these steps to correctly pack the test materials for return to ACT.

A. Complete the Testing Staff List

1. Complete the form specified in the following table, making a copy for your records.

Table 17. What to Do with the Testing Staff List

For the ...	Make sure ...
<input type="checkbox"/> Testing Staff List	<ul style="list-style-type: none"> • all personnel who assisted with the administration are listed

B. Collect Materials from the Room Supervisors

2. For each testing room, use the checklist in following table to ensure that you have secure materials and documentation from each room supervisor.

Note: Do not dismiss the room supervisors until all required materials have been collected.

Table 18. Collecting Materials from Room Supervisors Checklist

For each room's ...	Make sure ...
<input type="checkbox"/> Test booklets	<ul style="list-style-type: none"> • there are no answer documents inside the test booklets • for ACT with writing administrations, both the multiple-choice and writing test booklet are returned for each examinee • test booklets are arranged in sequential serial number order
<input type="checkbox"/> Answer documents	<ul style="list-style-type: none"> • each answer document to be scored contains the required identifying information on the front and back pages <p><i>Note: Do not delay the return of answer documents because an examinee has not signed his or her name.</i></p>
<input type="checkbox"/> Irregularity Report (if applicable)	<ul style="list-style-type: none"> • it is signed • the report explains the reason that each answer document was voided or replaced • any voided or replaced answer documents are attached to the report (do not staple)
Administration Forms Folder	
<input type="checkbox"/> Test Room Report	<ul style="list-style-type: none"> • it is signed and initialed by the test coordinator and room supervisor • all test booklets are accounted for • all items on the form are completed
<input type="checkbox"/> Seating Diagram	<ul style="list-style-type: none"> • all items in the top half of the diagram are completed • the test booklet serial numbers are recorded in the squares
<input type="checkbox"/> Timing Report	<ul style="list-style-type: none"> • the times recorded are the actual START, 5 MINUTES REMAINING, and STOP times for each test <p><i>Note: Contact ACT if any discrepancies are identified.</i></p>
<input type="checkbox"/> Roster	<ul style="list-style-type: none"> • all examinees who were scheduled to test are listed, whether they tested or not • any ACT Student ID Forms are attached

3. Dismiss the room supervisors.

C. Sort the Answer Documents

See the table below for instructions on how to sort the answer documents.

Table 19. Sorting the Answer Documents

If an answer document ...	Then ...
is ready to be scored	return it in the green envelope
was voided and is attached to an Irregularity Report	return it in the red envelope
is unused – has no markings or barcode label on it	keep for makeup testing
has a barcode label only	keep for six months, then securely destroy it
has non-test portions completed, but no test items	follow the instructions provided in the <i>Administration Supplement</i> (if available), or keep for six months, then securely destroy it

D. Pack the Red Envelope

- Organize all Test Administration Forms Folders by room.
- Place the forms folders into the red envelope.
- Complete the information on the outside of the envelope, and seal it.

Note: If you are participating in a district shipping model, do not seal the red envelope. Place the Secure Test Booklet and Test Package Transfer Form inside the red envelope. Set it aside.

E. Pack the Green Envelope

Take the following steps to pack answer documents to be scored and the Site Header into the green envelope:

- Turn the answer documents to be scored the same way, with page 1 facing you.
- Check the “Booklet Number” and “Form” on each answer document. Enter this information using a soft lead #2 pencil, if it is blank.
- Locate the Site Header for the standard time initial or makeup test date, as applicable.
- 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.
- Use the following criteria to determine how many answer documents to place into the green envelope(s):
 - ~ **ACT (no writing):** Insert up to 150 answer documents per envelope.
 - ~ **ACT with writing:** Insert up to 100 answer documents per envelope.

Note: Use additional envelopes as needed.

- If you are using multiple envelopes, locate the envelope that contains the Site Header and mark that envelope #1, number the other envelopes.
- Complete the information on the outside of the envelope(s), and seal them.

F. Pack the Polymailer

Take the following steps to pack the red and green envelopes into your polymailer(s). For assistance, see also Figure 8 on page 65.

- Place your red envelope into the first polymailer.
- Place up to three green envelopes into the same polymailer. If you have more than three green envelopes, place them into additional polymailers—with no more than three green envelopes per polymailer.
- If you have any unused polymailers, place them into the first polymailer (the one containing the red envelope).
- Complete the information on the outside of the full polymailer(s) and seal them. (Do not seal the polymailer if you participate in a district shipping model.)

- ~ If you are returning just one sealed polmailer, mark it 1 of 1.
 - ~ If you are returning more than one sealed polmailer, mark them 1 of X, 2 of X, etc.
- Use a permanent marker to label them. Do not use an ink pen, pencil, or any other writing instrument.

Your polymailers are now ready for return to ACT.

Note: For district shipping model participants, see section G.

G. Pack the Cartons

Take the following steps to pack your cartons:

18. Place the following items into the cartons—starting at the bottom of the last carton:

- all multiple-choice test booklets
- all writing test booklets (if applicable)
- packing list
- District shipping model participants only:** Place the unsealed polmailer(s) on top of the materials in the first carton.

Note: If you will administer makeup testing, keep the unused manuals and answer documents. Do not keep any test booklets.

- 19. Reverse the flaps on the cartons.
- 20. Number each carton 1 of X, 2 of X, etc.
- 21. Make sure your six-digit ACT High School Code, institution name, and return address are on the outside of the cartons.
- 22. Seal each carton so the shipping label is visible.

Your cartons are now ready for return to ACT.

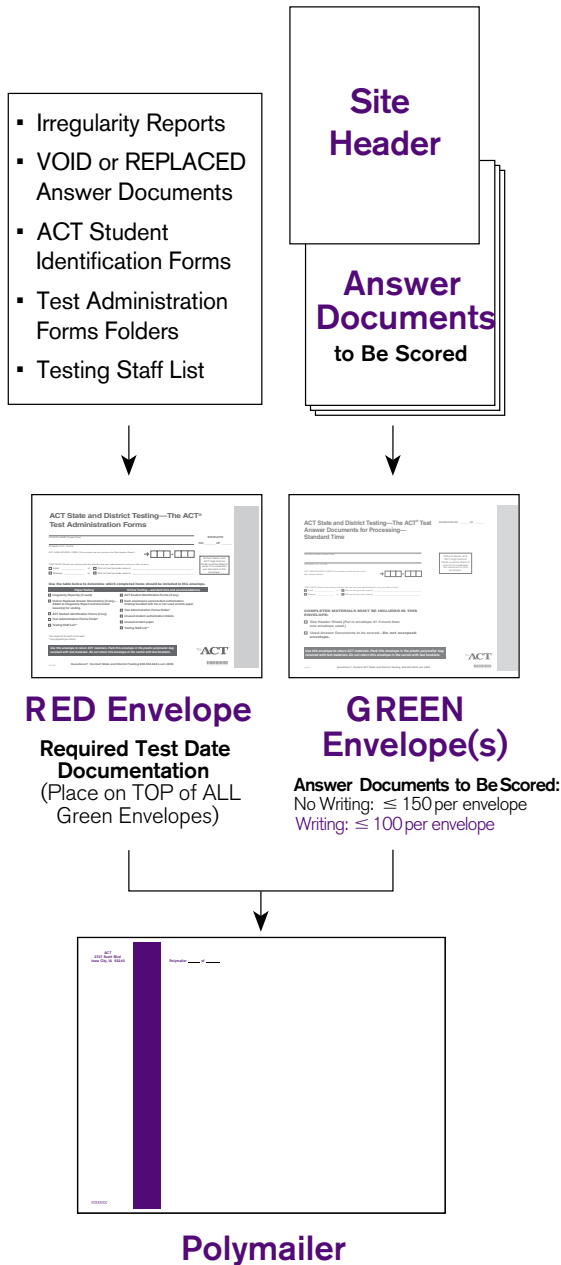
H. Storage and Pickup

After your materials are packaged for return to ACT:

- 23. Return the polmailer and cartons to secure storage.
- 24. On the date scheduled for pickup (refer to your *Schedule of Events* for the date), place the polmailer and cartons 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. 2800, so we can arrange for pickup.

1. Polymailer



Clearly label all polymailers and cartons 1 of X, 2 of X, etc.

Figure 8. Packing diagram

Training Session Outline and Topics for Discussion

The test coordinator is expected to discuss the following topics with staff during the training session. The test accommodations coordinator must also attend and share any relevant topics with accommodations testing staff in a separate training session. All training sessions must occur before test day and include information from training conducted by ACT.

1. Security of Test Materials
 - a. Security is of utmost concern. Test materials must NEVER be left unattended. Test booklets must be kept away from doors and away from examinees in the test room before and after testing.
 - b. Describe how the test coordinator will distribute materials to the test rooms, and how room supervisors are to distribute materials inside the test rooms.
 - c. Room supervisors are to count test booklets when they receive them from the test coordinator, and again before examinees are dismissed. Review the Test Room Report and sample.
 - d. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. Authorized observers must be asked for credentials.
 - e. Staff members must NEVER leave a test room unattended.
2. Room Preparation
 - a. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed examinees, ease of staff movement, and inappropriate posted materials.
 - b. Describe any items that will be supplied by the school (e.g., pencils, timepieces, calculators) and how they will be distributed and returned.
 - c. Discuss how to handle examinees who bring cell phones or electronic devices into the test room.
3. Pretest Activities
 - a. Discuss when and how barcode labels will be applied to answer documents.
 - b. Determine whether the high school code (Block K) must be filled in for any examinees and the importance of completing it accurately for reporting purposes.
 - c. Discuss when and where all examinees, including those testing with accommodations, will personally complete the non-test portions of the answer document. This must be done during a supervised, in-school session before test day. You must have additional sessions for those who are absent or need additional time.

- d. Stress the importance of ensuring that all examinees fill in the ovals for name, mailing address, city, state, and ZIP code to receive score reports.
 - e. Discuss how to collect the partially completed answer documents in an order that will ensure examinees receive their own answer documents on test day.
4. Test Day
- a. Review a roster of examinees, explain the information on it, and how to mark it on test day.
 - b. Review acceptable forms of photo identification if an examinee cannot be recognized by a member of that day's testing staff. Emphasize the importance of accurately marking the roster. If an examinee is personally recognized, enter "R" and the staff member's initials on the roster.
 - c. Room supervisors are not to delay testing for examinees attempting to present an acceptable form of photo identification.
 - d. Examinees must not be allowed to select their own seats. Direct them to **specific, assigned seats** and pay particular attention to separating known friends or relatives.
 - e. No one may be admitted to the test room after test booklets have been distributed. Discuss how to handle late arrivals in accordance with school policy.
 - f. Discuss when and where staff members are to report on test day.
 - g. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, perfumes, or other items that may distract examinees.
 - h. Information concerning potential examinee dress and behavior issues should be discussed. These might include school rules regarding the wearing of hats, the location of restrooms, and smoking restrictions.
 - i. Discuss procedures for barring cell phones and other electronic devices from the test rooms and prohibiting their use during breaks.
 - j. **ACT recommends testing begin by 9:00 a.m. in all rooms on each test date.** Testing begins when the room supervisor begins reading the verbal instructions.
 - k. Verbal instructions must be read to examinees verbatim from this manual.
 - l. To protect the security of the tests, test booklets and answer documents may not be distributed prior to admitting examinees and only as directed in the verbal instructions.
 - m. Writing test booklets are NOT to be distributed until just before the writing test begins.
 - n. Only examinees may break the test booklet seals. Testing staff are not authorized to open any test booklets.
 - o. Accurate timing of each test is critical. Room supervisors must record the actual Start, 5 minutes remaining, and Stop times on the Timing Report. Also review the example of how to time the tests and the timing chart for each test in the verbal instructions. Discuss the consequences of a mistimed test. If a retest is necessary, a retest of **all tests** is required, not just the test that was mistimed.
 - p. Review how to complete the Seating Diagram showing where examinees were seated and how test booklets were distributed. Stress the importance of providing complete and accurate information. The number of test booklets handed out and the number of examinees in the room must match.
 - q. Staff members must not read (other than this manual), grade papers, use a computer, cell phone, recording or media device, talk casually with other staff, or do anything not related to administering the tests. They must not eat or drink in the test room.
 - r. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees.
 - s. Discuss how permitted calculators will be distributed to examinees before testing begins (if applicable).
 - t. Calculators must be checked during Test 2 (mathematics) to ensure they do not violate ACT standards. Review permitted and prohibited calculators. Stress that examinees using a prohibited calculator must be dismissed.
 - u. During testing, staff members are to walk quietly around the room to check that examinees are working on the correct test, respond to illness, replace defective test materials, and discourage prohibited behavior. Advise staff not to pause near an examinee long enough to be a distraction.

TRAINING SESSION OUTLINE AND TOPICS FOR DISCUSSION

- v. Stress the importance of ensuring that the correct test form is entered AND the corresponding oval filled in by every examinee. Also discuss the Examinee Statement examinees must sign after you read the list of prohibited behaviors.
 - w. Discuss how to handle the 15-minute break between Tests 2 and 3. Stress that the break begins **immediately** after STOP is called on Test 2 and is not a lunch break. If the break is longer than 15 minutes, the room supervisor must explain why on the Irregularity Report. Remind room supervisors that extending the break could result in the cancellation of scores. Review what to do if an examinee does not return after break. Also discuss procedures for leaving during testing to go to the restroom.
 - x. In ACT with writing states, remind staff that examinees must remain in the room during the 5-minute break before the writing test.
 - y. Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing examinees (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
 - z. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency. Discuss potential individual irregularities and actions to take. Review the Irregularity Report.
5. After the Test
- a. Discuss how to decide which examinees to schedule for makeup testing. The test coordinator must enter makeup enrollment in the designated online ordering system no later than the day after the initial test date.
 - b. Room supervisors must verify the count of used and unused test booklets, then return test booklets, answer documents, completed Test Administration Forms Folders to the test coordinator immediately after testing.
 - c. The number of used test booklets (seals broken) must match the number of examinees tested in each room.
 - d. Emphasize the importance of correctly completing all required documentation and returning all answer documents to be scored immediately after testing to ensure timely and accurate scoring of the answer documents by ACT.

ACT State and District Testing Staff List (Standard Time Administrations)

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Testing School Name _____

ACT High School Code (for testing school)

City, State _____

Test Date _____

Test Coordinator _____

Print the name, job title (e.g., teacher, counselor), position on the testing staff (TC–test coordinator, RS–room supervisor, P–proctor), and room name/number or other assignment for **all** personnel who assisted with the administration, including those individuals who handled secure materials before and after testing, and anyone who assisted with security.

Standard Time Testing Staff Name	School Job Title	Testing Position	Room Name/Number or 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.			

(this page can be removed)

Test Coordinator: Return this form with your roster and keep a copy for your records.

ACT High School

Testing School Name

102

Room Name/Number

9 8 7 - 6 5 4

ACT High School Code (for testing school)

Sample, MI

City, State

MM/DD/YYYY

Test Date

Note **all** irregularities (individual and group) on this form. Enter the appropriate information and/or check (✓) in each column and provide additional explanation. ATTACH VOID OR REPLACED ANSWER DOCUMENTS (do NOT staple) to this form. **Return this form in the RED envelope.** PLEASE PRINT OR TYPE.

INDIVIDUAL IRREGULARITIES

Examinee's Name	Test Booklet Form and Serial Number of Examinee's Test Booklet(s)	Time and Test When Irregularity Occurred	Type of Irregularity (✓ applicable)										Examinee scheduled for makeup		Answer Document (✓ one)					
			Illness	Working Behind/ Ahead	Unauthorized Calculator Use	Marking Ovals After Time	Item Challenged	Timing Questioned	Phone, Alarm, Other Device	Other	Materials Damaged, Replaced (Specify Below)	Yes	No	Examined Informed	Examined NOT Informed	Marked VOID	Not Voided			
Name: Joan Smith	60H/100220	9:33/Test 2	✓																	
Explanation: <i>Examinee felt nauseous halfway through Test 2 and was escorted to the nurse's office. Examinee did not return and was scheduled for makeup testing.</i>																				
Name: Mark Jones	60H/100330	Test 3				✓														
Explanation: <i>After time was called, examinee continued to mark ovals and was dismissed. Examinee had marked 30 ovals when time was called. Examinee was informed the answer document would not be scored.</i>																				
Name: Troy Ruiz	60H/100440	Test 4									✓									
Explanation: <i>Examinee sent text message just before timing began. Examinee was dismissed and was informed the answer document would not be scored.</i>																				

Complete and return **ONLY** if irregularities occurred.

GROUP IRREGULARITIES

Number of Examinees in Room	Time and Test When Irregularity Occurred	Duration of Irregularity	Description of Irregularity. (Attach separate sheet if more space is required.) Be prepared to provide a list of examinees affected by this irregularity. Call ACT immediately if a mistiming occurs.
30	8:25/Test 1	5 minutes	Tornado drill. Examinees were given two extra minutes when testing resumed.

Allison C. Turner

Room Supervisor's Signature

Molly Lin

Test Coordinator's Signature

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. 2800. 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.

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[®]



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