

2014

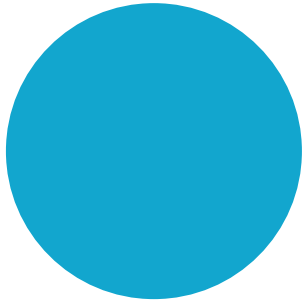
Test Date(s): \_\_\_\_\_

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

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

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

# SUPERVISOR'S MANUAL



The **ACT**<sup>®</sup>

**Do not test students with different  
timing codes in the same room.**

**Do not test students with  
ACT-Approved and State-Allowed  
Accommodations in the  
same room.**

State Special Testing

# How to Contact ACT

## ACT State Accommodations Testing

800.553.6244, ext. 1788

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

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

### State Code List

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

Fax . . . . . 319.337.1285

**Address:** ACT State Test Accommodations  
301 ACT Drive  
PO Box 4071  
Iowa City, IA 52243-4071

Email: [ACTStateAccoms@act.org](mailto:ACTStateAccoms@act.org)

**This Manual is for Test Accommodations Coordinators and staff assisting them to administer State Testing for students with ACT-Approved Accommodations.** For State-Allowed Accommodations, refer to the *Administration Instructions State-Allowed Accommodations*.

Use this Manual whether you are administering the ACT (No Writing) OR the ACT Plus Writing. At certain points, the instructions will vary. If you are administering the **ACT (No Writing)**, you will be given **bold, black text and an arrow** directing you to a specific page to complete your administration. **If you are administering the ACT Plus Writing, you will be given bold, color text and an arrow directing you to a specific page to continue your administration.** ACT (No Writing) administrators skip text in color. There is introductory text on page 27 to assist you in reading the correct Verbal Instructions.

## Contents

<p><b>General Information</b> . . . . . 1</p> <p>    Locally Approved Accommodations . . . . . 1</p> <p>    ACT Authorization . . . . . 1</p> <p>    ACT Authorization For Future Accommodations Requests . . . . . 1</p> <p>    Test Location . . . . . 1</p> <p>    Assignment of Test Materials . . . . . 1</p> <p>    Timing Codes and Guidelines . . . . . 1</p> <p>    Testing Over Multiple Days or During Separate Sessions . . . . . 2</p> <p>    Testing More than One Student at a Time . . . . . 3</p> <p><b>ACT Policies and Procedures</b> . . . . . 3</p> <p>    Facilities and Staff . . . . . 3</p> <p>    Attentiveness . . . . . 3</p> <p>    Confidentiality . . . . . 3</p> <p>    Equal Treatment . . . . . 4</p> <p>    Fair Testing Practices . . . . . 4</p> <p>    Investigations . . . . . 4</p> <p>    Coaches . . . . . 4</p> <p>    Relatives Testing . . . . . 4</p> <p>    Security of Test Materials . . . . . 4</p> <p>    Standardized Procedures . . . . . 5</p> <p>    Testing Window . . . . . 5</p> <p>    Rescheduling . . . . . 5</p> <p>    Test Preparation . . . . . 5</p> <p>    Authorized Observers . . . . . 5</p> <p>    Unauthorized Observers and Media . . . . . 5</p> <p>    Retest Restrictions . . . . . 6</p> <p><b>Preparing for Test Day</b> . . . . . 6</p> <p>    Selecting Test Rooms . . . . . 6</p> <p>        Accessibility . . . . . 6</p> <p>        Phones . . . . . 6</p> <p>        Bulletin Boards . . . . . 6</p> <p>        Timepieces . . . . . 6</p> <p>        Environment . . . . . 7</p>	<p>    Left-handed Students . . . . . 7</p> <p>    Room Supervisor Required in Each Room . . . . . 7</p> <p>    Room Setup and Seating Arrangements . . . . . 7</p> <p>    Proper Use of Tables . . . . . 7</p> <p>    Single-Level and Multiple-Level Classrooms . . . . . 7</p> <p>    Writing Surfaces . . . . . 7</p> <p>    Seating Arrangement Examples . . . . . 8</p> <p>    Selecting Testing Staff . . . . . 9</p> <p>        Test Accommodations Coordinator . . . . . 9</p> <p>        Replacements . . . . . 9</p> <p>        Room Supervisor . . . . . 10</p> <p>        Proctor . . . . . 10</p> <p>    Sign Language Interpreter for Spoken Instructions . . . 11</p> <p>    Sign Language Interpreter for Exact English Signing of Items . . . . . 11</p> <p>    Reader . . . . . 11</p> <p>    Reader or Interpreter Qualifications . . . . . 11</p> <p>    Using DVDs . . . . . 11</p> <p>    Transcriber (Writing Test Only) . . . . . 12</p> <p>    Training Session . . . . . 12</p> <p>        <i>Supervisor's Manual State Special Testing</i> . . . . . 12</p> <p>    Authorized Access . . . . . 12</p> <p>    Nonsecure Materials . . . . . 13</p> <p>    Materials Supplied by Student(s) . . . . . 13</p> <p>    Materials Provided by Your School . . . . . 13</p> <p>    Security and Storage of Test Materials . . . . . 13</p> <p>        Check-in of Secure Test Materials . . . . . 13</p> <p>        Test Materials Distribution List and Use . . . . . 14</p> <p>        Storage Before Testing . . . . . 14</p> <p>        Resealing Cartons for Storage Diagram . . . . . 14</p> <p>        Removal from Storage and Assignment to Rooms . . . . . 14</p> <p>        Storage After Testing . . . . . 15</p> <p>        Test Materials Shipping Carton(s) . . . . . 15</p> <p>    Description of Secure Test Materials Shipment . . . . . 15</p> <p>        Supervisor's Report Form . . . . . 15</p> <p>    Calculators . . . . . 15</p>
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<b>Completing the Non-Test Portions Before Test Day</b> . . . 16	Prohibited Behavior . . . . . 81
High School Code (Block K) . . . . . 16	Dismissal for Prohibited Behavior . . . . . 81
Special Testing Reference Number (Block T) . . . . . 17	Voiding Answer Documents . . . . . 82
Barcode Labels . . . . . 17	Refusal to Turn In Test Materials . . . . . 82
Verbal Instructions—Basic Identifying Information and High School Course/Grade Information . . . . . 17	Required Transfer of Responses to Answer Document . . . . . 82
Student Profile Section and ACT Interest Inventory . . 19	Incomplete Answer Documents . . . . . 82
Non-Test Sessions for Absent Students . . . . . 20	
<b>Test Day Activities</b> . . . . . 20	<b>After the Test</b> . . . . . 83
Administration Report . . . . . 21	Overview . . . . . 83
Testing Staff List . . . . . 21	Important . . . . . 83
Identification of Students . . . . . 22	Keep Materials Separate . . . . . 83
Acceptable Identification . . . . . 22	Blue Envelope . . . . . 83
Examples of Unacceptable Identification . . . . . 23	Test Materials Shipping Cartons . . . . . 83
Students Without Identification . . . . . 23	<b>Collecting, Packing, and Returning Materials</b> . . . . . 83
State Test Accommodations Roster . . . . . 23	Overview . . . . . 83
Admitting Students to the Test Room . . . . . 23	If You Did not Test . . . . . 83
Left-handed Students . . . . . 24	A. Completing the Testing Staff List . . . . . 83
Directing Students to Their Seats . . . . . 24	B. Collecting Materials from the Room Supervisors . . . . . 84
Required Documentation . . . . . 24	C. Packing the Blue Envelope . . . . . 85
General Announcements to Students . . . . . 24	D. Packing the Cartons . . . . . 85
Sequence of Tests . . . . . 25	E. Storage and Pickup . . . . . 85
Timing the Tests . . . . . 25	
Announcement of Time Remaining . . . . . 25	<b>Packing Diagram—Return of State Accommodated Test Materials</b> . . . . . 86
Breaks Between Tests . . . . . 26	
Students Who Leave During a Test and Return . . . . 26	<b>State Test Accommodations Roster Samples</b> . . . . . 89
Students Who Leave Early . . . . . 26	
Students Who Become Ill After Testing Begins . . . . 26	<b>Training Session Topics for Discussion</b> . . . . . 90
Guessing . . . . . 26	
Test Item Challenges . . . . . 26	<b>Required Documentation</b>
<b>Verbal Instructions—ALL Timing Codes</b> . . . . . 27	Administration Report . . . . . A-1
Administering the Tests . . . . . 27	Seating Diagram . . . . . A-2
Before You Begin . . . . . 27	Testing Staff List . . . . . A-3
Verbal Instructions . . . . . 27	Irregularity Report . . . . . A-4
<b>Irregularities</b> . . . . . 78	Reader’s Agreement . . . . . A-5
Group Irregularities . . . . . 78	Interpreter’s Agreement . . . . . A-6
Interrupting a Test . . . . . 78	Writing Test Agreement . . . . . A-7
Disturbances and Distractions . . . . . 78	
Emergency Evacuation . . . . . 78	
Inclement Weather . . . . . 78	
Missing or Stolen Test Materials . . . . . 78	
Power Failure . . . . . 78	
Individual Irregularities . . . . . 79	
Defective Test Booklet or Answer Document . . . . 79	
Duplicating Test Materials . . . . . 79	
Mistiming . . . . . 79	
Failure to Follow Directions . . . . . 79	
Students Who Become Ill . . . . . 80	
Irrational Behavior . . . . . 80	

## General Information

Students may take the ACT® college readiness assessment only with accommodations specifically authorized in advance by ACT. Examples of ACT-Approved Accommodations include:

- DVD or Braille version of the tests
  - a reader (must use reader’s script prepared by ACT and test individually in a separate room)
  - additional or stop-the-clock breaks with standard time (each approved student must test individually in a separate room)
  - extended time to complete each test (single session or multiple days)
  - testing over multiple days (at least one test per day)
  - using a large type test booklet and/or large type worksheet
  - permission to respond orally (must test individually in a separate room)
- 
- use of a transcriber or computer voice-activated software for the Writing Test (must test individually in a separate room)
  - use of a computer or Braille for the Writing Test (may test as a group)

### Locally Approved Accommodations

You may provide test accommodations without review and approval by ACT under certain conditions, but students who receive such accommodations must not test with students approved by ACT for accommodations. Consult with the Test Supervisor, who must test these students under standard time conditions with standard time materials. Refer to the *ACT Supervisor’s Manual State Testing* for more information.

### ACT Authorization

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

### ACT Authorization for Future Accommodations Requests

ACT will send an authorization letter to the school’s Test Accommodations Coordinator to be shared with each student approved by ACT for accommodations.

### Test Location

State Testing scores are reported as “State” under Test Location on all score reports. ACT does not report any specifics about the accommodations provided.

### Assignment of Test Materials

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

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

### Timing Codes and Guidelines

Each student with ACT-Approved Accommodations has an assigned Timing Code that identifies the timing guidelines authorized for that student and determines which Verbal Instructions must be read to that student. To schedule testing for a student, read the Timing Code listed below each student’s Reference Number on the ACT State Test Accommodations Roster (see samples, page 89). A chart of the Timing Codes and associated timing guidelines appears on the next page.

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

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

If you are in an ACT (No Writing) state or district, SKIP the “Writing Test” section of EACH Timing Code and IGNORE Timing Code 8. In the Verbal Instructions for each Timing Code (except Timing Code 6), at the end of Test 4, you will receive clear instructions on how to conclude your administration.

**Timing Code 2**

Double Time Over Multiple Days				
Test 1 90 minutes	Test 2 120 minutes	Test 3 70 minutes	Test 4 70 minutes	Writing Test 60 minutes

**Timing Code 3**

Triple Time Over Multiple Days				
Test 1* 135 minutes	Test 2 180 minutes	Test 3 105 minutes	Test 4 105 minutes	Writing Test 90 Minutes

\*Students using a reader or DVDs have up to 180 minutes to complete Test 1.

**Timing Code 5**

Standard Time Over Multiple Days OR Single Session with Authorized Stop-the-Clock Breaks				
Test 1 45 minutes	Test 2 60 minutes	Test 3 35 minutes	Test 4 35 minutes	Writing Test 30 minutes

**Timing Code 6**

Time-and-a-Half (Single Session, Self-Paced)				
ACT (No Writing) students <b>have up to 5 hours total</b> to complete the four multiple-choice tests. <b>ACT Plus Writing students have up to 5 hours and 45 minutes total to complete all five tests.</b> All students work at their own pace and the total time allowed includes time for breaks between tests.				

**Timing Code 7**

Time-and-a-Half Over Multiple Days				
Test 1 70 minutes	Test 2 90 minutes	Test 3 55 minutes	Test 4 55 minutes	Writing Test 45 minutes

**Timing Code 8**

Standard Time for Multiple-Choice Tests Plus Double Time for Writing Test, Single Session				
Test 1 45 minutes	Test 2 60 minutes	Test 3 35 minutes	Test 4 35 minutes	Writing Test 60 minutes

**Testing Over Multiple Days or During Separate Sessions**

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

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

The testing time actually used on each test by each student and the dates of each session must be entered on the Administration Report (page 91). For **Timing Code 6**, the total time actually used by each student on **all** tests must be entered.

## Testing More than One Student at a Time

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

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

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

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

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

## ACT Policies and Procedures

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

## Facilities and Staff

The Test Accommodations Coordinator must work with the Test Supervisor and school or district officials to provide both acceptable facilities and qualified staff.

### Attentiveness

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

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

### Confidentiality

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

## Equal Treatment

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

## Fair Testing Practices

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

## Investigations

In cases of suspected or documented irregularities, all testing staff must cooperate fully with ACT and the state education agency or district assessment office in subsequent investigations and respond to requests from ACT or the state agency in a timely manner. In cases where a student disputes an ACT decision or communication regarding the administration, the student or his or her representatives may contact you directly and request information. Questions concerning attendance or test-day procedures from parents or students can be answered within the normal confines of student confidentiality policies at your school. (Also see Confidentiality, page 3.)

## Coaches

ACT has provided assurances to the NCAA that scores achieved through State Testing are comparable for use in determining eligibility for Division I and Division II NCAA Initial-Eligibility. Therefore, anyone who coaches high school or college athletics may **not** serve as the Test Accommodations Coordinator or supervise one-on-one testing for a student athlete. This restriction applies to all coaches whether a head or assistant coach and applies to all sports whether they are in season or not. An athletic coach may serve as room supervisor if there is more than one student in the room.

## Relatives Testing

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

Because Test Accommodations Coordinators have access to secure test materials, for the testing window a relative or ward will be testing with accommodations, the Test Accommodations Coordinator must delegate all administrative responsibilities—including the receipt and return of test materials—to a qualified colleague, notify ACT of this immediately, and submit a profile change form. The form can be accessed by going to the web address listed on your *Checklist of Dates*.

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

### **Scores for a student will be cancelled automatically if that student:**

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

## Security of Test Materials

**The Test Accommodations Coordinator is responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier's possession.** The Test Accommodations Coordinator must protect the materials from damage, theft, or loss, and from conditions that could allow prior access to the tests. Test materials must be kept in a locked, secure area, such as a vault or non-portable cabinet in a locked, limited-access room. Only the Test Accommodations Coordinator, the Test Supervisor, and possibly a few specifically authorized persons may have access to the area.



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

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

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

## Standardized Procedures

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

## Testing Window

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

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

## Rescheduling

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

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

## Test Preparation

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

## Authorized Observers

An observer with ACT, state education agency, or district assessment office identification may visit your school on test day. The visit is normally not announced in advance. The observer will arrive at the school shortly before the administration is to begin. Always ask for ACT or state education agency identification, or an authorization letter. If the observer cannot provide this, deny admission and call ACT immediately. If the observer provides appropriate authorization, have the Test Supervisor call ACT at 800.553.6244, ext. 2800, to confirm that the individual providing the authorization is the same individual sent to visit your test site. If ACT confirms the observer's identity, you are expected to cooperate fully. If you have any concerns about the observer's visit, ask your Test Supervisor to call ACT.

## Unauthorized Observers and Media

To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph 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 students, with their consent, after the test administration and away from the test rooms.

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

## Retest Restrictions

**Students may take the ACT no more than 12 times total.** ACT has waived its normal 60-day retest restriction for State Testing. Students may test **once** during the State Accommodations Testing window **AND** also on any ACT National Test Date or through ACT Special Testing. Students wishing to test more than once should check their options at [www.actstudent.org](http://www.actstudent.org).

## Preparing for Test Day

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

## Selecting Test Rooms

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

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

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

### Accessibility

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

### Phones

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

### Bulletin Boards

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

### Timepieces

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

**Environment**

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

**Left-handed Students**

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

**Room Supervisor Required in Each Room**

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

**Room Setup and Seating Arrangements**

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

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

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

**Proper Use of Tables**

If tables are used, see page 8 for the maximum number of students allowed per table. Tables must be arranged so that all spacing requirements are met. Students must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat a student where the tables join. Use the following rules to seat students:

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

**Single-Level and Multiple-Level Classrooms**

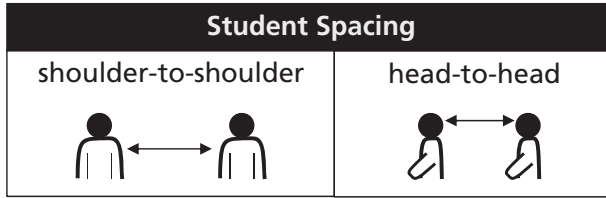
ACT prefers single-level classrooms. Avoid using rooms with multiple-level seating. Even with five feet between students, multiple-level seating makes it easier to look at a neighbor's answer document. If you do not have an alternative to multiple-level seating, you may need to allow more than five feet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

**Writing Surfaces**

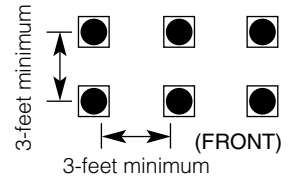
Writing surfaces must be large enough to accommodate both the test form and the answer document. Laptops are not allowed under any circumstances.

**Seating Arrangement Examples**

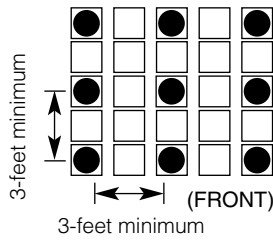
- One student
- L One left-handed student
- One desk



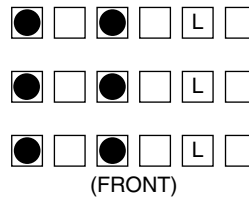
**Level Seating with Movable Desks**



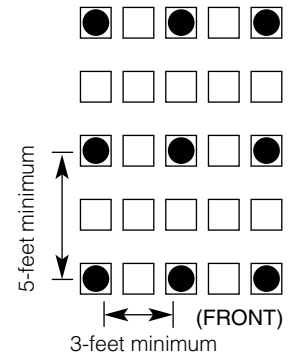
**Level Seating with Stationary Desks**



**Left-handed Students at Right-handed Desks**

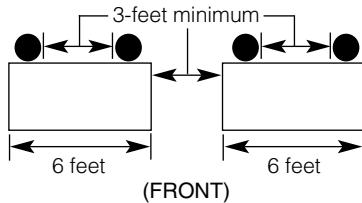


**Multiple-Level Seating with Stationary Desks**

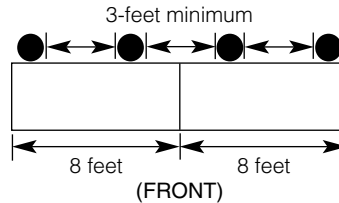


**TABLE SPACING**

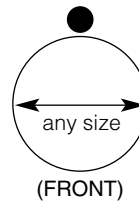
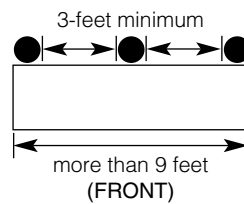
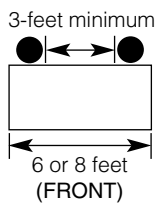
**6-Foot Table Spacing**



**8-Foot Table Spacing**



**Other Spacing**



## Selecting Testing Staff

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

### Test Accommodations Coordinator

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

#### Specific responsibilities include:

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

### Replacements

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

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

### Room Supervisor

Each room is **required** to have a room supervisor, who must serve for the entire session. Each room supervisor must assume responsibility for **only one** test room with one or more students approved for the **same Timing Code**. The Test Accommodations Coordinator normally serves as room supervisor if only one room is used.

#### Specific responsibilities include:

- Read and understand thoroughly the policies, procedures, and instructions in this Manual.
- Attend the training session conducted locally by the Test Accommodations Coordinator.
- Take responsibility for one test room and provide an environment conducive to testing.
- Identify and admit students.\*
- Mark attendance and ID on the roster.\*
- Direct students to **assigned** seats, ensuring that all students admitted to a room were assigned the same Timing Code (and if testing over multiple days, are ready to begin the same test).
- Ensure that any students approved for a reader, stop-the-clock breaks, a transcriber, or approved to respond orally, test individually in a separate room.
- Count test booklets/forms upon receipt from the Test Accommodations Coordinator.
- Distribute test materials **individually** to each student to ensure that he or she receives the test materials **assigned** to him or her by serial number.\*
- Read Verbal Instructions to students verbatim from this Manual.
- Read tests to one student, if approved.
- [Serve as transcriber for one student for the Writing Test, if approved.](#)
- Time tests accurately using two reliable timepieces and record the START, TIME REMAINING, and STOP times in the Manual.
- Accurately complete the Administration Report for the students tested in that room **during the administration**.
- Be attentive to students and materials at all times.\*
- Walk around the test room to ensure students are working on the correct test, discourage prohibited behavior, respond to illness, and replace defective materials.\*
- Collect and account for all answer documents and test booklets/forms before dismissing students.\*
- Complete detailed documentation of any irregularities and void students' tests, as required.
- Return all test materials and forms to the Test Accommodations Coordinator immediately after testing.

\*Proctor may assist with these activities.

### Proctor

A proctor is **required** to assist the room supervisor if more than 10 students with the same Timing Code are testing in the same room.

#### Specific responsibilities include:

- Read and understand thoroughly the policies, procedures, and instructions in this Manual to ensure compliance.
- Attend the training session conducted locally by the Test Accommodations Coordinator.
- Help identify and admit students.
- Direct students to specific, assigned seats.
- Help distribute test materials, making sure each student receives the test materials assigned to him or her by serial number.
- Verify the timing of the tests using a different timepiece than the room supervisor.
- Be attentive to students and materials at all times.
- Walk around the room to ensure students are working on the correct test, discourage prohibited behavior, respond to illness, and replace defective materials.
- Report any irregularities to the room supervisor immediately.
- Accompany students to the restroom if more than one needs to leave during a test.
- Help collect and account for all materials after testing.

## Sign Language Interpreter for Spoken Instructions

Students with hearing impairments may also request to test with the assistance of an interpreter. The arrangements must be authorized by ACT. Students are responsible for obtaining the services of a qualified interpreter (see Reader and Interpreter Qualifications, below). The interpreter will sign all instructions spoken by the supervisor, interpret any questions from the student, and interpret the supervisor's responses. Actual test items may **not** be interpreted without express written authorization from ACT. The interpreter is expected to stay in the room throughout the administration.

## Sign Language Interpreter for Exact English Signing of Items

If authorized by ACT, the interpreter is **required** to use Exact English Signing and may sign for only one student in a separate room. The interpreter must sign from the script provided by ACT without change or comment and follow the same procedures as a reader. Interpreters are required to sign an agreement (A-6) affirming that they have read, understand, and will abide by the procedures described in this Manual. Interpreters must meet all the qualifications listed below.

### Reader

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

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

If ACT determines that any explanation or additional information has been provided to the student, that any test materials were not read verbatim, or were read to a group of students, or that the reader did not meet ACT qualifications for readers (see below), the student's scores will be cancelled. Readers are required to sign an agreement (A-5) affirming that they have read, understand, and will abide by the procedures described in this Manual.

### Reader or Interpreter Qualifications

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

1. Be proficient in English and, if applicable, Exact English Signing.
2. Be experienced in testing.
3. Be employed by the school district where the student attends school.
4. Agree to administer the tests in compliance with the policies and procedures in this Manual.
5. Read and sign the appropriate agreement in the back of this Manual.

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

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

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

### Using DVDs

Students approved for oral presentation of the tests may choose **one** of the following: a reader (see above) or DVDs. The choice depends on available equipment, staffing requirements, and student testing preferences. With DVDs, students may test as a group if they have their



own headphones, can control the progress of their own players, and are all working on the same test at the same time (e.g., when administering Test 1—English, all students in the room must be working on Test 1—English).

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

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

**IMPORTANT!**

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

## Transcriber (Writing Test Only)

If approved by ACT, a student may use a transcriber (scribe) **for the Writing Test only**. The room supervisor normally serves as the scribe. Transcribers must meet the same standards for other testing personnel (see page 11) and sign an agreement (page A-7). The student dictates the essay to the scribe, who must write verbatim what the student says in the lined pages of the State Testing Plus Writing Answer Folder. Each student approved for a transcriber must test individually in a separate room. The scribe is not to make any corrections not dictated by the student. The scribe may write down notes dictated by the student in the blank pages of the test booklet, but the student is responsible for telling the scribe what is and is not part of the final essay.

## Training Session

For standardized testing to occur successfully, staff members, including any named replacements, must understand all their responsibilities. It is critical that the same procedures are followed at every school. Therefore, Test Accommodations Coordinators are required to hold a training session, even with experienced staff, before test day. In schools using DVDs, the training session should include your technical support staff. Training Session Topics for Discussion are provided on page 90.

### **Supervisor’s Manual State Special Testing**

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

## Authorized Access

Staff access to materials must be limited to those activities necessary to prepare for test day, the test administration itself, and preparing materials for return to ACT. Access to test materials is restricted to the Test Accommodations Coordinator and Test Supervisor (technical support staff are permitted to check DVDs). A designated staff member may assist with materials if the Test Accommodations Coordinator or Test Supervisor is present and if that individual does not have a relative or ward testing on test day (see page 4). Do not permit unauthorized personnel to access the materials. Students and anyone who may take the tests within the next 12 months are not permitted access to the materials.

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



## Nonsecure Materials

Nonsecure materials will be shipped **separately** to the Test Supervisor. The non-test portions of the answer documents must be completed by all students in a supervised session at school **before** the first scheduled test day (see page 16). You may have students approved for test accommodations complete these sections in a separate session from students testing under standard time conditions. If all students complete the non-test portions in the same session, the Test Accommodations Coordinator is responsible for getting the partially completed answer documents for students testing with accommodations from the Test Supervisor.

The following materials will be sent to the Test Supervisor:

- *Taking the ACT State Testing*
- ACT State Testing Answer Folders
- Barcode labels (if applicable)

## Materials Supplied by Student(s)

Tell students to bring soft lead No. 2 pencils with good erasers (students must not use mechanical pencils or ink pens) and a permitted calculator (if desired) for use on the Mathematics Test to the test session (see page 15). If any of the following are specifically authorized in advance by ACT, the student is expected to supply his or her own:

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

## Materials Provided by Your School

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

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

## Security and Storage of Test Materials

### Check-in of Secure Test Materials

Secure test materials for students approved by ACT for accommodations will be shipped to the Test Accommodations Coordinator **separately** from the standard time test materials shipped to the Test Supervisor.

**Within 24 hours of receipt**, open the carton(s). Examine, count, and check **all** the items in the shipment against the Test Materials Distribution List (TMDL). It is critical that you verify you have the correct materials **assigned by serial number to each student** and that you received all materials for each student as shown on the State Test Accommodations Roster (see samples, page 89).

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

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

**Test Materials Distribution List and Use**

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

- A = name and address of Test Accommodations Coordinator
- B = description of test materials assigned to student
- C = any additional instructions
- D = student's name, Reference Number, and Timing Code
- E = appropriate multiple-choice and Writing (if applicable) test forms assigned by serial number (handwritten on the TMDL).

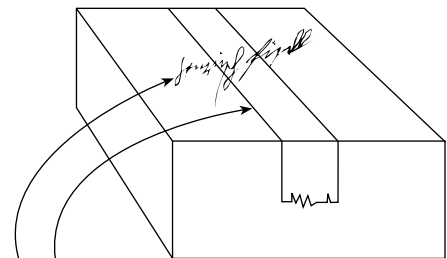
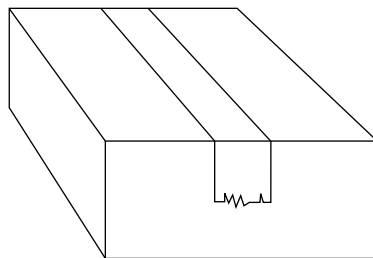
All test materials approved (used or unused) for the student (B) must be returned in the provided carton(s) on your scheduled pickup date.

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

**Storage Before Testing**

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

**Resealing Cartons for Storage Diagram**



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

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

**Removal from Storage and Assignment to Rooms**

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

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

### Storage After Testing

After accounting for all materials, prepare them for return (see pages 83–87). Return **all** used and unused test forms to your locked storage area immediately after each test administration.

### Test Materials Shipping Carton(s)

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

## Description of Secure Test Materials Shipment

- *Supervisor’s Manual State Special Testing* (this Manual)
- ACT Test Booklet(s)—multiple-choice and Writing—**All Writing Test booklets are large type.**
  - Regular Type (10 pt.)—for students without visual impairments
  - Large Type (18 pt.)—for students with visual impairments
- Large Type Worksheet—If the student is approved to use a large type worksheet, the Test Accommodations Coordinator **must** arrange to transfer the responses to the answer document in the student’s presence. All worksheets must be returned to ACT. **You must transfer all responses before returning materials.** ACT **will not** transfer responses.
- Braille Booklet—One volume (includes Raised Line Drawings from Mathematics and Science tests)—regular or large type booklet included for supervisor reference. (Do not read tests to student unless also approved for a reader—must use ACT Reader’s Script.) **You will receive a separate Braille booklet if you are administering the Writing Test.**
- Raised Line Drawings from Mathematics and Science tests for use only with a reader or DVDs for visually impaired students.
- DVDs—Regular or large type booklet included for student to follow along. (Do not read tests to student or play the DVDs on one player to a group.)
- Reader’s Script—Regular or large type booklet included for student to follow along. (Supervisor must read tests verbatim to **one** student.) **The Writing Test is not contained in the Reader’s Script—it must be read verbatim from the test booklet. See instructions for Timing Code 3.**

### Supervisor’s Report Form

The Supervisor’s Report Form (SRF) is pregridded by machine and identifies your school to the scoring system. The form is **specific to accommodations testing**, so make sure you use the correct SRF to avoid scoring delays. Answer documents to be scored for students approved for test accommodations must be returned to ACT underneath this form.

## Calculators

ACT permits students to use a calculator on the Mathematics Test (Test 2) but not on any of the other tests. Use of a calculator is optional. All problems on the Mathematics Test can be solved without a calculator. Any four-function, scientific, or graphing calculator may be used, unless it is specifically prohibited as described at **www.actstudent.org**.

*Talking calculators must be approved in advance by ACT. Students with talking calculators must test individually in a separate room.*

Some calculators may have prohibited features that must be modified before the calculator may be used. Some calculators may have mathematical formulas printed on the calculator itself; this is permitted. Likewise, some calculators come with preprinted instructions for the use of the calculator that are inserted into the calculator cover and carried with it; these instructions do not need to be removed.

Students are responsible for ensuring their calculators meet ACT standards. They have been advised in *Taking the ACT State Testing* to check [www.actstudent.org](http://www.actstudent.org) or call **800.498.6481** for a recorded message about the latest list of prohibited calculators.

Students are also responsible for bringing a permitted calculator and making sure it works properly. You are not expected to provide calculators or batteries. Students may not share calculators. They may use a backup calculator if you check it first, but may not use or have more than one calculator on the desk at a time.

When the student is not working on the Mathematics Test, the calculator must be turned off and put away. If it has games or other functions, those functions may not be used—only the mathematics functions may be used.

Calculators are **NOT TO BE CLEARED** by staff before or during the test. You may clear calculators after the test only if you suspect students are attempting to use their calculators' memory to store test items. In such cases, clear the memory and document your suspicions on the Irregularity Report.

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

The Test Accommodations Coordinator and Test Supervisor should work together to determine whether students testing with accommodations will complete the non-test portions separately or with all other students.

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

When sessions are conducted to complete these sections, give each student his or her answer document (if you have already applied the barcode labels—see page 17) and a copy of *Taking the ACT State Testing*. Verbal Instructions for completing the non-test portions of the answer document begin on page 17.

## High School Code (Block K)

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

Students are instructed in *Taking the ACT* to leave Block K of the answer document blank. When Block K is left blank on the answer document, scores are normally reported to the high school pregridded on the Supervisor's Report Form. Use the following criteria to determine whether you need to complete Block K for any students testing with accommodations at your school:

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

## Completing the Non-Test Portions Before Test Day

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

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

**Special Testing  
Reference Number  
(Block T)**

The seven-digit Reference Number printed before the student’s name on the ACT State Test Accommodations Roster (see samples, page 89) **must** be entered in Block T of the answer document. Before the first test day, record on the Administration Report (A-1) the number for each student scheduled to test. Then, read the number(s) to the student(s) on or before test day so that it can be recorded correctly on the answer document. **Make sure each student enters the number in the boxes AND grids the corresponding ovals accurately.**

**Barcode Labels**

If your school received barcode labels, they must be applied to the shaded block on **the back page** of the State Testing Answer Folders. Do **not** place the label on page 1. The Test Accommodations Coordinator must work with the Test Supervisor to determine when and how barcode labels will be applied. The Test Accommodations Coordinator is ultimately responsible for ensuring the answer documents are returned to ACT with the labels applied.

**Even if a barcode label is used, all students MUST complete the identifying information on the front and back pages of their answer documents. If students do not accurately and completely provide this information, they will not receive their score reports.**

**Verbal Instructions—  
Basic Identifying  
Information and High  
School Course/  
Grade Information**

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

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

If your school is not using barcode labels or will apply them later, skip the box below. If you already applied barcode labels, say:

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

You **must** resolve any discrepancies in answer document identification before continuing. Continue by saying:

Place your answer document so that page 1 faces you. Open your *Taking the A-C-T* booklet to page 5. Follow the instructions in the booklet to complete the requested information in Blocks A through H. Put one letter or number in each box and fill in the corresponding oval below. **Even if your document has a barcode label, you must fill in Blocks A and B 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....

## COMPLETING THE NON-TEST PORTIONS

When everyone has completed Blocks A through H, say:

Blocks I and J have been completed for you. 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 students 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, e-mail 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 students to colleges and universities, scholarship organizations, and other organizations so they may contact students about programs and opportunities that they may be interested in exploring. All organizations that receive this information have agreed to use it only for this purpose. Names are not provided to the military or for any commercial purpose.

When everyone has completed Block L, say:

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

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

When everyone has completed Block M, say:

Now, turn your answer document to page 3 and look at Email Address. If you have an email address and choose to provide one, it will be used in accordance with A-C-T’s 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 from us. Leave a space between the parts of your street address. Use the slash “/” to designate fractions (e.g., 1/2, 3/4). If you live in an apartment, enter the apartment number after the street name. When you have completed Blocks N through R, put your pencil down and look up....

If your school or district assigns local ID numbers, have students enter that number in Block S. Otherwise, have them skip Block S. You will provide each student with the correct Reference Number to enter in Block T on or before test day. If you choose to have students complete Block T before test day, follow the instructions on page 17. If your state requires you to enter information in Blocks U and V, you will be given specific instructions (e.g., Answer Document Supplement) for completing them.

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

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

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

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

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

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

**Student Profile Section  
and ACT Interest  
Inventory**

When everyone has completed the Student Profile Section, say:

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

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

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

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

### Non-Test Sessions for Absent Students

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

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

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

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

**Be sure all testing staff have a complete copy of this Manual, not just the Verbal Instructions for a particular Timing Code, in order to verify procedures for any situation that may occur.**

## Test Day Activities



**Students Who Elect to Test Without Accommodations**

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

**Administration Report**

The room supervisor in each test room used must complete an Administration Report (A-1, samples on reverse) **during the administration**. Enter each student's name, Reference Number, and Timing Code as shown on the State Test Accommodations Roster (samples, page 89). As each test is completed, enter the total number of minutes each student **actually used** on that test. For **Timing Code 6**, enter the **total** minutes actually used on **all tests** as each student completes his or her last test.

**Testing Staff List**

A complete Testing Staff List (A-3) is **required** for each school. The list must cover all administrations held during the testing window. List **all** personnel involved in administering the tests with accommodations, including those assisting with handling or transportation of secure materials, and anyone assisting with security. Include technical support staff if you administer the tests on DVDs. The Test Accommodations Coordinator is required to submit a Testing Staff List in addition to the one submitted by the Test Supervisor. If you have any questions, contact ACT.

## Identification of Students

All students are required to present an acceptable form of photo ID or be personally recognized (face-to-face) by a staff member **before** being admitted to the test room. If a student without acceptable ID is permitted to begin testing, the student must be dismissed and the answer document **will not be scored**—even if acceptable ID is presented later.

Indicate on the State Test Accommodations Roster the form of identification accepted for each student:

- P = Photo ID
- L = ACT Student Identification Letter with photo
- R and initials = Personal Recognition by Testing Staff
- = Absent (Absence **must** be indicated to verify a student did not show up for testing.)

### Acceptable Identification

All identification must be *original*, not a photocopy or reproduction. No stamped, computer generated, or reproduced signatures are allowed.

Current Official Photo ID

**Roster Notation = P**

- Current (valid); AND
- Issued by a school or city/state/federal government agency; AND
- Shows the student’s first and last names; AND
- Photo is clearly recognizable as the student
- Signature not required
- *Examples: driver’s license, school ID, passport*

ACT Student Identification Letter with Photo

**Roster Notation = L**

- Individually completed in English—and signed in ink—by official of the student’s school or notary public (official or notary may not be a relative)
- Recent, recognizable, individual (not group), photo of the student attached to letter
- School or notary seal/stamp or school official/notary ink signature overlapping a portion of the photo
- Student’s first and last names
- Student’s date of birth, gender, school name and location
- Signed by the student, in ink, in the presence of the school official or notary
- Signed by the student on test day, in the presence of testing staff
- *Collect and return to ACT with the roster.*

Staff Recognition

**Roster Notation = R plus staff initials**

- Students without acceptable ID may be admitted only if they are personally recognized, face-to-face, by a staff member (who may not be a relative); AND
- That staff member’s initials *must* be printed legibly beside the student’s name on the roster (without staff initials, personal recognition is invalid).
- If all students in a room were recognized by the same staff member, state that on the roster, indicating the name of the staff member (e.g., “All students in this room were recognized by \_\_\_\_\_”) and have the staff member initial the notation.

**Examples of Unacceptable Identification**

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

**Students Without Identification**

Do not admit students without acceptable photo identification to the test room. If the student can present the ID **before test booklets have been distributed**, or if the student is personally recognized by a staff member, he or she may be admitted. Never delay testing waiting for a student to present identification or allow testing of late students.

### State Test Accommodations Roster

Write the type of ID accepted by each student's name on the State Test Accommodations Roster as students are admitted. This roster also tells you each student's Reference Number, Timing Code, assigned test form(s) by serial number, and any other approved accommodations (see samples on page 89). Return the marked original roster with your answer documents to be scored. You may provide your own roster(s) **only** if it includes the names and Reference Numbers of all students scheduled to test by test room. You must also mark type of ID accepted and return the marked original roster to ACT.

### Admitting Students to the Test Room

If you test more than one student in the same room, they must all have the **same** Timing Code. Control who enters and leaves the test room at all times. Do not allow students to enter the test room until the room is properly prepared, the test materials are secure in a location where students cannot have access to them, and the room supervisor is ready to admit students. Admit students by checking them in, one-by-one, at the door of the test room. Do not allow a student to enter the room unless the room supervisor has verified the student's identification and documented this on the roster. After ID is checked, students must stay in the test room. If it is necessary for a student to leave once testing has begun, follow the procedures on page 26.

**Do not admit a student with a cell phone or any other electronic device (other than a permitted calculator or testing aid approved in advance) into the test room.** Make sure the cell phones of testing staff are turned off. Do not allow students or staff to eat or drink anything in the test room (unless approved for medical reasons).

### Left-handed Students

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

### Directing Students to Their Seats

After a student has been identified and the roster marked, direct the student to a specific assigned seat. **Never allow students to choose their own seats.** Seating students alphabetically is usually acceptable, or you may want to direct the first student to the extreme left side of the room, the second student to the middle of the room, the third to the right side, and so on. Proctors can direct students 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 student, direct the first student to the first table, the second to the second table, and so on. After one student has been seated at each table, seat a second student at each table.

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

### Required Documentation

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

### General Announcements to Students

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

- Calculators: Read to students the **current** list of Prohibited Calculators (and Calculators Permitted with Modification) from the notice ACT sent to the Test Accommodations Coordinator with the test materials. This list should be distributed to all room supervisors.
- Electronic devices: Other than permitted calculators or approved testing aids, students are not allowed to use a cell phone or any other electronic devices or have them in their possession at any time, including during break(s).
- Eating, drinking (including water), and the use of tobacco by either the student(s) or testing personnel are not allowed in the test room. (Readers are permitted to have water.) If the student's disability (e.g., diabetes) requires food or drink, the accommodation will be printed on the roster.
- Some hats may obstruct your view of students' eyes. Because not all hats may hinder your ability to monitor students, and some hats or other head coverings may be worn due to religious convictions or medical reasons, the announcement to remove hats is left to your discretion.
- Institutional requirements: You may dismiss a student who purposefully disregards a posted regulation of your institution and mark the answer document VOID. Some schools, for example, do not allow smoking on school grounds. Explain to the student the reason for the dismissal and write a complete explanation on the Irregularity Report.
- Nervous noise: Some students relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- Restrooms: Describe the location of restrooms and drinking fountains available during the break.

## Sequence of Tests

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

**Test 1 (English—first)**

**Test 2 (Mathematics—second)**

**Test 3 (Reading—third)**

**Test 4 (Science—fourth)**

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

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

## Timing the Tests

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

As you begin timing each test, enter the actual Start time and calculate the time remaining and Stop times in the box on the relevant page in the Verbal Instructions. Before you announce the time remaining and before you call Stop, check your timepieces carefully against your calculations. Make sure you record the actual times you make your announcements.

Make a note of the time each student completes each test and calculate the minutes actually used by each student on that test (e.g., total minutes from the START of Test 1 to the time the student finishes Test 1). Enter this number on the Administration Report (A-1).

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

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

## Announcement of Time Remaining

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

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

## Breaks Between Tests

Students authorized to test with **Timing Code 6** (time-and-a-half, self-paced testing), may take a short break after each test. The total time allowed—5 hours if ACT (No Writing), **5 hours, 45 minutes if ACT Plus Writing**—includes time for breaks between tests. Do not stop timing during the breaks. All tests must be administered in a single session on one day.

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

For all Timing Codes other than 6 or 8, the Verbal Instructions are written as if students are taking one test per day. If you choose to administer more than one test in the same session, you may allow students a short break between tests.

## Students Who Leave During a Test and Return

Students may go to the restroom during a test, but it is best not to announce it. Collect test forms and answer documents from students who go to the restroom and return them individually as students are readmitted. Be sure the same students return after leaving. If you have doubts, recheck the identification. Unless the student has been specifically authorized by ACT for stop-the-clock breaks, students 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 students are permitted to leave at the same time, or if other rooms have been dismissed, the students must be accompanied by a proctor. If no proctor is available, only one student may leave the room at a time. **Do not leave a test room unsupervised at any time, even if only one student is testing.**

## Students Who Leave Early

Students must remain seated until all test materials are accounted for and they are dismissed. If a student insists on leaving early or does not return after a break, collect the answer document and test form, then document the situation on the Irregularity Report (page 97). Determine whether the student will be scheduled to start the **next** test on another day (if testing over multiple days). The student **may not return** to a test, even if that test was not completed, but must begin the next test in the sequence. Students who leave early may NOT resume testing later that day.

## Students Who Become Ill After Testing Begins

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

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

## Guessing

If you are asked about guessing, refer students 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.

## Test Item Challenges

If a student challenges typographical errors in the booklet or ambiguities in particular test items, tell the student 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 student's name, Reference Number, address, test booklet number, test form, the item number being challenged, and the student's question about the item. For security reasons, do **not** include a copy of the test item.

## Verbal Instructions—ALL Timing Codes Begin Here

If you are administering the ACT (No Writing), you will be directed to **SKIP** ahead in the instructions or directed to read specific sets of instructions that apply to ACT (No Writing) **ONLY**. These directions will be in black text. *Note: Timing Code 8 (pages 72–77) does not apply to ACT (No Writing) administrations.*

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

### Administering the Tests

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

You must accurately record the date(s) of the administration and the total minutes actually used by each student on each test on the Administration Report (page 91). For Timing Code 6 only, you must record the total number of minutes actually used on ALL tests. You must also enter each student's Reference Number (from your roster) on the Seating Diagram (page 93), even if only one student is testing in that room.

### Before You Begin

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

- Administration Report (A-1)
- Seating Diagram (A-2)
- Irregularity Report (A-4)

### Verbal Instructions

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

**DVDs DO NOT include recorded Verbal Instructions. The Verbal Instructions must be read verbatim to all students from this Manual.**

After all students have been identified, admitted, and seated, distribute the partially completed answer documents **individually**, making sure each student receives his or her own document. Then, say:

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

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



- If you are administering the ACT (No Writing), read the LEFT column.
- If you are administering the ACT Plus Writing, read the RIGHT column.

## No Writing

Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, Mathematics, Reading, and Science.

## Plus Writing

Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, Mathematics, Reading, and Science, followed by a Writing Test, for which you will complete an essay written in English.

ALL administrations then say:

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. You may not have a timer, cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, or use one during breaks. You are allowed to have only testing aids approved in advance by ACT. If we find that you have brought a timer, cell phone, media player, or any other electronic device into the test room, or you use one during a break, you will be dismissed, the device may be confiscated, and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the Mathematics Test....

Please clear your desk of everything except soft lead No. 2 pencils, erasers, and your answer document. Place all personal items under your seat. You will not be able to access them during testing. Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval or rectangle completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid. If you do, your answer document cannot be scored accurately. Are there any questions?...

**Special Testing Reference Number**—The seven-digit **Reference Number** printed before the student’s name on the State Test Accommodations Roster (see samples, page 89) must be entered by the student in **Block T** of the answer document. Before testing begins, record on the Administration Report the Reference Number for each student. Then, read the Reference Number(s) to each student(s) so that the correct Reference Number can be entered **and** the corresponding ovals gridded accurately on the answer document. Otherwise, scores may be delayed.



Answer any questions, then say:

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

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

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

If you are testing more than one student, you must keep track of where each student is seated by Reference Number (not test form serial number) for completing your Seating Diagram (A-2).

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

When all students have read the directions, say:

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

- in possession of or using any electronic device during testing or during breaks
- looking back at a test on which time has already been called
- looking ahead in the test booklet
- using a prohibited calculator
- using any device to share or exchange information at any time during testing or during breaks
- using a calculator on any test other than the Mathematics Test
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or any testing aids not authorized in advance by ACT
- not following instructions or abiding by the rules of this test site
- exhibiting confrontational, threatening, or unruly behavior
- filling in or altering ovals on a test after time has been called on that test. Filling in or altering ovals on a previous test during a later test, even with the test booklet closed, is prohibited. If I notice that a test has not been completed and later notice that it has been, I will dismiss you and your answer document will not be scored.

## VERBAL INSTRUCTIONS—ALL TIMING CODES

If you are testing more than one student, also say:

- looking at another student’s test booklet or answer document
- giving or receiving assistance
- sharing a calculator with another student
- creating a disturbance, for example, if your watch sounds during testing

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

Continue by saying:

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

If there are no questions, say:

On the front cover of your test booklet, read the Examinee Statement, then sign your name and enter today’s date. When you finish, put your pencil down and look up at me....

Give everyone time to read and sign the Statement. Then say:

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

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

**You must walk around the room and ensure that each student has signed the test booklet, entered the correct test booklet number and test form, and filled in the corresponding ovals on the answer document.**

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

When all students have finished, say:

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

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

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

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

**ALL ADMINISTRATIONS: Answer any questions, then skip to the Verbal Instructions for the specific Timing Code for all the students in your room NOW, as indicated below.**

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**For Timing Code 2, continue on page 32.**

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**For Timing Code 3, continue on page 40.**

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**For Timing Code 5, continue on page 50.**

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**For Timing Code 6, continue on page 58.**

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**For Timing Code 7, continue on page 65.**

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**For Timing Code 8, continue on page 72.  
(Plus Writing ONLY)**

## Timing Code 2

## Double Time over Multiple Days

**IMPORTANT:** Verbal Instructions begin on page 27. Do not continue here until you have completed pages 27–31.

This section contains the Verbal Instructions for students identified on the ACT State Test Accommodations Roster with Timing Code 2 (printed below their Reference Number). The timing guideline for each test is: **Test 1—90 minutes; Test 2—120 minutes; Test 3—70 minutes; Test 4—70 minutes; Writing Test—60 minutes.** These guidelines have been set to ensure that 90 percent of students will finish before that time. Testing may occur over multiple days; however, each test must be completed during one session.

Say:

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

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

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

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



Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 1. Calculate the minutes actually used by each student and enter this number on the Administration Report (A-1).

If you are testing more than one student, you must enter each student’s Reference Number on the Seating Diagram (page A-2). Complete every item on the form.

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

If you observe prohibited behavior that requires you to dismiss a student and void the answer document, **you must inform the student the answer document will not be scored and the reasons for your action.** Detailed irregularity descriptions and procedures are provided on pages 78–82.

If any students are still working after 1 hour, say:

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

**Timing Code 2**  
**Test 1**  
**90 Minutes**  
Start \_\_\_\_ Stop \_\_\_\_  
30 minutes  
remaining

Date: \_\_\_\_\_

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

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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

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

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

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



<p><b>Timing Code 2</b>  <b>Test 2</b>  <b>120 Minutes</b>                  Start ____ Stop ____                  30 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 2. Calculate the minutes actually used by each student and enter this number on the Administration Report.

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

- If a student uses a prohibited calculator, follow the instructions on pages 81–82 to dismiss the student and void the answer document. **Be sure you inform the student the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The student will not be allowed to take any other tests.

If any students are still working after 1½ hours, say:

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

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

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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

# 3 3

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 3. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 40 minutes, say:

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

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

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

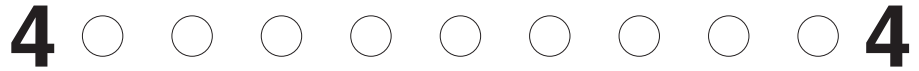
Direct students to the next activity as determined by your school administration.

<p><b>Timing Code 2</b></p> <p><b>Test 3</b></p> <p><b>70 Minutes</b></p> <p>Start ____ Stop ____</p> <p>30 minutes remaining</p> <p>_____</p> <p>Date: _____</p>
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When students report for the next day of testing, check the handwritten booklet numbers and Reference Numbers on the roster with the numbers on the test booklets and Reference Numbers in Block T of the answer documents to be sure students receive their own materials. Individually hand students the answer documents and test booklets.

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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



Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 4. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 40 minutes, say:

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

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

Stop, read the statement at the bottom of page 4 of your answer document; then sign—do not print—your name. Enter today’s date (give the date), then put your pencil down, close your answer document, and look up....

<p><b>Timing Code 2</b> <b>Test 4</b> <b>70 Minutes</b> Start ____ Stop ____ 30 minutes remaining _____  Date: _____</p>
--

### No Writing

Complete your administration with the instructions below.



### Plus Writing

SKIP to page 37 NOW to continue your administration. (If you administer the Writing Test on the next day, adjust the instructions accordingly.)



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



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

After the counts have been verified, say:

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

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



**Plus Writing administrations resume here.**

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

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

After the count has been verified, say:

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

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

## Writing Test

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

After the five-minute break, say:

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

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

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

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

Individually hand each student his or her **assigned** Writing Test booklet. When all students have read the directions, say:

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

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

Walk around the room to make sure students have entered the correct test booklet number and test form, and filled in those ovals on the answer document. When everyone is finished, say:

**You will have up to 60 minutes to work on the Writing Test.** I will announce when you have 30 minutes remaining and again when you have 5 minutes remaining to serve as warnings before time is called. If you finish before I call time, recheck your work on the Writing Test, close both your test booklet and answer document, and place them on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions?...

Answer any questions, then say:

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

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes the Writing Test. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 30 minutes, say:

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

If any students are still working after another 25 minutes (55 minutes total) have passed, say:

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

When all students have completed the Writing Test or another 5 minutes (60 minutes total) have passed, say:

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

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

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

After the counts have been verified, say:

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

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

<p><b>Timing Code 2</b></p> <p><b>Writing Test</b></p> <p><b>60 minutes</b></p> <p>Start ____ Stop ____</p> <p>30 minutes remaining</p> <p>_____</p> <p>5 minutes remaining</p> <p>_____</p> <p>Date: _____</p>
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## Timing Code 3

**IMPORTANT:** Verbal Instructions begin on page 27. Do not continue here until you have completed pages 27–31.

## Triple Time over Multiple Days

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

### Readers

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

**The Writing Test is not in the reader’s script. Read the directions and writing prompt verbatim to the student from the Writing Test booklet as directed on page 46.**

### DVDs

**The DVDs do not include recorded Verbal Instructions. You must read the Verbal Instructions to all students verbatim from this Manual.**

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

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

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

Use your judgment as to which instructions are needed by a student(s) who cannot mark the answer document or sign his or her name.

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

Say:

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

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

**Test 1** is English. Do not go on to the next test until I tell you to do so. **You have up to 135 minutes to complete Test 1.** You may now break the seal, open your booklet, turn to **Test 1**, read the directions carefully, and begin work.

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



Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 1. Calculate the minutes actually used by each student and enter this number on the Administration Report (A-1).

If you are testing more than one student, you must enter each student's Reference Number on the Seating Diagram (A-2). Complete every item on the form.

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

If you observe prohibited behavior that requires you to dismiss a student and void the answer document, **you must inform the student the answer document will not be scored and the reasons for your action.** Detailed irregularity descriptions and procedures are provided on pages 78–82.

If any students are still working after 1 hour 45 minutes (after 2 hours 30 minutes for students using a reader or DVDs), say:

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

If another 30 minutes have passed, or all students are finished testing prior to time being called, say:

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

<p><b>Timing Code 3</b></p> <p><b>Test 1*</b></p> <p><b>135 Minutes</b></p> <p>Start ____ Stop ____</p> <p>30 minutes remaining</p> <p>_____</p> <p>Date: _____</p>
---

\*Students using a reader or DVDs have up to 180 minutes.

**Students using DVDs must press STOP immediately when you call time.**

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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

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

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

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

2 △ △ △ △ △ △ △ △ △ 2

<p><b>Timing Code 3</b>  <b>Test 2</b>  <b>180 Minutes</b>                  Start ____ Stop ____                  30 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 2. Calculate the minutes actually used by each student and enter this number on the Administration Report.

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

- If a student uses a prohibited calculator, follow the instructions on pages 81–82 to dismiss the student and void the answer document. **Be sure you inform the student the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The student will not be allowed to take any other tests.

If any students are still working after 2½ hours, say:

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

When all students have completed Test 2, or another 30 minutes (3 hours total) have passed, say:

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

**Test 3** is Reading. Do not go on to the next test and do not fill in or alter ovals for previous tests. **You have up to 105 minutes to complete Test 3.** Turn to **Test 3**, read the directions carefully, and begin work.

Verbal Instructions  
Timing Code 3



<p style="text-align: center;"><b>Timing Code 3</b> <b>Test 3</b> <b>105 Minutes</b> Start ____ Stop ____ 30 minutes remaining _____  Date: _____</p>
---

# 3

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 3. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 1 hour 15 minutes, say:

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

When all students have completed Test 3, or another 30 minutes (105 minutes total) have passed, say:

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

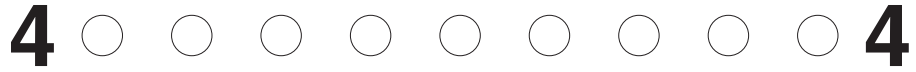
Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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



<p><b>Timing Code 3</b>  <b>Test 4</b>  <b>105 Minutes</b>                  Start ____ Stop ____                  30 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 4. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 1 hour 15 minutes, say:

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

When all students have completed Test 4, or another 30 minutes (105 minutes total) have passed, say:

Stop, read the statement at the bottom of page 4 of your answer document; then sign—do not print—your name. Enter today’s date (give the date), then put your pencil down, close your answer document, and look up....

Verbal Instructions  
Timing Code 3

### No Writing

Complete your administration with the instructions in the next shaded box below.



### Plus Writing

SKIP to the arrow at the top of the next page and continue your administration through page 49.



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

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

After the counts have been verified, say:

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

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

 Plus Writing administrations resume here.

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

## Writing Test

### Important Notes

- Students approved to use readers, sign language interpreters for test items, transcribers, or voice-activated computer software, **must** test individually, each in a separate room. (Students approved to use computers or Brailleurs may test as a group.)
- If using a transcriber, Brailleur, computer, or voice-activated computer software, the room supervisor **must** sign and return the agreement (A-7) or scores will not be released.

Specific instructions for each alternate response mode appear below.

### For Readers:

- The room supervisor normally serves as the reader.
- You may read to only **one** student individually in a separate room.
- Read the directions and prompt verbatim to the student from the test booklet.
- Read the directions, and then hand the booklet to the student so he or she can review the directions.
- Instruct the student to enter the requested information on the front cover of the test booklet, and fill in the test booklet number and test form on the answer document (see page 48).
- When the student indicates he or she is ready to begin, instruct him or her to break the seal and hand the booklet back to you.
- Read the prompt and return the booklet to the student for reference while writing the essay.
- The student may begin work as soon as you have finished reading the entire prompt.
- **BEGIN TIMING.**

### For Transcribers:

- You may transcribe for only **one** student individually in a separate room.
- Record **verbatim** on the lined pages of the answer document what the student dictates, even if there is an error.
- Write or print legibly in the lined pages of the answer document with a soft lead No. 2 pencil. (Do not use a mechanical pencil, ink pen, or correction fluid.)
- Do not organize or paraphrase the student's thoughts into a final draft.
- If the student requests you to write down any notes or outlines, you may do so in the test booklet, but the student is responsible for indicating what is and is not part of the final essay.

- Do not make any corrections not dictated to you by the student. If you are not clear on what the student wants you to write, you may ask him or her to repeat or clarify, but do not point out or fix any errors.
- The student must provide **all** information, including spelling of difficult words, spelling of words that can be spelled more than one way (e.g., two, to, and too), punctuation, paragraphing, grammar, etc.
- At any time before STOP is called, the student may review what you have written by asking to read what you have transcribed. If the student is visually impaired, you are authorized to read what you have written to the student verbatim, with no changes of inflection or pauses that would alert the student to any mistakes.

**For Using Brailers, Computers, or Computer Voice-Activated Software:**

- Students using a computer or Braille may test as a group. Students using voice-activated computer software must test **individually** in a separate room.
- The grammar check feature must be turned off and the room supervisor must sign the agreement (A-7) to certify this was done.
- The student’s name and Reference Number must appear at the top of the first page of the essay.
- Do **not** transfer the essay to the answer document.
- Return the essay exactly as printed to ACT **inside** the answer document (leave the lined pages blank). Do not return them separately or scoring may be delayed.
- Do not put the Writing Test booklet inside the answer document.
- The essay must be printed in 12-point type on standard 8½”x11” paper with the following margins:

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

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

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

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

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

Individually hand each student his or her **assigned** Writing Test booklet. When all students have read the directions, say:

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

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

Walk around the room to make sure students have entered the correct test booklet number and test form, and filled in those ovals on the answer document. When everyone is finished, say:

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

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

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

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

**You will have up to 90 minutes to work on the Writing Test.** I will announce when you have 30 minutes remaining on this test and again when you have 5 minutes remaining to serve as warnings before time is called. If you finish before I call time, recheck your work on the Writing Test, close both your test booklet and answer document and place them on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions?...

Answer any questions, then say:

**You have up to 90 minutes to work on this test.** You may now break the seal, open your test booklet, read the assignment, and begin work.

**Timing Code 3  
Writing Test  
90 minutes**

Start \_\_\_\_ Stop \_\_\_\_

30 minutes  
remaining

\_\_\_\_\_

5 minutes  
remaining

\_\_\_\_\_

Date: \_\_\_\_\_

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes the Writing Test. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 60 minutes, say:

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

If any students are still working after another 25 minutes (85 minutes total) have passed, say:

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

When all students have completed the Writing Test or another 5 minutes (90 minutes total) have passed, say:

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

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

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

After the counts have been verified, say:

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

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

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

## Timing Code 5

**IMPORTANT:** Verbal Instructions begin on page 27. Do not continue here until you have completed pages 27–31.

*If you have more than one student authorized for stop-the-clock breaks, you must test each student individually in a separate room.*

*Do NOT test students testing over multiple days in the same room as a student testing on one day with stop-the-clock breaks.*

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

This section contains the Verbal Instructions for students identified on the ACT State Test Accommodations Roster with Timing Code 5 (printed below their Reference Number). Students with Timing Code 5 are authorized to test with standard time *either*:

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

The time allowed for each test is: Test 1—45 minutes; Test 2—60 minutes; Test 3—35 minutes; Test 4—35 minutes; **Writing Test—30 minutes.**

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

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

Do NOT use these Verbal Instructions to test students who were not approved by ACT for accommodations and do NOT test students with Timing Code 5 in the same room as standard time students or students with Timing Code 8.

Say:

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

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

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

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

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





<p><b>Timing Code 5</b>  <b>Test 1</b>  <b>45 Minutes</b>                  Start ____ Stop ____                  5 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

For each test, enter the Start time on the appropriate page and calculate the time remaining and Stop times. Be sure you record the *actual* times you make your announcements. Make a note of the time each student finishes each test. Calculate the minutes actually used by each student on each test and enter this number on the Administration Report (A-1).

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

If you are testing more than one student, you must enter each student’s Reference Number on the Seating Diagram (A-2). Complete every item on the form.

During testing, check to be sure students are working on the correct test. If you observe prohibited behavior that requires you to dismiss a student and void the answer document, **you must inform the student the answer document will not be scored and the reasons for your action.** Detailed irregularity descriptions and procedures are provided on pages 78–82.

If any students are still working after 40 minutes, say:

**Attention. You have 5 minutes remaining on this test.**

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

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

---

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

Verbal Instructions  
Timing Code 5

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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

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

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another student. 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?...

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

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

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

2 △ △ △ △ △ △ △ △ △ 2

**Timing Code 5**  
**Test 2**  
**60 Minutes**  
 Start \_\_\_\_ Stop \_\_\_\_  
 5 minutes  
 remaining  
 \_\_\_\_\_

Date: \_\_\_\_\_

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

- If a student uses a prohibited calculator, follow the instructions on pages 81–82 to dismiss the student and void the answer document. **Be sure you inform the student the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The student will not be allowed to take any other tests.

If any students are still working after 55 minutes, say:

**Attention. You have 5 minutes remaining on this test.**

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

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

**Test 3 is Reading. You will have up to 35 minutes to work on this test.** If you finish before time is called, recheck your work on Test 3, then close your test booklet and answer document. Do not go on to the next test and do not fill in or alter ovals for previous tests. Are there any questions?...

Verbal Instructions  
Timing Code 5

# 3 3

**Timing Code 5**  
**Test 3**  
**35 Minutes**  
 Start \_\_\_\_ Stop \_\_\_\_  
 5 minutes  
 remaining  
 \_\_\_\_\_

Date: \_\_\_\_\_

Verbal Instructions  
Timing Code 5

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

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

If any students are still working after 30 minutes, say:

**Attention. You have 5 minutes remaining on this test.**

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

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

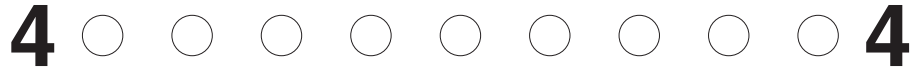
Testing will resume on \_\_\_\_\_ promptly at \_\_\_\_\_.  
(date) (time)

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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



**Timing Code 5**  
**Test 4**  
**35 Minutes**  
 Start \_\_\_\_ Stop \_\_\_\_  
 5 minutes  
 remaining  
 \_\_\_\_\_  
 Date: \_\_\_\_\_

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

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

If any students are still working after 30 minutes, say:

**Attention.** You have 5 minutes remaining on this test.

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

Stop, read the statement at the bottom of page 4 of your answer document; then sign—do not print—your name. Enter today’s date (give the date), then put your pencil down and look up....

### No Writing

Complete your administration with the instructions below.



### Plus Writing

SKIP to page 56 NOW to continue your administration.



Verbal Instructions  
Timing Code 5

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

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

After the counts have been verified, say:

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

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



Plus Writing administrations resume here.

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

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

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

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

Individually hand each student his or her **assigned** Writing Test booklet. When all students have read the directions, say:

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

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

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

When everyone is finished, say:

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

Answer any questions, then say:

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

Set your stopwatch or interval timer to 30 minutes, then say:

**You have up to 30 minutes to work on this test.** Open the test booklet, read the assignment, and begin work.

## Writing Test

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes the Writing Test. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 25 minutes, say:

**Attention. You have 5 minutes remaining on this test.**

When your watch or timer indicates that another 5 minutes (30 minutes total) have passed, say:

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

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

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

After the counts have been verified, say:

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

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

<p><b>Timing Code 5</b>  <b>Writing Test</b>  <b>30 Minutes</b>                  Start ____ Stop ____                  5 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

Verbal Instructions  
Timing Code 5



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

IMPORTANT: Verbal Instructions begin on page 27. Do not continue here until you have completed pages 27–31.

**NW** ACT (No Writing): 5 hours TOTAL for ALL FOUR tests

**PW** ACT Plus Writing: 5 hours, 45 minutes TOTAL for ALL FIVE tests

This section contains the Verbal Instructions for students identified on the ACT State Test Accommodations Roster with Timing Code 6 (printed below their Reference Number). These students are authorized for time-and-a-half, self-paced testing, including breaks between tests, administered in a single session on one day.

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

You must record on the Administration Report (A-1) the **total minutes** actually used by each student on **all tests**.

Begin by saying:

The following behaviors are also prohibited:

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

Then, say:

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

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

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

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

Then, say:

**NW** ACT (No Writing): Read the LEFT column.

**PW** ACT Plus Writing: Read the RIGHT column.

## No Writing

You will have a total of 5 hours, including breaks between tests, to complete all four tests at your own pace.

## Plus Writing

You will have a total of 5 hours and 45 minutes, including breaks between tests, to complete all five tests at your own pace. For the Writing Test, your essay must be written in English with a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

ALL administrations continue by saying:


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

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

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

Announce where drinking fountains and restrooms are, then say:

When you complete Test 4, read the statement at the bottom of page 4 of your answer document. Then, sign—do not print—your name and enter today’s date (give the date).

**NW**  **ACT (No Writing): Read the LEFT column.**

**PW**  **ACT Plus Writing: Read the RIGHT column.**

## No Writing

After you sign your answer document, close it and your test booklet, then notify me so I can collect and check your test materials individually. You may not leave until I dismiss you. Remember, you must notify me when you complete each test. You have **up to 5 hours** to complete all four tests at your own pace.

## Plus Writing

After you sign your answer document, close it and your test booklet, then notify me so I can collect and check your multiple-choice test booklet. You will receive additional instructions, materials, and authorization to take a break or begin the Writing Test at that time. Remember, you must notify me when you complete each test. You have **up to 5 hours and 45 minutes** to complete all five tests at your own pace.

ALL administrations continue below.

Note the exact START time at left, then say:

**START**

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

Enter the actual time you announce Start above, then calculate the projected time remaining and Stop times on pages 62–63. If you make a time remaining announcement or call Stop at a time other than the projected time, change what you entered to reflect the *actual* time you made your announcement.

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

If you are testing more than one student, you must enter each student’s Reference Number on the Seating Diagram (A-2). Complete every item on the form.

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

If you observe prohibited behavior that requires you to dismiss a student and void the answer document, **you must inform the student the answer document will not be scored and the reasons for your action.** Detailed irregularity descriptions and procedures are provided on pages 78–82.

**Plus Writing continue on next page**

**No Writing SKIP to page 62** 

## Writing Test Instructions

If students are ready to begin the Writing Test at different times, you may instruct each student individually as long as you do not distract other students and have a proctor available to monitor them.

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

Then, say:

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

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

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

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

Continue on next page 

In the Verbal Instructions that follow, each shaded box has two or three different announcements: the **FIRST** one applies to ACT (No Writing) administrations, the **SECOND** one applies to ACT Plus Writing administrations, and the **THIRD** one applies to ALL administrations. Make sure to read the correct time remaining announcement.

Exactly  
1 hour  
after START

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

**ACT (No Writing):** You have 4 hours remaining.

**ACT Plus Writing:** You have 4 hours and 45 minutes remaining.

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

Exactly  
2 hours  
after START

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

**ACT (No Writing):** You have 3 hours remaining.

**ACT Plus Writing:** You have 3 hours and 45 minutes remaining.

Exactly  
3 hours  
after START

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

**ACT (No Writing):** You have 2 hours remaining.

**ACT Plus Writing:** You have 2 hours and 45 minutes remaining.

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

Exactly  
4 hours  
after START

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

**ACT (No Writing):** You have 1 hour remaining.

**ACT Plus Writing:** You have 1 hour and 45 minutes remaining.

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

Exactly  
4 hours and  
55 minutes  
after START

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

**ACT (No Writing):** You have 5 minutes remaining.

**ACT Plus Writing:** You have 50 minutes remaining. If you have not started the Writing Test, you should plan to move on to that test soon.

Exactly  
5 hours  
after START

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

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

**ACT Plus Writing:** Continue working.

**NW** **ACT (No Writing): Complete your administration beginning with the NEXT shaded box.**

**PW** **ACT Plus Writing: SKIP NOW to the verbal announcement of 5 minutes remaining below the color bar to continue your administration.**

Read the statement in the lower left-hand corner of your answer document. Then sign—do not print—your name. Enter today’s date (give the date), then put your pencil down, and look up....

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

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

After the counts have been verified, say:

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

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

 **Plus Writing administrations resume here.**

Exactly  
5 hours and  
40 minutes  
after START

When **exactly 5 hours and 40 minutes** have passed and you have checked the time, say:

You have 5 minutes remaining.

STOP  
Exactly  
5 hours and  
45 minutes  
after START

When **exactly 5 more minutes** have passed (exactly 5 hours and 45 minutes after START) and you have checked the Stop time, say:

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

Read the statement in the lower left-hand corner of your answer document. Then sign—do not print—your name. Enter today’s date (give the date), then put your pencil down, and look up....

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

Verbal Instructions  
Timing Code 6

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

After the counts have been verified, say:

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

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



## Timing Code 7

## Time-and-a-Half over Multiple Days

**IMPORTANT:** Verbal Instructions begin on page 27. Do not continue here until you have completed pages 27–31.

This section contains the Verbal Instructions for students identified on the ACT State Test Accommodations Roster with Timing Code 7 (printed below their Reference Number). The timing guideline for each test is: **Test 1—70 minutes; Test 2—90 minutes; Test 3—55 minutes; Test 4—55 minutes; Writing Test—45 minutes.** These guidelines have been set to ensure that 90 percent of students will finish before that time. Testing may occur over multiple days; however, each test must be completed during one session.

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

Say:

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

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

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



Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 1. Calculate the minutes actually used by each student and enter this number on the Administration Report (A-1).

If you are testing more than one student, you must enter each student’s Reference Number on the Seating Diagram (A-2). Complete every item on the form.

During testing, check to be sure students are working on the correct test. If you observe prohibited behavior that requires you to dismiss a student and void the answer document, **you must inform the student the answer document will not be scored and the reasons for your action.** Detailed irregularity descriptions and procedures are provided on pages 78–82.

If any students are still working after 40 minutes, say:

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

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

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

**Timing Code 7**  
**Test 1**  
**70 Minutes**  
 Start \_\_\_\_\_ Stop \_\_\_\_\_  
 30 minutes  
 remaining  
 \_\_\_\_\_

Date: \_\_\_\_\_

Verbal Instructions  
Timing Code 7

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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

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

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

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

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

2 △ △ △ △ △ △ △ △ △ 2

<p><b>Timing Code 7</b>  <b>Test 2</b>  <b>90 Minutes</b>                  Start ____ Stop ____                  30 minutes                  remaining                  _____</p> <p>Date: _____</p>
--

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 2. Calculate the minutes actually used by each student and enter this number on the Administration Report.

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

- If a student uses a prohibited calculator, follow the instructions on pages 81–82 to dismiss the student and void the answer document. **You must inform the student the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The student will not be allowed to take any other tests.

If any students are still working after one hour (60 minutes), say:

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

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

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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

**Test 3** is Reading. Do not go on to the next test and do not work on previous tests. **You have up to 55 minutes to complete Test 3.** Turn to **Test 3**, read the directions carefully, and begin work.

3

3

<p style="text-align: center;"><b>Timing Code 7</b>  <b>Test 3</b>  <b>55 Minutes</b>                  Start ____ Stop ____                  5 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 3. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 50 minutes, say:

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

When all students have completed Test 3, or another 5 minutes (55 minutes total) have passed, say:

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

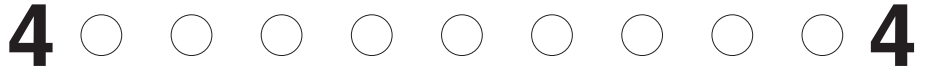
Direct students to the next activity as determined by your school administration.

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

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 29–30.)

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

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



<p><b>Timing Code 7</b>  <b>Test 4</b>  <b>55 Minutes</b>                  Start ____ Stop ____                  5 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 4. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 50 minutes, say:

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

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

Stop, read the statement at the bottom of page 4 of your answer document; then sign—do not print—your name. Enter today’s date (give the date), then put your pencil down and look up....

### No Writing

Complete your administration with the instructions below.



### Plus Writing

SKIP to page 70 NOW to continue your administration.



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

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

After the counts have been verified, say:

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

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



Plus Writing administrations resume here.

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

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

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

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

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

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

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

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

Individually hand each student his or her **assigned** Writing Test booklet. When all students have read the directions, say:

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

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

Walk around the room to make sure students have entered the correct test booklet number and test form, and filled in those ovals on the answer document. When everyone has finished, say:

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

Answer any questions, then say:

**You have up to 45 minutes to work on this test.** You may now break the seal, open the test booklet, read the assignment, and begin work.

## Writing Test

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes the Writing Test. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 40 minutes, say:

**Attention. You have 5 minutes remaining on this test.**

When all students have completed the Writing Test or another 5 minutes (45 minutes total) have passed, say:

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

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

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

After the counts have been verified, say:

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

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

<p><b>Timing Code 7</b>  <b>Writing Test</b>  <b>45 minutes</b></p> <p>Start ____ Stop ____</p> <p>5 minutes                      remaining</p> <p>_____</p> <p>Date: _____</p>
---



## Timing Code 8

Timing Code 8 applies ONLY to ACT Plus Writing administrations.

IMPORTANT: Verbal Instructions begin on page 27. Do not continue here until you have completed pages 27–31.

## Standard Time for Multiple-Choice Tests Plus Double Time for Writing Test, Single Session

This section contains the Verbal Instructions for students identified on the ACT State Test Accommodations Roster with Timing Code 8 (printed below their Reference Number). The time allowed for each multiple-choice test is: Test 1—45 minutes; Test 2—60 minutes; Test 3—35 minutes; Test 4—35 minutes. **The timing guideline for the Writing Test is 60 minutes.**

**All tests must be completed in a single session on one day. Do not test students with Timing Code 8 in a standard time room for the multiple-choice tests and then move them to another room for the Writing Test.**

Say:

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

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

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

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



Enter the Start time on this page and calculate the time remaining and Stop times. Make a note of the time each student finishes Test 1. Calculate the minutes actually used by each student and enter this number on the Administration Report (A-1).

If you are testing more than one student, you must enter each student’s Reference Number on the Seating Diagram (A-2). Complete every item on the form.

During testing, check to be sure students are working on the correct test. If you observe prohibited behavior that requires you to dismiss a student and void the answer document, **you must inform the student the answer document will not be scored and the reasons for your action.** Detailed irregularity descriptions and procedures are provided on pages 78–82.

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

**Attention. You have 5 minutes remaining on this test.**

**Timing Code 8**  
**Test 1**  
**45 Minutes**  
 Start \_\_\_\_ Stop \_\_\_\_  
 5 minutes  
 remaining  
 \_\_\_\_\_  
 Date: \_\_\_\_\_

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

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

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

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

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

Answer any questions, then say:

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

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

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

**2** △ △ △ △ △ △ △ △ △ **2**

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 2. Calculate the minutes actually used by each student and enter this number on the Administration Report.

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

- If a student uses a prohibited calculator, follow the instructions on pages 81–82 to dismiss the student and void the answer document. **You must inform the student the answer document will not be scored and the reason for your action.** Document this dismissal on the Irregularity Report. The student will not be allowed to take any other tests.

<p><b>Timing Code 8</b>  <b>Test 2</b>  <b>60 Minutes</b>                  Start ____ Stop ____                  5 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

When your watch or timer indicates exactly 55 minutes have passed and you have checked the time, say:

**Attention. You have 5 minutes remaining on this test.**

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

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

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

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

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

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

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

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

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

**3** \_\_\_\_\_ **3**

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 3. Calculate the minutes actually used by each student and enter this number on the Administration Report.

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

**Attention. You have 5 minutes remaining on this test.**

**Break  
15 Minutes**

Due Back \_\_\_\_\_

(15 minutes after  
Test 2 STOP)

**Timing Code 8  
Test 3  
35 Minutes**

Start \_\_\_\_\_ Stop \_\_\_\_\_

5 minutes  
remaining

\_\_\_\_\_

Date: \_\_\_\_\_

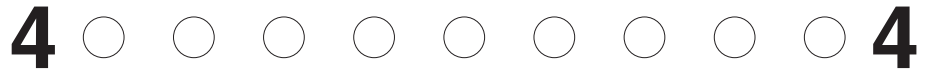
When your watch or timer indicates 5 more minutes (exactly 35 minutes total) have passed and you have checked the Stop time, say:

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

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

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

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



Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes Test 4. Calculate the minutes actually used by each student and enter this number on the Administration Report.

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

**Attention. You have 5 minutes remaining on this test.**

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

Stop, read the statement at the bottom of page 4 of your answer document; then sign—do not print—your name. Enter today’s date (give the date), then put your pencil down and look up....

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

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

After the count has been verified, say:

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

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

<p><b>Timing Code 8</b>  <b>Test 4</b>  <b>35 Minutes</b>                  Start ____ Stop ____                  5 minutes                  remaining                  _____</p> <p>Date: _____</p>
---

## Writing Test

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

After the five-minute break, say:

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

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

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

Individually hand each student his or her **assigned** Writing Test booklet. When all students have read the directions, say:

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

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

Walk around the room to make sure students have entered the correct test booklet number and test form, and filled in those ovals on the answer document. When everyone is finished, say:

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

Answer any questions, then say:

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

Enter the Start time and calculate the time remaining and Stop times on this page. Make a note of the time each student finishes the Writing Test. Calculate the minutes actually used by each student and enter this number on the Administration Report.

If any students are still working after 30 minutes, say:

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

If any students are still working after another 25 minutes have passed, (55 minutes total), say:

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

When all students have completed the Writing Test or another 5 minutes (60 minutes total) have passed, say:

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

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

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

After the counts have been verified, say:

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

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

<p><b>Timing Code 8</b>  <b>Writing Test</b>  <b>60 minutes</b></p> <p>Start ____ Stop ____</p> <p>30 minutes                  remaining</p> <p>_____</p> <p>5 minutes                  remaining</p> <p>_____</p> <p>Date: _____</p>
---

## Irregularities

Complete an Irregularity Report (A-4) for each room in which an individual or group irregularity occurs and return it to ACT with the answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of students who were dismissed from or who left the test site without completing all their tests. If no irregularities occurred in any test rooms, do not return a report.

### Group Irregularities

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

#### Interrupting a Test

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

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

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

#### Disturbances and Distractions

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

#### Emergency Evacuation

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

#### Inclement Weather

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

#### Missing or Stolen Test Materials

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

#### Power Failure

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



## Individual Irregularities

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

### Defective Test Booklet or Answer Document

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

### Duplicating Test Materials

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

If you observe a student using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in Dismissal for Prohibited Behavior or Refusal to Turn In Test Materials on pages 81–82 and call ACT immediately.

In all cases, students observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, must be dismissed, the device confiscated or cleared, and the answer document marked VOID. Inform the student the answer document will not be scored and the reason for your action. Include all necessary information on the Irregularity Report. Call ACT (during testing, if possible) to determine if any additional action is required.

### Mistiming

A Timing Code is assigned to each student based on the diagnosis and the approved accommodations. Extreme care must be taken to ensure the correct timing guidelines are followed. **Administering tests using an incorrect timing code or incorrect timing guidelines constitutes a serious irregularity that can invalidate the scores.** Call ACT as soon as you discover the error. In addition, document the situation in detail on the Irregularity Report. ACT may advise you to paperclip the answer document to the Irregularity Report.

A mistiming can occur **even if** you use the correct timing guidelines for the students in your room:

- If you discover that you gave **more** than the maximum time allowed on a test, call ACT immediately.
- If you discover that you gave **less** than the maximum time allowed on a test and all students had not completed that test, document it on the Irregularity Report, attaching all affected answer documents, and call ACT as soon as possible.

Do not allow students to make up a shortage from one day of testing on a later day. If all tests must be administered in a single session, do not allow students to return after dismissal to make up the shortage.

### Failure to Follow Directions

Only answers properly marked on the answer document during the time allowed for a particular test can be scored. ACT will **not** transfer responses. The answer document will be scored as received.

- **Unauthorized Marking of Responses in Test Booklet.** Unless the student has been approved to mark responses in the test booklet or on a large type worksheet, only responses properly marked on the answer document during the time allowed for a particular test will be scored. If this occurs for Timing Code 6, each student may transfer responses only for the last test you authorized him or her to begin.



If a student without an approved accommodation has mistakenly marked responses in the test booklet and has not transferred them to the answer document:

1. If time remains on the current test, instruct the student to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers can be transferred.
  2. The student may then continue testing by marking responses only on the answer document.
  3. Only responses properly marked on the answer document during the time allowed for a particular test will be scored. Do **NOT** allow the student to transfer responses from tests for which time has already been called and do **NOT** allow the student to transfer responses during a break, after any of the tests, or on another day of testing.
  4. Document the situation on the Irregularity Report.
- **Marking Responses in a Future Section of the Answer Document** (e.g., marking Test 3 responses in the section for Test 4 during the administration of Test 3). As soon as this error in marking is detected, give the student a new, blank answer document, and:
    1. If time remains on the current test, instruct the student to begin marking responses in the correct section of the new answer document, beginning with the next item.
    2. If time has been called on that test, instruct the student to begin marking responses in the correct section of the new answer document, beginning with the next test.
    3. After testing is completed, supervise the student as he or she transfers all responses for the non-test portions and all previous test responses from the first answer document to the correct sections on the new answer document. **This transfer must occur under close supervision and without access to the test form.**
    4. Mark the first answer document REPLACED, document the situation in detail on the Irregularity Report, and attach the replaced answer document to the report (do not staple). Return only the new answer document for scoring.

### Students Who Become Ill

A student approved to test over multiple days who becomes ill during a test and must leave the test site may come back and finish the **remaining** tests at any time within the designated two-week testing window. All tests must be completed within the window or the answer document will not be scored. It is in the student's best interest to either complete a test before leaving or not begin the next test if he or she is ill. When testing resumes on the next scheduled test day, the student **may not return** to the test that was being administered at the time of departure, even if that test was not completed. The student must resume testing with the **next** test in the sequence.

All tests attempted will be scored. Complete the Administration Report (A-1) to reflect the tests taken.

**Because students testing in the same room must all be working on the same test at the same time, you will need to reschedule all remaining tests for that student individually.**

### Irrational Behavior

If a student acts in an irrational or violent manner, proceed as follows:

- Try to prevent other students from being interrupted, affected, or involved.
- Collect and retain the student's test materials without physical force.
- Dismiss the student from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other students' safety.
- Inform the student that the answer document will not be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document VOID, and attach it to the report.

**If students with Timing Code 6 or 8, or students approved for stop-the-clock breaks have to leave the test site due to illness, they may NOT resume testing on that day or any other day. If they do, the answer documents will not be scored.**

### Prohibited Behavior

If a student is engaging in prohibited behavior, proceed in a way that does not cause unnecessary disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow Dismissal for Prohibited Behavior procedures below and on page 82 exactly, and then continue testing other students.

Prohibited behaviors include:

- filling in or altering ovals on a test after the student has begun the next test or continuing to work on a test after time has been called
- looking back at a test once the student has started the next test or after time has been called
- looking ahead in the test booklet without notifying you he or she is ready to begin the next test
- looking at another student's test booklet or answer document
- giving or receiving assistance
- having or using any electronic device during testing or during a break (unless it is a testing aid approved in advance by ACT)
- using a prohibited calculator
- using a calculator on any test other than the Mathematics Test
- sharing a calculator with another student
- sharing or exchanging information by any means during the tests or during a break
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or any other testing aids not authorized in advance by ACT
- not following instructions or abiding by the rules of the test site
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance or allowing an alarm to sound in the test room

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 Accommodations Coordinator does not have to be called to the room to verify the activity.

If you **suspect** a student 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 student to another seat and indicate the move by Reference Number on your Seating Diagram. If you suspect a student has filled in or altered ovals, or continued to work after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

**You do not need to observe prohibited behavior if you are certain it occurred.** For example, if you are certain that five ovals left unfilled at the end of a test were filled in after time was called, dismiss the student. You **must inform the student** that the answer document will not be scored. Otherwise, it may be scored.

### Dismissal for Prohibited Behavior

If you dismiss a student for prohibited behavior, follow these procedures exactly:

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test form.
3. If you believe an electronic device was used to store or exchange information, or to make an image of the test, collect the device from the student and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the student. Do not return the device to the student without ACT approval.

4. Tell the student:
  - 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 student's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
  - a. The time of the incident and the name(s) of the student(s).
  - b. The number of ovals the student(s) had filled in at the time of the incident, if relevant.
  - c. The test room and seating location(s) of the student(s).
  - d. The details of what you observed.
  - e. The statements you and the student(s) made.
  - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the voided answer document to the Irregularity Report (do NOT staple) and return it in the BLUE envelope. Return the test form the student used with the other test forms.

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

### Voiding Answer Documents

Report and document the reason for voiding all answer documents on the Irregularity Report. Mark page 1 of an answer document VOID and attach it to the Irregularity Report only if a student is dismissed for prohibited behavior and **was told the answer document will not be scored**.

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

### Refusal to Turn In Test Materials

Students must return all test materials before leaving the test room. If a student refuses to turn in a test form, warn the student that the police will be contacted and this action may result in fines and imprisonment. Call ACT immediately and describe the situation in detail, include the student's name, Reference Number (from the roster), and the test form serial number. Do not place yourself in a position of physical danger, and do not leave other test materials or students unattended.

### Required Transfer of Responses to Answer Document

If any student marked responses in the test booklet or used a large type worksheet, the Test Accommodations Coordinator **must** arrange to accurately transfer the responses to the answer document in the student's presence. ACT will **not** transfer responses. If responses have not been transferred, the student will **not** receive scores. All worksheets must be identified with the student's name and Reference Number (from the roster) and returned to ACT.

### Incomplete Answer Documents

If a student began testing (e.g., broke the seal, opened the test form, or pressed PLAY) but did not complete all tests, and was **not** dismissed for prohibited behavior, the remaining tests **must** be completed during the designated two-week window.

**Tests administered on any date outside this window will not be scored.**

If the student did **not** finish all tests during the window, return the partially completed answer document for scoring. All tests attempted will be scored. Do **NOT** void the document.

## After the Test

### Overview

When all accommodations administrations have been completed, or immediately after the testing window ends, the Test Accommodations Coordinator must account for all test materials by:

- personally verifying the set of materials returned by each room supervisor
- making sure all documentation is accurate and complete
- gathering administrative documents into the blue envelope
- packing items into envelopes and cartons
- shipping materials back to ACT

These procedures are covered in the following sections.

### Important

Failure to return materials as directed may result in delayed scores or non-scoring of your students' answer documents.

### Keep Materials Separate

Make sure to keep your return materials separate from any materials being returned by the Test Supervisor.

### Blue Envelope

In your test materials shipment, you received one blue envelope. The blue envelope is used to return the completed test administration forms, the Supervisor's Report Form, and all answer documents to be scored.

### Test Materials Shipping Cartons

The cartons in which your test materials were shipped have reversible flaps that contain a prepaid return label. These cartons are used to return all materials including the blue envelope, test booklets, DVDs, and manuals to ACT. Use only cartons specific to the materials you are returning. Standard Time and Accommodations materials have different colored tape on the bottom of the cartons.

## Collecting, Packing, and Returning Materials

### Overview

This section contains information about collecting, packing, and returning materials. Use the step-by-step instructions (parts A–E) to pack your materials and return them to ACT. See pages 86–87 for a diagram of the process.

### If You Did Not Test

If you did not test any students, you do not need to follow every step in this section. Simply:

1. Mark the outside of the blue envelope "DID NOT TEST."
2. Follow the instructions in parts C through E to prepare your other materials for return.

### A. Completing the Testing Staff List

1. Complete the form specified below:

For the ...	Make sure ...
<input type="checkbox"/> Testing Staff List	• all personnel who assisted with the administration are listed.

## B. Collecting Materials from the Room Supervisors

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

*Note: Do not dismiss room supervisors until you are sure you have all required materials from them.*

For the ...	Make sure ...
<input type="checkbox"/> Test booklets	<ul style="list-style-type: none"> <li>• there are no answer documents inside the test booklets</li> <li>• for ACT Plus Writing administrations, both the multiple-choice and Writing Test booklet are returned for each student</li> </ul>
<input type="checkbox"/> Answer documents	<ul style="list-style-type: none"> <li>• each answer document to be scored contains the required identifying information on the front and back pages</li> </ul> <p><i>Do not delay the return of answer documents because a student has not signed his or her name.</i></p>
<input type="checkbox"/> Supervisor's Manual(s)	<ul style="list-style-type: none"> <li>• the information block on the front cover of all used manuals is complete</li> </ul>
<input type="checkbox"/> State Testing Accommodations Roster	<ul style="list-style-type: none"> <li>• all students who were scheduled to test are listed, whether they tested or not</li> <li>• any ACT Student ID Letters are attached</li> </ul>
<input type="checkbox"/> Large Type Worksheet(s)	<ul style="list-style-type: none"> <li>• all test responses are transferred to an answer document</li> <li>• answer document is returned with other answer documents to be scored</li> </ul>
<input type="checkbox"/> Seating Diagram	<ul style="list-style-type: none"> <li>• all items in the top half of the diagram are completed and the reference number for each student is recorded in the squares</li> </ul>
<input type="checkbox"/> Administration Report Form	<ul style="list-style-type: none"> <li>• the times recorded are accurate based on timing code for each student</li> </ul> <p><i>Contact ACT immediately if any discrepancies are identified.</i></p>
<input type="checkbox"/> Irregularity Report (if applicable)	<ul style="list-style-type: none"> <li>• it is signed and explains the reason that each answer document was voided or replaced</li> <li>• any voided or replaced answer documents are attached to the report (do not staple)</li> </ul>
<input type="checkbox"/> Reader's Agreement, Interpreter's Agreement (if any)	<ul style="list-style-type: none"> <li>• for any student authorized to use a reader or an interpreter for Exact English Signing of the test items, a signed agreement is required</li> </ul>
<input type="checkbox"/> Writing Test Agreement (if any)	<ul style="list-style-type: none"> <li>• for any student authorized for a transcriber, Braille, computer, or voice-activated computer software for the Writing Test, a signed agreement is required</li> </ul>

3. You may now dismiss the room supervisors.

4. Make copies of all shaded items in steps 1 and 2. (Do not copy test booklets, answer documents, or manuals.) Keep the copies in your files for six months after each test date in case questions about testing arise.

### C. Packing the Blue Envelope

Take the following steps to pack forms and answer documents to be scored into the blue envelope.

5. Place the shaded items in steps 1 and 2 into the envelope. (Remember to keep copies for your records)
6. Place any large type worksheets into the envelope.
7. Turn the answer documents to be scored the same way, with page 1 facing you.
8. Complete blocks D, E, G, and H on the Supervisor's Report Form (SRF) and place it on top of the answer documents.
9. Use the following criteria to determine how many answer documents to place in the blue envelope(s):
  - If you administered the ACT (No Writing), insert up to 150 answer documents per envelope.
  - If you administered the ACT Plus Writing, insert up to 100 answer documents per envelope. *Do not insert Writing Test booklets into the envelope.*
10. Place the SRF with answer documents on top of the forms in the first envelope. *Do not overstuff the envelope. If all the items cannot fit into one envelope, use additional envelopes as needed.*
11. Complete the information on the outside of the blue envelope and seal it.

### D. Packing the Cartons

Take the following steps to pack the remaining materials into your cartons.

12. Place the following items into the carton:
  - empty ziplock bags
  - used and unused Supervisor's Manuals
  - all blank answer documents
  - all used and unused test booklets (regular type) multiple-choice and Writing
  - all used and unused test forms (Braille, large type, reader's scripts, DVDs)

*If all materials cannot fit into one carton, use additional cartons as needed.*

13. Place the sealed blue envelope in the top of the first carton.
14. Reverse the flaps on the carton(s) and number each carton 1 of X, 2 of X, etc.
15. Make sure your six-digit ACT High School Code, institution name, and return address are on the outside of the cartons.
16. Seal each carton so the shipping label is visible.

Your carton(s) are now ready for return to ACT.

### E. Storage and Pickup

After your materials are packaged for return to ACT:

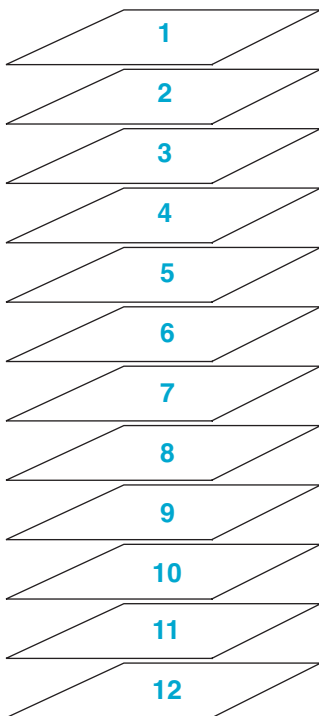
17. Return the carton(s) to secure storage.
18. On the date scheduled for pickup, place the carton(s) in a location where the designated carrier will be able to pick them up. If your school's normal pickup point is secure or constantly monitored, you may leave them there. If it is not, leave a note directing the driver to a staffed location where you can leave the materials. Do not leave the materials unattended.

If for any reason your materials are not picked up on the scheduled pickup date, call ACT at 800.553.6244, ext. 1788, so to arrange for pickup.

# Packing Diagram—Return of State Accommodated Test Materials

## Step 1—Contents of Sealed Blue Envelope

Top



- 1 Supervisor's Report Form
- 2 Used Answer Documents to Be Scored
- 3 State Test Accommodations Roster
- 4 Large Type Worksheets
- 5 ACT Student Identification Letters
- 6 Administration Reports
- 7 Reader's Agreement, Interpreter's Agreement (if any)
- 8 Irregularity Reports (if any)
- 9 VOID or REPLACED Answer Documents (attach to Irregularity Reports)
- 10 Seating Diagram(s)
- 11 Testing Staff List
- 12 ACT Writing Test Agreement (if any)

Bottom



**ACT State Testing**  
**ACT-Approved Accommodations**  
**Forms and Answer Folders for Processing**

DATE TEST RESULTS: \_\_\_\_\_

TEST CENTER: \_\_\_\_\_

ACT STATE TESTING CENTER (This window is for the ACT-Approved Accommodations Roster for students approved to test with ACT-Approved Accommodations) →

**CHECKLIST FOR COMPLETED ACCOMMODATIONS FORMS TO BE INCLUDED IN THIS ENVELOPE (materials for students approved to test with ACT-Approved Accommodations):**

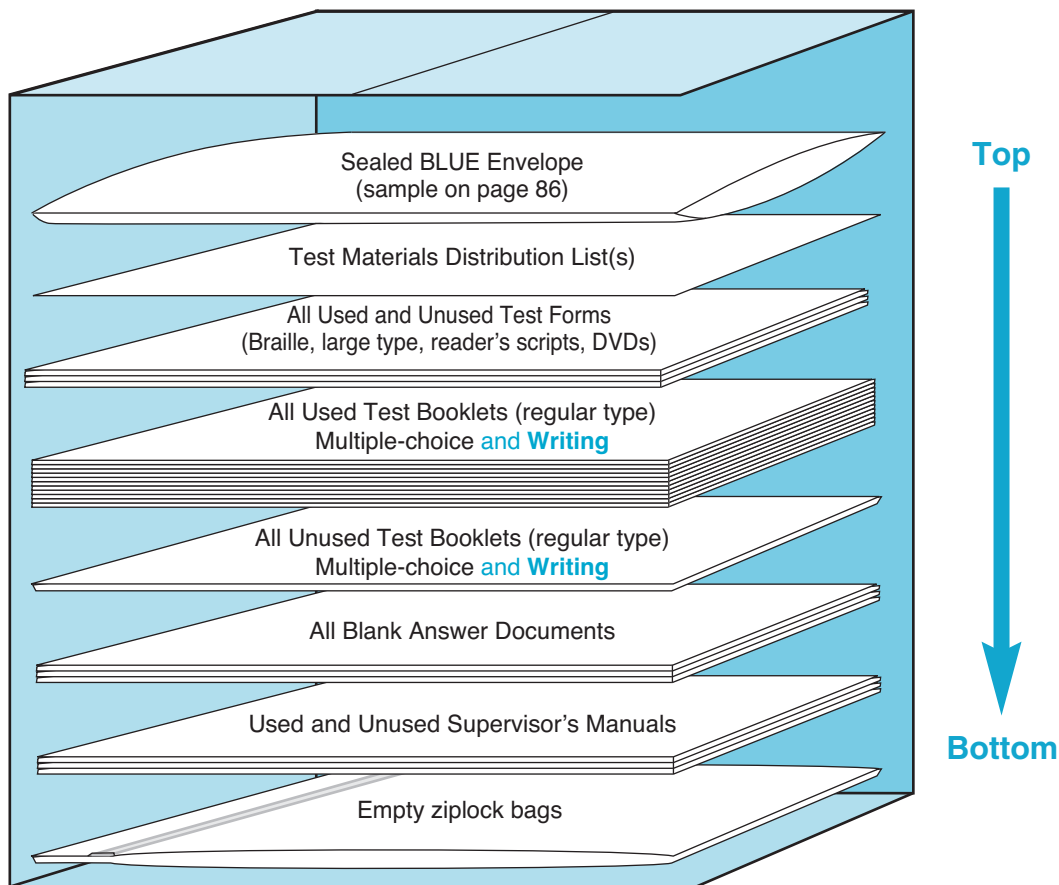
- Supervisor's Report Form
- Used Answer Folders to be scored—Do not overpack envelopes.
- State Test Accommodations Roster—Revised with type of ID assigned.
- Large Type Worksheets (if any)—Attach to Roster.
- Reader's Agreement, Interpreter's Agreement, or other agreements (if any)—Attach to Roster.
- Administration Report (one required for each room used)
- Irregularity Report (if applicable, attach to Irregularity Report and Irregularity Report (if used).
- Seating Diagram (one required for each room used)
- Testing Staff List

**DAY WINDOW** Pack this envelope in Box 1 of the top, after all testing has been completed at the end of the accommodations window.

**ACT**  
ACT State Testing Center

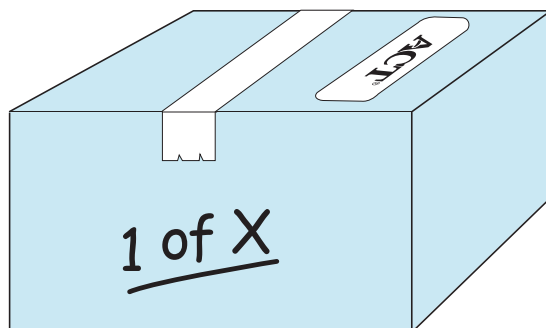
# Packing Diagram—Return of State Accommodated Test Materials

## Step 2—Contents of ACT-Approved Accommodations Cartons



Packing Diagram

## Step 3—Reverse Carton Flaps and Label



“X” should NOT include standard time testing or State-Allowed Accommodations cartons. “X” should equal only the number of ACT-Approved Accommodations cartons you are returning to ACT.

Remember to reverse the flaps so ACT's return address shows and to keep the carton(s) secure until pickup.





# ACT State Test Accommodations Roster SAMPLES

## Sample 1

Reference Number

Student Name

Ref No. 9999999

Scotty Sample

Timing Code

Timing Code: ③ - Up to triple time on each test (over multiple days)

Test Format STATE DVD / LARGE TYPE

### Clarification of Accommodations:

Approved Test Format(s)

Additional Accommodations

\* APPROVED: The supervisor MUST transfer the student's responses from the large-type worksheet to the answer document before returning it to ACT. Be sure that all non-test portions of the answer document are completed BEFORE beginning the tests.

*In the above sample, the student is approved for triple time, DVD/large type, and marking responses on a large type worksheet for the ACT (No Writing).*

## Sample 2

Ref No. 8888888

Terrie Sample

Timing Code: 7 - Up to time-and-a-half on each test (over multiple days)

Test Format STATE REGULAR / WRITING

ACT Plus Writing ONLY

*In the above sample, the student is approved for time-and-a-half, multiple-day testing for the ACT Plus Writing.*

## Sample 3

Ref No. 7777777

Ursula Sample

Timing Code: 5 - Standard time

Test Format STATE REGULAR

### Clarification of Accommodations:

\* APPROVED: Stop-the-clock breaks

*In the above sample, the student is approved for standard time testing on one day with authorized stop-the-clock breaks for the ACT (No Writing).*

## Sample 4

Ref No. 6665555

Victor Sample

Timing Code: 8 - Standard-mult choice/double time-writing (one session)

Test Format STATE REGULAR / WRITING

ACT Plus Writing ONLY

*In the above sample, the student is approved for extended time (60 minutes) on the Writing Test ONLY—all five tests must be completed in a single session on one day.*

## Sample 5

These two students may test in the same room.

Ref No. 4444444

William Sample

Timing Code: 6 - Up to 5 hours in one session to take all four tests

Test Format STATE REGULAR

Ref No. 3333333

Yolanda Sample

Timing Code: 6 - Up to 5 hours in one session to take all four tests

Test Format STATE REGULAR

*In the above sample, two students are approved for time-and-a-half, self-paced testing for the ACT (No Writing).*

## Training Session Topics for Discussion

The Test Accommodations Coordinator is expected to discuss the following topics **in addition to** the topics covered during the training conducted by ACT.

- Describe how materials will be distributed to the room supervisors and how they must distribute the test materials specifically assigned to each student by serial number as shown on the roster and Test Materials Distribution List.
- Discuss how cell phones and other electronic devices (excluding permitted calculators and any approved testing aids) will be barred from the room.
- Review how to complete the Administration Report and how to use the roster.
- Explain how to locate each student's Reference Number on the roster, how it must be entered and the corresponding ovals gridded by each student in Block T, and how to use it to complete the Seating Diagram.
- Describe how the room supervisor must verify the timing guidelines authorized for each student using the Timing Code specified on the roster.
- Students with different Timing Codes must not test in the same room. Students testing with ACT-Approved Accommodations must not test in the room as students testing with State-Allowed Accommodations.
- Discuss the testing window. All tests must be completed within the window or the answer documents will not be scored.
- Discuss when and where staff members are to report and on what day(s).
- Remind room supervisors to enter the minutes actually used by each student on each test, or on all tests for Timing Code 6, on the Administration Report . Discuss how testing may occur over multiple days, if ACT has authorized it; however, each test must be completed during a single session. The tests must be administered in the correct sequence and all tests must be completed within the window.
- Discuss how to handle breaks. Students with Timing Code 6 may take a break between each test. Students authorized for stop-the-clock breaks may take a break at any time. If you administer more than one test per day for Timing Code 2, 3, 5, or 7, you may allow a short break between tests.
- If a student marks responses in the test booklet or uses a large type worksheet, the Test Accommodations Coordinator must arrange to transfer the responses to an answer document in the student's presence before returning the answer documents and worksheet to ACT. Students will not receive scores if responses were not transferred. ACT will not transfer responses.
- If you will be conducting any administrations using DVDs, review procedures with all staff assisting with DVD testing, including your technical support staff.

The topics covered at training conducted by ACT are described on pages 65–67 in the **standard time** *State Testing Manual*. The Test Accommodations Coordinator is expected to work with the Test Supervisor to make sure all topics are covered and all staff questions or concerns addressed before the first scheduled test day.

# ACT Administration Report

Complete ONE form for each administration (each room used) and return it WITH the answer documents to be scored in the BLUE envelope. PLEASE PRINT OR TYPE.

Testing School Name \_\_\_\_\_ ACT High School Code \_\_\_\_\_ - \_\_\_\_\_  
 (for testing school)

City, State \_\_\_\_\_ Room Name/Number \_\_\_\_\_

Name(s) of Testing Staff \_\_\_\_\_  
 (list all staff who assisted with this administration in this room)

The roster (see page 89) shows the Timing Code for each student. For Timing Codes 2, 3, 5, and 7, each test must be completed in one session. For Timing Codes 6 and 8 (or if stop-the-clock breaks were authorized), ALL tests must be completed in ONE session on the same day. All tests must be given in the order shown below from left to right. All students in this room must have the SAME Timing Code. If not, the answer documents will NOT be scored or the scores WILL be cancelled.

Timing Guidelines: Maximum Minutes Allowed Per Test					
TIMING CODE	Test 1—ENGLISH	Test 2—MATH	Test 3—READING	Test 4—SCIENCE	Writing Test
2	90	120	70	70	60
3	135*	180	105	105	90
5	45	60	35	35	30
6—ACT (No Writing):	300	Self-paced by student; up to 5 hours from the start of Test 1 to the end of Test 4, including breaks between tests			
6—ACT Plus Writing:	345	Self-paced by student; up to 5 hours and 45 minutes from the start of Test 1 to the end of the Writing Test, including breaks between tests			
7	70	90	55	55	45
8	45	60	35	35	60

\*Students using a reader or DVDs have up to 180 minutes to complete Test 1.

Did more than one student test in this room? Yes  No  If yes, how many? \_\_\_\_\_ Complete the Seating Diagram (by Reference Number) on page 93.

Student Name List all students tested in this room	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8: Date and Total Minutes Actually Used on:						Timing Code 6 Date and Total Minutes Used from Start to End of Last Test:			
			Test 1		Test 2		Test 3		Test 4		Writing Test Date	Writing Test Min.
			Date	Min.	Date	Min.	Date	Min.	Date	Min.		
1.												
2.												
3.												
4.												
5.												
6.												

See samples on reverse for how to accurately complete this report—KEEP A COPY FOR YOUR RECORDS.

## ACT Administration Report—SAMPLES

**Sample 1**—The example below is for an **ACT (No Writing)** administration of Timing Code 2.

Student Name List all students tested in this room	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8: Date and Total Minutes Actually Used on:								Timing Code 6 Date and Total Minutes Used from Start to End of Last Test:			
			Test 1		Test 2		Test 3		Test 4		Writing Test		Date	Min.
			Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.		
1. Becky Sample	9879873	2	3/6/14	80	3/7/14	108	3/8/14	60	3/8/14	63				
2. Ahmad Sample	8765432	2	3/6/14	76	3/7/14	105	3/8/14	58	3/8/14	66				
3. Rosita Sample	6363631	2	3/6/14	85	3/7/14	113	3/8/14	64	3/8/14	61				

**Sample 2**—The example below is for an **ACT (No Writing)** administration of Timing Code 6.

Student Name List all students tested in this room	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8: Date and Total Minutes Actually Used on:								Timing Code 6 Date and Total Minutes Used from Start to End of Last Test:			
			Test 1		Test 2		Test 3		Test 4		Writing Test		Date	Min.
			Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.		
1. Drake Sample	4564564	6										4/24/14	270	
2. Misty Sample	5757573	6										4/24/14	294	
3. Juan Sample	9877892	6										4/24/14	285	
4. Shanika Sample	2222222	6										4/24/14	277	

**Sample 3**—The example below is for an **ACT Plus Writing** administration of Timing Code 8.

Student Name List all students tested in this room	Reference Number	Timing Code	Timing Codes: 2, 3, 5, 7, or 8: Date and Total Minutes Actually Used on:								Timing Code 6 Date and Total Minutes Used from Start to End of Last Test:			
			Test 1		Test 2		Test 3		Test 4		Writing Test		Date	Min.
			Date	Min.	Date	Min.	Date	Min.	Date	Min.	Date	Min.		
1. Suzy Sample	3339992	8	3/6/14	43	3/6/14	57	3/6/14	33	3/6/14	35	3/6/14	58		
2. Troy Sample	6543212	8	3/6/14	40	3/6/14	59	3/6/14	30	3/6/14	33	3/6/14	52		
3. Jolene Sample	7788993	8	3/6/14	44	3/6/14	52	3/6/14	32	3/6/14	29	3/6/14	55		

# ACT Seating Diagram

**INSTRUCTIONS ON REVERSE**—Complete all information—Please be accurate.  
Room Supervisor: Return this form to the Test Accommodations Coordinator.

## 1 Specify ALL the following information regarding the high school, test room, and staff

ACT High School Code    -    Test Date(s) \_\_\_\_\_  
(for testing school)

Testing School Name \_\_\_\_\_

Number of Testing Staff in Room \_\_\_\_\_ Room Name/Number \_\_\_\_\_

Room Supervisor Name \_\_\_\_\_

Name(s) of Proctor(s) \_\_\_\_\_

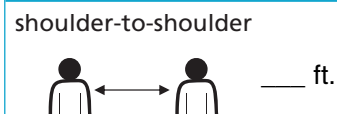
## 2 Select room type

- Single-level  
OR  
 Multiple-level

## 3 Select surface type and specify dimensions

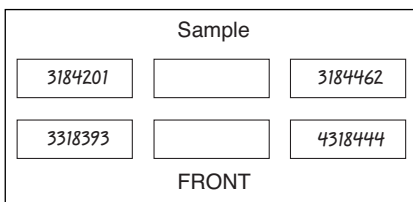
- Desks \_\_\_ inches by \_\_\_ inches  
 Tables \_\_\_ ft. by \_\_\_ ft. # \_\_\_ per table

## 4 Specify distance between students



## 5 Number of students in this room

# of students \_\_\_\_\_  
AND enter the reference number of each student in the diagram below.




Front of Room (directions students are facing) – ALL students must face the same direction

Required Documentation

**Return this form with your roster and answer documents to be scored—KEEP A COPY FOR YOUR RECORDS.**

# Seating Diagram Instructions

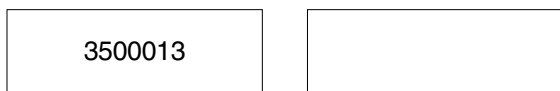
**Room Supervisor**—Complete this form during Test 1. Complete it even if only one student is in the room. **Complete ALL sections.** Please be accurate. Tear it out of the Manual and return it to the Test Accommodations Coordinator after testing.

## How to complete the diagram:

1. Each rectangle on the diagram represents one seat in the room. If this diagram does not reasonably fit your room, complete all sections but draw your diagram on a separate sheet of paper and attach it.
2. Stand at the front of the room (facing the students) and draw your diagram from that perspective. The diagram should show where the students are seating in relationship to each other in the room—one student per rectangle.
3. Show occupied seats by writing each student's reference number in the rectangle that corresponds to the student's seat in the room. There must be one occupied seat on the diagram for every student present.
4. If using tables, draw a circle around all the seats at the same table to show which students are seated at each table.
5. If you move someone to another seat after test booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the circumstances on the Irregularity Report.

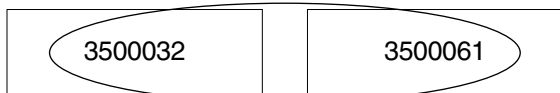
## Example:

One at desk



Each rectangle represents one seat. Student is seated at a desk. Blank rectangles indicate an empty seat.

Two per table



Each rectangle represents one seat. Students are seated at tables with two students per table. Circles drawn indicate the seats at each table.

# ACT Testing Staff List

## ACT-Approved Accommodations Staff only

*(This document may be photocopied.)*

ACT High School Code (for testing school)    -    Test Date(s) \_\_\_\_\_

Testing School Name \_\_\_\_\_

City, State \_\_\_\_\_

Test Accommodations Coordinator Name \_\_\_\_\_

Print the name, job title (e.g., teacher, counselor), position on the testing staff (TAC—Test Accommodations Coordinator, RS—Room Supervisor, P—Proctor, R—Reader, I—Interpreter, T—Transcriber), and room name/number or roving assignment for **all personnel** who assisted with the administration to students testing with ACT-Approved Accommodations. List anyone who assisted with or handled test forms in any way, including any security personnel. If you used DVDs, include the names of any technical support staff. The TAC must complete and return this list SEPARATELY from the one submitted by the Test Supervisor.

Name	School Job Title	Testing Staff 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.			

Required Documentation

**Return this form with your other required documentation—KEEP A COPY FOR YOUR RECORDS.**





# ACT Irregularity Report

Complete and return **ONLY** if irregularities occurred in any test room—one form per room—**KEEP A COPY FOR YOUR RECORDS.**

Testing School Name \_\_\_\_\_ Room Name/Number \_\_\_\_\_ ACT High School Code \_\_\_\_\_ - \_\_\_\_\_  
 (for testing school)

City, State \_\_\_\_\_ 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 ANSWER DOCUMENTS and defective test materials to this form (do NOT staple). **Return this form in the BLUE envelope. PLEASE PRINT OR TYPE.**

## INDIVIDUAL IRREGULARITIES

Student's Name	Reference Number	Test Form and Test Booklet Serial Number	Test/Time Irregularity Occurred	Type of Irregularity (✓ all applicable)										Answer Document Marked VOID? (✓ one)				
				Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking Ovals After STOP	Item Challenged	Timing Questioned	Phone, Alarm, Other Device	Other (Specify Below)	Materials Damaged, Defective, Duplicate, Replaced (Specify Below)	Voided by Staff informed	Voided by Staff Student NOT informed	No			
1. Explanation:																		
2. Explanation:																		
3. Explanation:																		

## GROUP IRREGULARITIES

# of Students in Room	Time Irregularity Occurred	Duration of Irregularity	Description of irregularity. (Attach separate sheet, if more space is required.) Be prepared to provide ACT with a list of students affected by this irregularity. Call ACT immediately if a mistiming occurs.

Room Supervisor's Signature \_\_\_\_\_ Test Accommodations Coordinator's Signature \_\_\_\_\_

# ACT Irregularity Report—SAMPLE

Complete and return **ONLY** if irregularities occurred in any test room—one form per room—**KEEP A COPY FOR YOUR RECORDS**

Testing School Name ACT High School Room Name/Number 101 ACT High School Code 999 - 999  
 City, State Sampleville, IL Test Date MM/DD/YY

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 ANSWER DOCUMENTS and defective test materials to this form (do NOT staple). **Return this form in the BLUE envelope. PLEASE PRINT OR TYPE.**

## INDIVIDUAL IRREGULARITIES

Student's Name	Reference Number	Test Form and Test Booklet Serial Number	Test/Time Irregularity Occurred	Type of Irregularity (✓ all applicable)										Answer Document Marked VOID? (✓ one)				
				Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking Ovals After STOP	Item Challenged	Timing Questioned	Phone, Alarm, Other Device	Other (Specify Below)	Materials Damaged, Deleted, Duplicate, Replaced (Specify Below)	Voided by Staff informed	Voided by Staff Student NOT informed	No			
1. Sharita Shaw	1122331	670/150001	Test 2	✓														
Explanation: Sharita felt woozy after Test 2 started and asked to go to the nurse. She did not return. Sharita began Test 3 on 4/26.																		
2. Brad Brick	4567892	59E/192192	Test 4		✓													✓
Explanation: Brad was approved for Timing Code 6. He started work on Test 4 without notifying me he completed Test 3. I told him his answer document would not be scored.																		
3. Missy Mayhem	9898983	68F/4567	Test 1															✓
Explanation: Missy's DVD would not work. Called ACT and was advised to reschedule. Replacement discs were sent and worked. Missy restarted on 4/24 with Test 1 separately from other students.																		

## GROUP IRREGULARITIES

# of Students in Room	Time Irregularity Occurred	Duration of Irregularity	Description of irregularity. (Attach separate sheet, if more space is required.) Be prepared to provide ACT with a list of students affected by this irregularity. Call ACT immediately if a mistiming occurs.
5	10:00	5 minutes	Tornado drill

Room Supervisor's Signature Mary Smith Test Accommodations Coordinator's Signature Jean Alvarez

# ACT Reader's Agreement

(This document may be photocopied if different readers are used for different tests or multiple students.)

Complete this agreement **only** if ACT has approved the reading of the test questions. Each student approved for a reader must test individually in a separate room. The room supervisor normally serves as the reader.

ACT High School Code  -  Test Date(s) \_\_\_\_\_  
(for testing school)

Testing School Name \_\_\_\_\_

City, State \_\_\_\_\_

Test Accommodations Coordinator Name \_\_\_\_\_

Room Supervisor Name \_\_\_\_\_

Reader Name (if different from above) \_\_\_\_\_

Student Name \_\_\_\_\_

Reference Number \_\_\_\_\_

ACT has prepared a reader's script for use in administering the ACT multiple-choice tests to students who have been approved to have the test questions read to them. [Read the directions and prompt for the ACT Writing Test verbatim from the test booklet.](#) The tests must be read **verbatim** by a reader who meets the qualifications specified by ACT (see page 11).

As the reader, you are required to review and comply with the "Notes to the Reader" printed in the reader's script and the procedures in this Manual.

The student may ask you to read any portion of a test as often as necessary within the time allowed for that test. You must read the directions, passages, and test questions **exactly** as they are

presented, with no explanation or additional information provided to the student through the reading.

All test questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect what the tests are designed to measure.

If ACT determines that any explanation or additional information has been provided to a student, that any test materials were not read verbatim, or that the reader did not meet ACT's qualifications for testing personnel, the student's scores will be cancelled.

"I certify that I have read, understand, and agree to administer the test in compliance with the Supervisor's Manual and assure ACT that the test questions will be read verbatim with no explanation or additional information provided to the student through the reading."

Reader's Signature \_\_\_\_\_

Date \_\_\_\_\_

Indicate the tests read by this reader:

\_\_\_\_\_ English

\_\_\_\_\_ Mathematics

\_\_\_\_\_ Reading

\_\_\_\_\_ Science

\_\_\_\_\_ Writing

**Sign and return this agreement WITH the answer document in the BLUE envelope.  
Keep a copy for your records. Scores will NOT be released without this form.**



# ACT Interpreter's Agreement

(This document may be photocopied if multiple interpreters were used or multiple students were approved for this accommodation.)

Complete this agreement **ONLY** if ACT has approved **exact English signing** of the test items. Each student approved for this accommodation must test individually in a separate room. Complete one form for **each** approved student.

ACT High School Code (for testing school)  -  Testing School Name \_\_\_\_\_

City, State \_\_\_\_\_ Room Supervisor \_\_\_\_\_

Test Date(s) \_\_\_\_\_ Test Accommodations Coordinator \_\_\_\_\_

Interpreter Name(s) \_\_\_\_\_

Student Name \_\_\_\_\_

Reference Number \_\_\_\_\_

The interpreter must meet the qualifications specified by ACT (see page 11). The interpreter must also be proficient in exact English signing. If ACT has approved exact English signing of the test items from the reader's script prepared by ACT, the signing must be a direct transcription of the passages and items with no explanation or additional information provided to the student through the signing. All test questions rely on the student being able to comprehend and respond to the materials as written. Any explanation or translation of the questions or passages would affect what the tests are designed to measure.

ACT requires both the Test Accommodations Coordinator and interpreter(s) to sign the following statement:

"I certify that I have read, understand, and agree to administer the test in compliance with the *Supervisor's Manual*, and I further assure ACT that the exact English signing of the tests is a direct transcription of the passages and items from the reader's script provided by ACT with no explanation and no additional information provided to the student through the signing."

\_\_\_\_\_  
Test Accommodations Coordinator Signature Date

\_\_\_\_\_  
Interpreter Signature Date

\_\_\_\_\_  
Interpreter Signature (if more than one interpreter used for this student) Date

Indicate the tests signed by this interpreter:

\_\_\_\_\_ English    \_\_\_\_\_ Mathematics    \_\_\_\_\_ Reading    \_\_\_\_\_ Science    \_\_\_\_\_ Writing

**Sign and return this agreement WITH the answer document in the BLUE envelope.  
Keep a copy for your records. Scores will not be released without this form.**



# ACT Writing Test Agreement

Complete this agreement **only** if ACT has approved a student to use a transcriber, Braille, computer, or voice-activated computer software for the Writing Test only. Students approved for a transcriber or voice-activated computer software must test individually in a separate room. Students using computers or Braille may test as a group. The room supervisor normally serves as the transcriber. Complete one form for **each** student approved for one of the above response modes.

ACT High School Code    -     
(for testing school)

Writing Test Date \_\_\_\_\_

Testing School Name \_\_\_\_\_

Test Accommodations Coordinator \_\_\_\_\_

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

Transcriber (if different from above) \_\_\_\_\_

Student Name \_\_\_\_\_

Reference Number \_\_\_\_\_

## Certification

I certify that I have read, understand, and agree to administer the Writing Test in accordance with the policies in this Manual. My signature confirms that the grammar check was turned off on the software program for the computer used. My signature confirms that if a transcriber was approved, I transcribed the response to an answer document verbatim for one student in a separate room. I certify that if a computer or Braille was used, the essay was erased from the machine after I printed the essay, the margin requirements on page 47 were met, and the printed essay is inside the answer document. If the student used voice-activated computer software, I certify that he or she tested individually in a separate room.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name, Title \_\_\_\_\_

Testing Staff Position \_\_\_\_\_

**Sign and return this agreement. Scores will not be released without this form.**

Return this form in the **BLUE** envelope.









## Anonymous Security Hotline

Test center 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. 1510. Immediate reporting to ACT Test Administration is critical to the standardized administration of the ACT.

In exceptional situations, test center staff may wish to file an anonymous report about concerns that the ACT tests may have been compromised. If you wish to report such concerns anonymously, you may do so at [www.act.ethicspoint.com](http://www.act.ethicspoint.com).

## ACT Test Security Principles

1. Ensure that ACT business processes, distribution models, tests, test scores, and the information and insights we provide are “secure by design.”
2. Protect the integrity of our testing assets and the information and insights ACT provides throughout the entire life cycle of a test (from test concept to development, delivery, reporting, investigation, and remediation).
3. Promote conduct that enhances test security. Deter and detect conduct that will materially and negatively affect the reputation and integrity of our testing assets, test scores, the information and insights ACT provides, and the ACT brand.
4. Ensure that a reported test score and associated information are accurate and valid indicators of the test taker’s own achievements, behaviors, and/or goals.
5. Foster effective communication that enables prompt reporting and resolution of test security concerns.
6. Ensure that everyone in the testing process is aware of, competent for, and supported in their roles. Avoid placing individuals or organizations in situations that may pose or appear to pose a conflict of interest or a safety concern.
7. Build a sense of community, collaboration, and trust that engages and empowers people to act upon these principles.

