

2015|2016

Test Date: _____

Test Room: _____

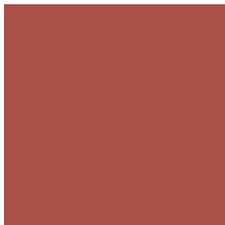
Room Supervisor: _____

High School Name: _____

The ACT[®] Test

Administration Manual

State and District Testing
Standard Time
Paper Testing



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

The **ACT**[®]

www.act.org

Contact ACT

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

Office Hours

- Regular hours: 7:00 a.m.–5:00 p.m., central time, Monday through Friday
- Test day hours: 6:00 a.m.–5:30 p.m., central time

Phone 800.553.6244, ext. 2800*

Fax 319.337.1019

Web form act.org/aap/state/contact.html

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

State Codes

If you call, you will be asked to provide a two-digit state code from the following list.

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		

Contents

Important Reminders/ Changes 1

Policies and Procedures 1

ACT State and District Testing Policies and Procedures 2

Standardized Procedures 2

Authorized Test Dates and Times 2

Investigations 2

Confidentiality 2

Equal Treatment 3

Fair Testing Practices 3

Facilities and Staff 3

Authorized Observers 3

Unauthorized Observers and Media 3

Test Location—Score Reports 4

Retest Restrictions 4

District Shipping Model 4

Test Facility Requirements 5

Accessibility 5

Type and Size of Rooms 5

Writing Surfaces 5

Bulletin Boards 5

Timepieces 5

Phone 5

Environment 6

Room Setup and Seating Arrangements 6

Testing Staff Requirements 8

Staff Compensation 8

Selecting Testing Staff 8

Athletic Coaches 8

Attentiveness 8

Conflict of Interest Policy 8

Relatives Testing 9

Test Coordinator 9

Back-Up Test Coordinator 10

Replacements 10

Room Supervisor 10

Proctors 11

Training Staff 11

Test Security Requirements 13

Authorized Access 13

Security of Test Materials 13

Receipt and Check-in of Test Booklets 13

In the Event of a Security Breach 14

Test Materials Shipping Carton(s) 14

Storage before Testing 14

Secure Storage 14

Distributing Materials—The Chain of
Custody 15

Storage after Testing 15

Security During the Administration 15

Completing the Non-Test Portions Before Test Day 16

Barcode Labels 16

If You Do Not Have Barcode Labels 17

Completing Examinee Information 17

Sessions for Absent Examinees 17

Sessions for Examinees Testing with
Accommodations 18

High School Code (Block K) 18

Verbal Instructions 19

Preparing for Test Day 22

Test Materials from ACT 22

Materials Provided by Your School 22

Site Header 22

Preparing Your Test Materials 22

Roster 22

Local Arrangements 23

Testing Examinees with Hearing
Impairments 23

Test Day Activities 24

Test Day Schedule 24

Briefing Session 24

Admitting Examinees to the Test Room 25

Acceptable Identification 25

Prohibited Items in the Test Room 27

Directing Examinees to Their Seats 27

Left-handed Examinees 27

Administering the Tests 28

- Test Room Starting Time 28
- General Announcements to Examinees 28
- Distributing Test Materials to Examinees 28
- Sequence of Tests 29
- Timing the Tests 29
- Checking Calculators during Test 2 30
- Calculators 30
- Checking for Prohibited Behavior 31
- Break after Test 2 31
- Break before the Writing Test—ACT with Writing Only 32
- Examinees Who Leave during a Test and Return 32
- Guessing 32

Irregularities 33

- Group Irregularities 33
- Individual Irregularities 34
- Voiding Answer Documents 38
- Refusal to Turn In Test Materials 38

Verbal Instructions for Standard Time Testing 39

- Before You Begin 39
- Test 1—45 Minutes 44
- Test 2—60 Minutes 46
- Break 47
- Test 3—35 Minutes 49
- Test 4—35 Minutes 51
- Writing Test—40 Minutes 54

After the Test 58

- Overview 58
- Keep Materials Separate 58
- Red and Green Envelopes 58
- Polymailers 58
- Test Materials Shipping Cartons 58

Makeup Testing 59

- Introduction 59
- Eligibility for Makeup Testing 59
- Completing All Tests on the Makeup Test Date 59

- Setting Aside Materials for Makeup Testing 59
- Materials ACT Sends to You for Makeup Testing 60
- Ordering Makeup Materials 60

Collecting, Packing, and Returning Materials 61

- Overview 61
- How the Site Header and Test Booklet Form Number Impact Scoring 61
- If You Did Not Test 61
- A. Completing the Testing Staff List 62
- B. Collecting Materials from the Room Supervisors 62
- C. Sorting the Answer Documents 63
- D. Packing the Red Envelope 63
- E. Packing the Green Envelope 63
- F. Packing the Polymailer 63
- G. Packing the Cartons 64
- H. Storage and Pickup 64

Training Session Outline and Topics for Discussion 66

Forms 69

- ACT State and District Testing Roster 69
- ACT State Test Booklet Count Form Sample 70
- ACT Test Booklet Count Form 71
- ACT Test Booklet Count Form Instructions 72
- Seating Diagram 73
- ACT State and District Testing Time Verification Form 75
- ACT State and District Testing Time Verification Form Sample 76
- ACT State and District Testing Irregularity Report 77
- ACT State and District Testing Irregularity Report Sample 78
- ACT State and District Testing Staff List 79

Anonymous Security Hotline 81

ACT Test Security Principles 81

Figures

- Figure 1.** Seating arrangement examples 7
- Figure 2.** Resealing cartons for storage 14
- Figure 3.** Sample barcode label 16
- Figure 4.** Test booklet distribution diagram 29
- Figure 5.** Example timing chart 30
- Figure 6.** How to void an answer document 38
- Figure 7.** Packing diagram 65

Tables

- Table 1.** Identifying an Observer 3
- Table 2.** Proctor Room Assignments According to the Number of Examinees in a Room 11
- Table 3.** How and Where to Apply Barcode Labels 17
- Table 4.** Sample Test Day Schedule 24
- Table 5.** Admitting Examinees 25
- Table 6.** Acceptable Forms of Identification and Identification Criteria by Roster 26
- Table 7.** Times for ACT Subject Tests 29
- Table 8.** Timing Chart for Test 1 44
- Table 9.** Timing Chart for Test 2 46
- Table 10.** Timing Chart for Test 3 49
- Table 11.** Timing Chart for Test 4 51
- Table 12.** Timing Chart for Writing Test—40 Minutes 56
- Table 13.** What to Do with Partially Completed Answer Documents 59
- Table 14.** Site Header and Test Booklet Form Number 61
- Table 15.** What to Do with the Testing Staff List 62
- Table 16.** Collecting Materials from Room Supervisors Checklist 62
- Table 17.** Checklist of Items to Pack in Cartons 64

Important Reminders/ Changes

- This standard time manual and the separate manual for accommodations testing apply to both ACT (no writing) and ACT with writing State and District testing administrations.
- Where the policies, procedures, or verbal instructions vary depending on whether or not you are administering the ACT with writing, note the following:
 - ~ ACT (no writing) schools will be directed to SKIP certain instructions.
 - ~ When the instructions split into two columns, ACT (no writing) is always in the left-hand column and ACT with writing is always in the right-hand column.
 - ~ The instructions may also vary by color: ACT (no writing) will be in black, ACT with writing will be in color.
 - ~ Make sure you read the correct instructions.

Policies and Procedures

- The ACT (No Writing) and ACT Plus Writing test options are now referred to as the ACT (no writing) and the ACT with writing.
- The ACT writing test time has changed from 30 minutes to **40 minutes**.
- The *Checklist of Dates* is now referred to as the **Schedule of Events**.
- Authorized Observers (page 3)
- Unauthorized Observers and Media (page 3)
- If You Do Not Have Barcode Labels (page 17)
- The Supervisor's Report Form (SRF) is now referred to as the Site Header (page 22)
- Locally Approved Accommodations are now referred to as Local Arrangements (page 23)
- NEW! Distributing Test Materials to Examinees (page 28)
- Removing Test Materials (page 31)
- Examinees Who Leave Early has been moved under the Individual Irregularities section (page 34)
- Test Item Challenges has been moved under the Individual Irregularities section (page 34)
- Failure to Follow Directions in Marking Responses on the Answer Document (page 35)
- Prohibited Behavior at the Test Site (page 36)
- Test times will no longer be written in the manual and transferred to the Testing Time Verification Form. Instead, tear out the form and complete it as testing occurs. See Verbal Instructions for Standard Time Testing. (page 39)
- Collecting, Packing, and Returning Materials (page 61). **There are important changes listed here, be sure to pay close attention to this section.**
- NEW DESIGN! Seating Diagram (page 73)

ACT State and District Testing Policies and Procedures

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

When you become a test coordinator you must sign a statement affirming you agree to and will comply with these policies exactly. As a back-up test coordinator, test accommodations coordinator, room supervisor, or proctor, you must also read and agree to follow the policies described in this manual.

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

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 personnel are required to read the materials provided by ACT, including this manual. Adherence to these standardized procedures is mandatory. Use **only** the current testing year's State and District testing materials to administer the tests.

Authorized Test Dates and Times

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

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

Investigations

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

In cases where an examinee disputes an ACT decision or communication regarding the administration, the examinee and/or his or her representatives may contact you directly and request information. Questions concerning attendance or test-day procedures from parents or examinees can be answered within the normal confines of student confidentiality policies at your school. (See "Confidentiality," later in this section.)

Confidentiality

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

Equal Treatment

All testing staff are required to administer and supervise the ACT in a non-discriminatory 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*.

Facilities and Staff

The test coordinator is committed to provide both acceptable facilities and qualified staff. Test coordinators can serve at only **one** school.

Authorized Observers

An observer authorized by ACT or from your state education agency or district assessment office may visit your test site any day within the scheduled testing window. Such a visit is normally not announced in advance.

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

Table 1. Identifying an Observer

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

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

Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms. Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms. Please inform ACT Media Relations (800.553.6244, ext. 1028) of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is answered uniformly.

Test Location—Score Reports

State and District testing scores are reported as “State” under Test Location on all score reports.

Retest Restrictions

Examinees may take the ACT no more than 12 times total. ACT has waived its normal 60-day retest restriction for State and District testing. Examinees may test on **one** of the State and District test dates (initial or makeup) **AND** on any ACT National Test Date. Examinees wishing to test more than once should check their options at **www.actstudent.org**.

District Shipping Model

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

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

Test Facility Requirements

This section focuses on how to arrange for and set up your facilities before test day.

Accessibility

Under the Americans with Disabilities Act, ACT tests must be offered in locations accessible to persons with disabilities. If this is not possible, alternative arrangements must be made for these persons.

Type and Size of Rooms

The test coordinator is responsible for selecting and reserving test rooms for standard time administrations. The test accommodations coordinator should work with you to separately arrange for the test rooms to be used for accommodations administrations. Be sure to reserve the rooms for each day you will be testing. When selecting your facilities, make sure the building will be open on test day, and that the test rooms and restrooms will be unlocked.

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate (see “Room Setup and Seating Arrangements,” page 6). ACT prefers single-level classrooms seating 15 to 30 examinees and recommends no more than 100 examinees test in one room.

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

Writing Surfaces

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

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. Geographical maps and periodic tables need not be covered.

Timepieces

Each room supervisor must have two reliable timepieces in the room: one must be an accurate clock or watch that shows the actual time of day; ACT recommends that the second be a stopwatch or interval timer. If possible, each room should have an accurate wall clock so examinees who did not bring a watch can pace themselves.

Phone

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

Environment

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

Rooms must be free from distractions and be able to provide an uninterrupted period of 4 hours. Post signs outside the test rooms to warn others testing is in progress and quiet is required. You must obtain the cooperation of your school administrators in turning off audible signals that normally sound at the beginning and end of classes, and ensure that announcements are not made on the public address system during the test session. This applies to both the initial and makeup test dates.

Room Setup and Seating Arrangements

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

Test rooms must be set up according to the requirements below. If these requirements are not met, scores may be cancelled.

- **All examinees in the test room must face the same direction**, regardless of the number of examinees in the room or the distance between them.
- There must be **at least three feet of space between examinees** (side-to-side measured shoulder-to-shoulder, and front-to-back measured head-to-head).
- In a room with multiple-level seating, examinees must be **at least five feet apart** front-to-back.
- There must be sufficient aisle space for staff to get to every seat during testing without disturbing examinees.
- Seat examinees in straight rows and columns, directly in line with each other.
- If a clock is in the room, seat examinees facing the clock whenever possible so they can see it without looking around.
- The room supervisor must be stationed in the room facing the examinees. Staff must be able to see every examinee clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths, is not acceptable because it obstructs staff's view of examinees.

Proper Use of Tables

If tables are used, they must be arranged so that all spacing requirements are met (see figure 1). Examinees must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat an examinee where the tables join. Use the following rules to seat examinees:

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

Left-handed Examinees

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

Acceptable Seating Arrangement Examples

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

↔ indicates distance between examinees

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

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



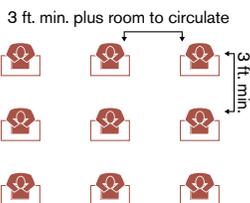
Side View



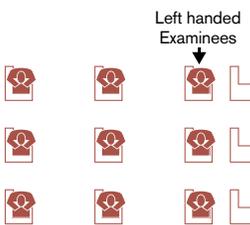
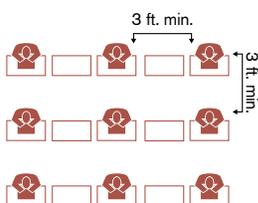
Overhead View

Examinee Spacing

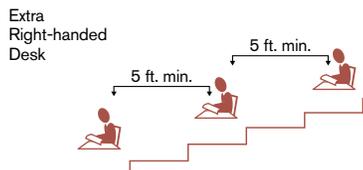
Level Seating with Movable Desks



Level Seating with Stationary Desks



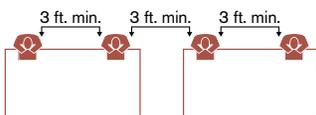
Left-handed Examinees at Right-handed Desks



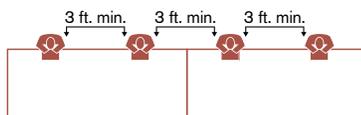
Multiple-level Seating

Table Spacing

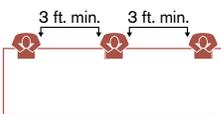
6-Foot Tables



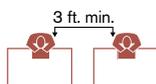
8-Foot Tables



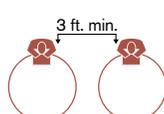
Tables more than 9 feet



Tables under 6 feet



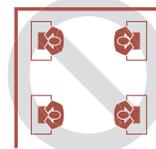
Round tables any size



Unacceptable Seating Arrangement Examples



Examinees Facing the Wall or Each Other



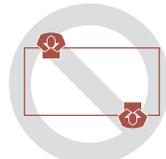
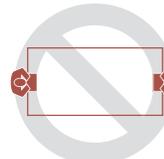
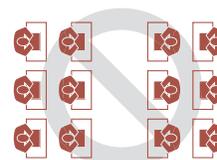
Desk Surface Too Small



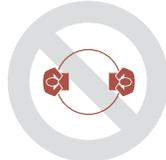
Dividers, Study Carrels, and Partitions



Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



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



Figure 1. Seating arrangement examples

Testing Staff Requirements

This section explains how to select and train testing staff and describes the specific responsibilities of each required testing staff member.

Staff Compensation

ACT does not compensate testing staff for administering State and District testing.

Selecting Testing Staff

The test coordinator is responsible for selecting their testing staff. Members of the staff must be people of integrity and have a direct relationship with your school. All testing staff are required to administer and supervise the ACT in a nondiscriminatory manner and in accordance with all applicable laws.

Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and paraprofessionals. High school students, volunteers, and lower-division undergraduates may **not** work as testing staff. Anyone who intends to take the ACT within the next 12 months must not administer the tests in any capacity. All testing staff must comply with ACT policies and procedures as detailed in this manual.

Athletic Coaches

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

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

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

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

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 in the test room not directly related to the administration is **not** allowed. No one, including testing staff, may eat or drink in the test room (unless approved for medical reasons). See “Prohibited Items in the Test Room” (page 27).

You must walk around the test room to ensure examinees are working on the correct test. Walking around the test room discourages prohibited behavior and also makes you available to answer questions, respond to illness, or replace defective test materials.

Conflict of Interest Policy

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.*

Relatives Testing

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

Because test coordinators and back-up test coordinators have access to secure test materials, for any test date (initial or makeup) a relative or ward will be testing at any school in your state, that individual must delegate all supervisory responsibilities—including the receipt and return of test materials—to a qualified colleague. Notify ACT of this action immediately and submit a profile change form. The form can be accessed by going to the web address listed on your *Schedule of Events*.

If an examinee is testing at a school where a relative or guardian is serving as a *room supervisor* or *proctor*, that examinee must not be assigned to test in a room where his or her relative or guardian is working. The relative or guardian must not have access to that examinee's answer document or test materials.

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

- tested on the same test date on which a relative or guardian served as a test coordinator or back-up test coordinator at **any** school in your state 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 or had access to that examinee's answer document or test materials.

Test Coordinator

The test coordinator provides the continuity and administrative uniformity necessary to ensure that the examinees at your site are tested under the same conditions as examinees at every other site and ensures the security of the examinations. The name of the test coordinator must be on file with ACT, and the test coordinator is expected to participate in training conducted by ACT (if previously untrained by ACT) prior to the test date. The test coordinator can serve at only one school.

Specific responsibilities:

- Read this manual and comply with the policies and procedures it describes.
- Arrange for application of barcode labels on the back page of the answer documents.
- Arrange for all examinees, including those testing with accommodations, to personally complete the non-test portions of their answer documents in a scheduled, supervised session at school **before** test day.
- Select and train qualified room supervisors and proctors before test day.
- Select and reserve test rooms.
- Plan seating arrangements for each room.
- Prepare test rooms prior to test day.
- Be present at school to receive, count, and secure test materials within 24 hours of receipt.
- Arrange for a phone for calling ACT on test day.
- Create a roster of examinees scheduled to test in each room.
- Conduct a pretest briefing session for testing staff on **each** test date.
- Document any irregularities that occur, and as required, void examinees' tests.
- Distribute test materials to staff; collect and account for all materials immediately after each administration.
- Ensure completeness and accuracy of all required test date documentation.
- Return ALL required forms, answer documents, and test booklets **immediately after each test date.**
- Order makeup testing materials **immediately** after the initial test date.

- Cooperate with ACT and the state education agency or district assessment office in resolving irregularities.

Back-Up Test Coordinator

A back-up test coordinator must be available in case the test coordinator becomes ill or is otherwise unable to be present on test day. The back-up test coordinator is encouraged to assist the test coordinator prior to, during, and after testing. He or she is also expected to participate in training conducted by ACT (if previously untrained by ACT) prior to the test date.

If the test coordinator is unable to supervise the administration, the back-up test coordinator must complete and submit a profile change form at the web address listed on the *Schedule of Events*.

The back-up test coordinator can serve at only **one** school.

Replacements

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

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

Room Supervisor

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

Specific responsibilities:

- Read this manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the test coordinator.
- Take responsibility for one test room and provide an environment conducive to testing.
- Check ID or personally recognize and admit examinees.*
- Mark attendance and ID on the roster.*
- Direct examinees to specific, assigned seats.*
- Count test booklets upon receipt from the test coordinator.
- Distribute test materials, keeping test booklets in sequential, serial number order.*
- Read verbal instructions to examinees verbatim from this manual.
- Properly time tests, using two reliable timepieces (e.g., interval timer and wristwatch, or your watch and a proctor's watch) and complete the Testing Time Verification Form.
- Complete all information on the Seating Diagram and Test Booklet Count Form.
- Be attentive to examinees and materials at all times.*
- Walk around the test room during testing to be sure examinees are working on the correct sections of the test booklet and answer document.*
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.*
- Collect and account for all answer documents and test booklets before dismissing examinees.*
- Complete detailed documentation of any irregularities and void examinees' tests, as required.
- Return all test materials and forms to the test coordinator immediately after testing.

**Proctor may assist with these activities.*

Proctors

A proctor *may* be used to assist a room supervisor or the test coordinator if fewer than 25 examinees are testing. A proctor is **required** (*in addition to the room supervisor*) for every 25 examinees (or portion thereof) after the first 25 in the room. Use the following scale to determine the **minimum** number of proctors required in each room:

Table 2. Proctor Room Assignments According to the Number of Examinees in a Room

Examinees	Proctors
1–25	0
26–50	1
51–100	2
101–150	3
151–200	4

Specific responsibilities:

- Read this manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the test coordinator.
- Help admit examinees and mark attendance and ID on the roster.
- Direct examinees to specific, assigned seats.
- Help distribute test materials, keeping test booklets in sequential, serial number order.
- Verify the timing of the tests using a different timepiece than the room supervisor.
- Be attentive to examinees and materials at all times.
- Walk around the room during testing to check that examinees are working on the correct test, replace defective materials, respond to illness, and discourage prohibited behavior.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the restroom if more than one is allowed to leave during the timed tests.
- Pay strict attention to monitoring examinees during the entire test session.
- Help collect and account for all answer documents and test booklets after testing.

Roving Proctor

Schools that use multiple rooms, floors, or buildings are encouraged to appoint one or more roving proctors to assist the test coordinator. A roving proctor may be used to:

- Assist with check-in and/or directing examinees to test rooms and seats.
- Assist the test coordinator with preparing the test materials for test rooms.
- Monitor hallways; escort examinees.
- Give room supervisors a break during testing.
- Keep the hallways quiet during break(s) if other rooms are still testing.
- At the conclusion of testing, assist the test coordinator with counting and preparing all test materials for return to ACT.

Rotating Proctors

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

Training Staff

For standardized testing to occur successfully, staff members must understand their responsibilities. It is critical that the same procedures are followed at every school.

Training Session

All staff, both new and experienced, must attend a training session conducted by the test coordinator before test day. Use this session to discuss policy, procedural, and logistical issues and ensure everyone has a common understanding of what is to take place on test day. This is separate from the Briefing Session conducted on test day. Staff must be provided with a complete copy of the Administration Manual and read it before the training session. See “Training Session Outline and Topics for Discussion” (page 66).

Administration Manual

Before test day, every testing staff member is required to read this manual. 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 testing staff member is to be provided with a complete copy of this manual before the training session. It is especially important that all room supervisors read the entire manual and understand the policies, procedures, verbal instructions, and required forms. Call ACT State and District testing if you need additional manuals to train staff.

Test Security Requirements

Authorized Access

Staff access to materials must be limited to only those activities necessary to prepare for test day, the test administration itself, and counting and packing materials for return to ACT. Access to test materials prior to test day is restricted to the test coordinator and back-up test coordinator. A designated staff member may assist with materials if the test coordinator or back-up test coordinator is present and if that individual does not have a relative or ward testing on test day (see “Relatives Testing,” page 9). Do not permit unauthorized personnel access to the materials. Examinees and anyone who may test within the next 12 months are not permitted access to the materials. All staff assisting with materials, even those not actively assisting on test day, must be identified on the “ACT State and District Testing Staff List” (page 79).

Test materials may not be transferred to any other location without prior authorization from ACT. Use only the test materials assigned and shipped to your school. If examinees test with materials that have been transferred to or from another location without express written authorization from ACT, the answer documents will NOT be scored or scores will be cancelled.

Note: If your testing program includes district shipping, see the section “District Shipping Model” (page 4). Transfer of materials between the district and schools must be documented using the Secure Test Booklet and Test Package Transfer Form.

Security of Test Materials

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

The test coordinator is responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier’s possession. Protect the materials from damage, theft, or loss; and from conditions that could allow prior access to the tests.

ACT test booklets are copyrighted and cannot be photocopied or used for any other purpose. Under no circumstances is a test booklet seal to be broken by **anyone other than the examinee** on test day. Staff and examinees are prohibited from disclosing test questions or response choices to anyone. Scores earned by examinees who may have had advance access to test content will be cancelled and will not be reported to examinees, the state or district education agency, or college/scholarship choices.

Receipt and Check-in of Test Booklets

Within 24 hours of receipt, the test coordinator must:

- Examine the carton(s) for signs of tampering.
- Open the carton(s) and count all the test booklets.
- Check the serial numbers of the multiple-choice test booklets against the numbers shown on the Test Materials Distribution List.
- Count each booklet; do not assume that the groups of booklets are complete.
- Check the rest of the shipment to be sure you have all the items on your Test Materials Distribution List.

ACT with writing only: writing test booklets are shipped in **shrink-wrapped packages of 5**. Check the serial number of the **first** booklet in each pack against your Test Materials Distribution List. **Do NOT open the shrink-wrap until the morning of test day.**

In the Event of a Security Breach

Call ACT **immediately** at 800.553.6244, ext. 2800, if any of the following occurs:

- Any items are missing from your shipment.
- You receive test booklets that do not match the serial numbers on your Test Materials Distribution List.
- Any test booklet seals are broken at any time except by examinees as instructed on test day.
- The cartons or materials appear to have been tampered with in any way.
- A test booklet is lost, stolen, or otherwise missing at any time while the test booklets are at your school, from receipt to return.
- You have reason to believe someone has had unauthorized access to the materials.

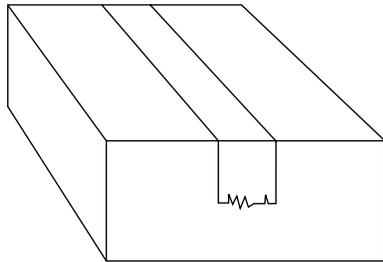
Even if a test booklet is missing only temporarily, do **not** begin testing without calling ACT for instructions. If a booklet is discovered missing during testing, do **not** permit examinees to leave without calling ACT for instructions.

Test Materials Shipping Carton(s)

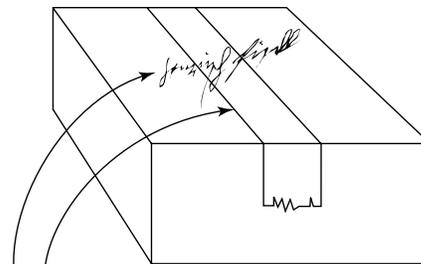
Keep the carton(s) in which the test materials were shipped to you. These cartons, which have reversible address flaps, must be used to return **all test booklets** to ACT after **each** test date.

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 as shown in figure 2. Lock them in a secure place to which only you (or you and a few specifically authorized persons) have access. Protect the materials from damage, theft, or loss, and from any conditions that could allow prior access to or knowledge of the tests.



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



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

Figure 2. Resealing cartons for storage

Secure Storage

Materials must be kept inside a locked safe or vault to which only the test coordinator, back-up test coordinator, and possibly a few specifically authorized individuals have access. If a safe or vault is not available, materials may be stored inside a locked file cabinet or closet that is inside a locked room, with the following stipulations:

- Only the test coordinator and the back-up test coordinator may have access to the cabinet or closet. It must have a built-in lock or a heavy-duty padlock. The keys must always be kept secure. Keys should not be part of a master key system.
- The door to the room in which materials are stored must be kept locked when not in authorized use.
- The secure location must not be accessible through a window or a dropped ceiling.

Distributing Materials—The Chain of Custody

Booklets are to be sorted for distribution to individual rooms before test day, **but must be resealed in the cartons and returned to the security of locked storage until the morning of test day**. Under no circumstances is a test booklet seal to be broken by **anyone** other than the examinee on test day. Confirm that you have the correct number of test booklets before you distribute them to room supervisors on the morning of test day. Test booklets must be personally handed to room supervisors by the test coordinator and back-up test coordinator. **Never leave test booklets unattended.**

All room supervisors must complete item A on the Test Booklet Count Form (page 71) when they receive test booklets from the test coordinator. **Writing room supervisors must also complete item B at this time.** The room supervisor must sign and the test coordinator must initial under “Received Before Testing” to verify that the number of booklets recorded is the number in the room supervisor’s possession.

All room supervisors complete item C during Test 1 and item D after Test 4.

Writing room supervisors also complete item E after the writing test.

After testing, ALL room supervisors must immediately return all materials to the test coordinator and complete item F. The room supervisor must initial and the test coordinator must sign to verify that the number of answer documents and test booklets returned to the test coordinator equals the number transferred to the room supervisor.

Do not dismiss any room supervisor until you have verified the accuracy of ALL required forms.

Storage after Testing

After accounting for all materials, prepare them for return after **each** test date—initial and makeup (see “After the Test,” page 58; “Makeup Testing,” page 59; and “Collecting, Packing, and Returning Materials,” page 61). Return **all** test materials to your locked storage area immediately after **each** test administration—initial and makeup.

Security During the Administration

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

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

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

Completing the Non-Test Portions Before Test Day

The verbal instructions for completing the non-test portions of the answer document in a scheduled session at school **before** test day begin with the section “Verbal Instructions” (page 19). Standard testing requirements do **not** apply to administering the non-test portions.

Barcode Labels

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

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

State Assigned Student ID

State Assigned Student ID (SASID) is a generic term used by ACT for the unique identifying number given to each examinee by the state. Barcode labels are produced from data provided by your school district or state agency.

If the SASID number on the barcode label is printed incorrectly or you have not received a barcode label for a particular examinee, consult your *Answer Document Supplement*, if provided, for further details. If you do not have this document contact ACT State and District testing at 800.553.6244, ext. 2800, for assistance.

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

Layout

A sample barcode label is shown in figure 3.

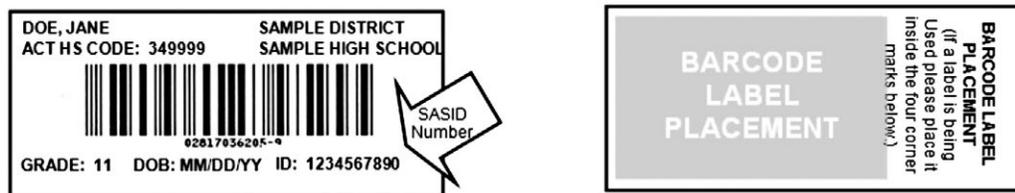


Figure 3. Sample barcode label

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

Applying the Labels

Table 3 provides instruction on how and where to apply barcode labels to the answer document.

Table 3. How and Where to Apply Barcode Labels

If the SASID on the label is ...	Then ...
correct	<ul style="list-style-type: none"> Look for the shaded area marked "BARCODE LABEL PLACEMENT" (sample shown in figure 3) on the back page, lower right corner of the answer document. Affix the label in this area only. <p><i>Important! Do not place the label on the front page or in any other location on the answer document.</i></p>
incorrect	<ul style="list-style-type: none"> Do not apply the label to the answer document. Destroy the label securely. Manually grid the correct SASID in Block U on the back page of the answer document.

If You Do Not Have Barcode Labels

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

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

Completing Examinee Information

Basic identifying information and mailing address (front and back pages) are **required** for all examinees. At a minimum, examinees **must** complete Blocks A, B, and D on the front page and Blocks N, O, P, and R on the back page of the answer document (name and mailing address). If these blocks are not completed accurately, score reports cannot be mailed. Examinees are encouraged to complete the High School Course/Grade Information on page 2, email address on page 3.

If examinees have not completed any of the above sections **before** the initial test date, do **not** permit them to test that day. Instead, schedule them for makeup testing and arrange for them to complete the non-test portions **before** the makeup test date. If you do not, they cannot test on the makeup date either.

If examinees choose not to complete the non-test sections on pages 2 and 3 of the answer document, the score reports they receive and have ACT send to colleges will be partially blank. School staff may not complete these sections (except as noted in training or in the Answer Document Supplement).

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

Sessions for Absent Examinees

Examinees who miss the in-school session to complete the non-test portions of the answer document **must** be provided with another opportunity to do so before the initial test date. If not, they cannot test on that date. Arrange additional sessions as appropriate to account for all examinees scheduled to test.

Sessions for Examinees Testing with Accommodations

Basic identifying information (including email address), High School Course/Grade Information, Student Profile Section, and ACT Interest Inventory, must also be personally completed on the State and District Testing Answer Folder by examinees approved to test with accommodations. School staff may not complete these sections (except as noted). Schedule a supervised in-school session **before** test day. You may need to allow additional time for examinees approved by ACT for test accommodations.

Examinees approved for accommodations may complete the non-test portions during the same session as all other examinees or in a separate session. The test coordinator is responsible for administration arrangements using the **separate** *Administration Manual State and District Special Testing*.

High School Code (Block K)

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

Examinees are instructed to leave Block K of the answer document blank. When Block K is left blank, scores are normally reported to the high school pregridded on the Site Header (see "Site Header," page 22). Use the following criteria to determine whether you need to complete Block K for any examinees testing at your school:

- For **most** examinees, the school they attend is the school where they test and the school to which their scores must be reported for accountability purposes. For all such examinees, leave Block K blank. **Some** examinees attend and test at a "receiving" school, which is not their official "home" school. The "receiving school" is the school or facility the examinee attends in order to receive special services away from the home high school. Prior to testing, school staff must determine the high school the examinee would normally attend if not receiving special services elsewhere. Staff at the testing school must enter the correct high school code for the examinee's "home" high school in Block K.
- **Certain** schools may serve as a test site for examinees from multiple schools. If an examinee tests at a school other than the one he or she attends, staff at the testing school are **always** responsible for entering the correct high school code for the examinee's "home" high school in Block K.

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

Verbal Instructions

Basic Identifying Information and High School Course/Grade Information

The basic identifying information on the answer document is **required**. If examinees choose not to provide an email address or complete the High School Course/Grade Information, the score reports they send to colleges will be partially blank. Read aloud all instructions in the shaded boxes. Do not depart from this text. When reading the instructions, pause after each series of dots to give examinees time to follow instructions.

► **Begin by saying:**

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

► **If your school will apply barcodes later (see “Barcode Labels,” page 16), SKIP the next box. 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 answer document. . . .

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, B, and D on page 1 completely and accurately.** If you have a question, raise your hand. When you have completed Blocks A through H, put your pencil down and look up. . . .

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

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

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

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

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

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

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

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

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

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

If your school or district assigns local ID numbers to examinees, have examinees enter that number in Block S. Otherwise, instruct them to skip Block S. Instruct examinees to skip Block T—it is required **only** for examinees testing with accommodations. The test coordinator will give those examinees specific instructions for completing Block T. You must manually grid the correct SASID in Block U if there is no barcode label. If your state requires you to enter information in Block V, you will be given specific instructions (e.g., Answer Document Supplement) for completing them.

► **When everyone has completed Blocks N through R (or S), 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. Fill in one oval for each course whether or not you have taken it. Next, in the Grades Earned section, for each course you have taken for a

full term (semester, etc.) indicate the final (last) grade you received. Convert numeric grades to the corresponding letter grades. Round to the nearest letter grade if necessary. Leave the oval blank if you have not completed a full term or if a grade was not awarded for the course. Are there any questions? . . .

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

Student Profile Section (SPS) and ACT Interest Inventory

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

► **When everyone has completed 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 and respond to each one by filling in the appropriate oval. This should take about 25 minutes, but will not be timed. Read the directions and begin. . . .

► **When all examinees have completed the Student Profile Section, say:**

Now, turn your booklet to page 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 how you feel about it. This section should take about 10 minutes, but will not be timed. Read the directions and begin. . . .

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

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

Collect the answer documents individually from each examinee in an order that will ensure examinees receive their own answer documents on test day. **Check to make sure the name and mailing address have been completely gridded on the front and back pages of each answer document.** Room supervisors must return the answer documents to the test coordinator. Test coordinators must store all partially completed answer documents in secure storage until test day.

Preparing for Test Day

Test Materials from ACT

Initial Test Date

The quantity of test materials shipped for the initial test date is based on the enrollment figure provided to ACT, plus an appropriate overage.

Note: If after receiving and checking in your materials, you find the number of examinees scheduled to test exceeds the number of materials you have received, call ACT immediately at 800.553.6244, ext. 2800.

Makeup Test Date

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

Note: Test booklets shipped are different for each test date. Do not use test booklets assigned for the initial test date on the makeup test date. Scores will be cancelled if this occurs.

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 erasers to lend to examinees who do not bring them (examinees must not use mechanical pencils or ink pens)
- a pencil sharpener
- two reliable timepieces: watch, stopwatch, interval timer, or accurate wall clock
- signs, cards, or other materials used in admissions procedures
- permitted calculators (if your school chooses to provide them to examinees)

Site Header

The Site Header is pregridded by machine and identifies your school to the scoring system. The Site Header also determines the test date to be reported so you must use the correct report after each test date—initial or makeup. Check the form for accuracy. If the pregridded information is not accurate for your school, call ACT at 800.553.6244, ext. 2800. Do **not** correct the information on the Site Header. Failure to return the Site Header could delay scoring of your answer documents.

Preparing Your Test Materials

Before test day, assign a sequential series of multiple-choice test booklets to each test room.

For ACT with writing administrations, also assign a sequential series of writing test booklets to each room. Writing test booklets come in **shrink-wrapped packages of 5**. Do not open the shrink-wrap until the morning of test day.

Organize the partially completed answer documents by test room in a way that will ensure each examinee receives his or her own answer document. Allocate a few extra blank answer documents per room in case of defective materials or a misgrid.

Reseal all materials in the carton(s) and place them in secure storage until you distribute materials to room supervisors on test day morning.

Roster

Create one roster (page 69) for each test room **prior** to the initial test date. Write on the roster the name of each examinee **scheduled** to test. This activity can be performed when examinees are completing the non-test portions of the answer document. ACT must be able to determine those examinees who were absent on test day as well as those who were present. If you submit a list of only examinees who were

present on test day, your roster will not be accurate and cannot be used to determine which examinees you need to schedule for makeup testing (see “Makeup Testing,” page 59).

You may use your own rosters, provided they have the same information recorded on them as shown on the one provided in this manual, list all examinees scheduled to test by test room, and you return the marked originals to ACT.

Local Arrangements

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

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

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

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

If you provide local arrangements, please complete an “ACT State and District Testing Irregularity Report” (page 77). Refer to the *ACT Administration Manual State and District Special Testing* for information about providing test arrangements to examinees testing with ACT-Approved accommodations.

Testing Examinees with Hearing Impairments

Examinees with hearing impairments may be able to test with standard time, but they may require the assistance of an interpreter for spoken instructions or they may need to be seated near the front of the room so that the directions can be understood.

The following arrangements for examinees with hearing impairments who can test with standard time **do not** require approval from ACT, additional staff, or a separate room:

- Seat an examinee using an interpreter at the front of the room. The interpreter, who may not be a relative, will sign all spoken instructions. The interpreter may also translate any questions from the examinee to testing staff and sign the responses to those questions. However, the interpreter may not translate or sign the test questions, or answer any test questions for the examinee. The interpreter is expected to stay in the room throughout the administration.
- Assign an examinee who can lip-read to a seat with a clear view of the room supervisor. Make sure all instructions (both from this manual and any other spoken message) are given in sight of the examinee. You may prepare written notification (e.g., index cards with “Start,” “5 minutes remaining,” and “Stop” printed on them) or touch the examinee on the shoulder to indicate the Start, 5 minutes remaining, and Stop times. Work with the examinee before testing starts to agree on the method to be used for time notification.

Test Day Activities

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

Be sure every room supervisor has a complete copy of this manual, not just the “Verbal Instructions for Standard Time Testing” section, in order to verify procedures for any situation that may occur.

Test Day Schedule

- It is recommended that the verbal instructions start no later than 9:00 a.m. in all rooms.
- If any room begins after 9:00 a.m., document the time and reason on the Irregularity Report (page 77).

Sample Schedule (use as a guideline only)

A schedule similar to table 4 would allow testing to begin around 8:15 a.m. and examinees to be dismissed around 12:15–1:00 p.m. in most test rooms, depending on whether or not you are administering the ACT with writing.

Table 4. Sample Test Day Schedule

Time	Event
No Writing Room	
Approx. 7:30 a.m.	Arrival of testing staff
Approx. 7:45 a.m.	Briefing session
8:00 a.m.	Arrival, identification, and seating of examinees
Approx. 8:15 a.m.	1. Begin reading the verbal instructions 2. Distribute test materials to examinees 3. Administer the four tests as directed in the verbal instructions—time each test exactly 4. Collect and verify all test materials
Approx. 12:15 p.m.	Dismiss examinees
Writing Room	
Approx. 7:30 a.m.	Arrival of testing staff
Approx. 7:45 a.m.	Briefing session
8:00 a.m.	Arrival, identification, and seating of examinees begins
Approx. 8:15 a.m.	1. Begin reading the verbal instructions 2. Distribute test materials to examinees 3. Administer the five tests as directed in the verbal instructions—time each test exactly 4. Collect and verify all test materials
Approx. 1:10 p.m.	Dismiss examinees

Briefing Session

Test coordinators must hold a briefing session each test-day morning, even with experienced staff. Be sure to discuss any school-specific information (e.g., policies on the wearing of hats, how to handle breaks, what to do if examinees bring cell phones). Remind staff to turn off their cell phones before testing begins.

For the ACT with writing, remind staff that writing test booklets are **not** to be distributed until just before the writing test begins.

Testing Staff List

- The test coordinator **must** return a complete Testing Staff List for each test date (initial and makeup). A blank form is included in this manual (page 79). Instructions for completion are printed on the form.
- A **separate** form for staff assisting with administrations to examinees testing with accommodations is in the *Administration Manual State Special Testing* and must be completed and returned separately by the test accommodations coordinator.
- List **all** personnel involved in testing, including anyone assisting with handling or transportation of secure materials, or assisting with security. If you have questions, contact ACT.

Admitting Examinees to the Test Room

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

1. Admit examinees by checking them in, one-by-one, at the door of the test room.
2. Verify that the identification is acceptable per ACT requirements (see “Acceptable Identification,” page 25). Use table 5 to determine your next steps.

Table 5. Admitting Examinees

If the ID is ...	Then ...
not presented or not acceptable and examinee cannot be recognized by school staff	<ol style="list-style-type: none"> 1. Do not admit the examinee. 2. If examinee cannot present proper identification before test booklets have been distributed, dismiss the examinee. 3. Write “denied” on the roster beside the examinee’s name. 4. Complete an Irregularity Report (page 77)
acceptable or examinee can be recognized by school staff	<ol style="list-style-type: none"> 1. Compare the photo on the ID to the examinee. 2. Mark on the roster the type of ID accepted using the following notations as a guide: P = Photo ID L = ACT Student Identification Letter with photo, R plus staff initials = Personal Recognition by Staff — = Absent (Absence must be indicated so you can decide which examinees to schedule for makeup testing.) D = Denied 3. Direct the examinee to his or her seat in the test room and instruct the examinee to wait patiently until testing begins.

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

Acceptable Identification

Acceptable forms of identification and the identification criteria are shown in table 6. Keep in mind:

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

Table 6. Acceptable Forms of Identification and Identification Criteria by Roster

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

Examples of Unacceptable Identification

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is imprinted on the photo
- Fishing or hunting license
- ID issued by an employer
- ID letter that is not an official ACT identification letter
- Learner's driving permit, temporary or replacement driver's license, if it does not include a photograph
- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified
- Personal recognition by anyone not employed by your school or not a member of testing staff
- Photo ID of parents
- Photo with examinee's name embossed or printed on it by a photographer

- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Published photo, including yearbook or newspaper
- Report card
- Social Security card
- Telephone calls to the school to identify the examinee
- Traffic ticket, even with a physical description and signature
- Transcript, even with photo
- Web page with photo

Prohibited Items in the Test Room

Examinees may not be in the possession of or use cell phones or any other electronic devices at any time, including during the break, and the examinee must not be able to access them during testing. Calculators may be used during the Mathematics Test but they must be turned off and put away when the examinee is not working on that test.

In addition, examinees must not use or access the following items at any time while **in the test room**:

- Textbooks, foreign language or other dictionaries, scratch paper, reading material, notes, or any unapproved testing aids
- Highlight pens, colored pens or pencils, correction fluid or tape
- Tobacco in any form
- Food or beverages, including water

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

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

Directing Examinees to Their Seats

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

Left-handed Examinees

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

Administering the Tests

Test Room Starting Time

Verbal instructions may begin as soon as all examinees have been identified and seated. If any room starts later than 9:00 a.m., document the time and reason on the Irregularity Report (page 77).

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

General Announcements to Examinees

Before testing begins, you may make announcements regarding:

- **Calculators:** Read to the examinees the current list of Prohibited Calculators (and Calculators Permitted with Modification) from the notice ACT sends to all test coordinators before the initial test date. This list should be distributed to all room supervisors.
- **Hats:** Some hats may obstruct your view of examinees' eyes and may allow examinees to conceal prohibited behavior, such as using a cell phone, earpiece, or other electronic device. Not all hats may hinder your ability to monitor examinees and some examinees may wear hats or other head coverings due to religious convictions or medical reasons. The announcement to remove hats is left to your discretion.
- **Institutional requirements:** You may dismiss an examinee who purposefully disregards a posted regulation of your site or school policy and mark the answer document VOID. Some schools, for example, do not allow smoking on school grounds. Explain to the examinee the reason for the dismissal and document in full on the Irregularity Report.
- **Nervous noise:** Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- **Restrooms:** Describe the location of restrooms and drinking fountains available during the break.

Distributing Test Materials to Examinees

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

Answer Documents

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

Test Booklets

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

The writing test booklets are distributed just prior to the writing test—when directed in the verbal instructions. For each type of test booklet:

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

Begin with the first serial number of your series and walk down the rows handing them in sequential order to each examinee in a seat, as shown in the diagram in figure 4. Do not skip serial numbers, do not leave booklets at empty seats, and do not assign or hold booklets for absent examinees. Any leftover

(unused) booklets will be the last serial numbers of your series. For example, if you have 15 booklets but only 12 examinees are in the room, hand out only the first 12 serial numbers. Keep the unused booklets (with the last three serial numbers) secure during testing.

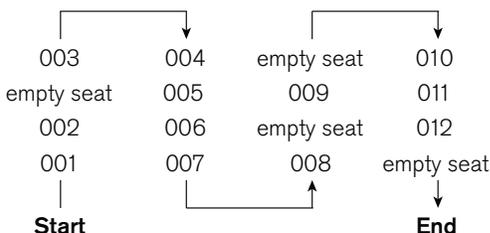


Figure 4. Test booklet distribution diagram

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

Sequence of Tests

The tests **must** be administered in the order listed in table 7 for all examinees in all rooms. If this order is altered, the answer documents will not be scored. Exactly observe these test times and the break schedule.

Table 7. Times for ACT Subject Tests

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

Timing the Tests

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

Extreme care must be taken to ensure the exact time is allowed for each test.

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

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

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

Figure 5. Example timing chart

Before you announce 5 minutes remaining, and before you call Stop, check your timepiece carefully against the time you have written down and verify it with the other timepiece. If a proctor is in the room, the proctor is to double-check the room supervisor’s timing. Make sure you record the *actual* times you made your announcements on to the Testing Time Verification Form (page 75).

Enter the actual times of day (e.g., 8:26) you announce START, 5 minutes remaining, and STOP on the form.

Announcing Time Remaining

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

Posting Times on the Board (optional)

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

Checking Calculators during Test 2

You must check for prohibited calculators **during Test 2** (mathematics). Check periodically to make sure examinees did not switch calculators after the first check. If you discover an examinee using a prohibited calculator, follow the procedures in “Dismissal for Prohibited Behavior” (page 37) to dismiss the examinee and void the answer document. Document this dismissal on the Irregularity Report.

Calculators

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

- All problems on the mathematics test can be solved without a calculator.
- A permitted calculator may be used on the ACT mathematics test only.
- The calculator must be turned off and put away during all other tests.
- A current **Calculator Policy** was provided in your materials shipment.
 - ~ **Each room supervisor must be given a copy of the policy.**
 - ~ Post it for examinees to see (e.g., at check-in stations, test rooms, etc.).
 - ~ It may be read to examinees as a general announcement before testing begins.
- Examinee responsibilities:
 - ~ Ensure any calculator brought on test day is permitted.
 - ~ Check www.actstudent.org or call **800.498.6481** for a recorded message about the current ACT calculator policy.

If a calculator has characters one inch high or larger, or a raised display, seat the examinee where no others can see the display.

Checking for Prohibited Behavior

- Throughout testing, walk quietly around the room to discourage and detect prohibited behavior. Staff attentiveness is a very effective deterrent.
- Document all prohibited behavior and any actions you take on the Irregularity Report.
- If you dismiss an examinee for prohibited behavior, follow the procedures in “Dismissal for Prohibited Behavior” (page 37) **exactly**.

Working Behind/Working Ahead

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

Giving or Receiving Assistance

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

Marking Ovals After Time is Called

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

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

Removing Test Materials

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

Using Notes or Aids

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

Break after Test 2

ACT **requires** that you allow a break of 15 minutes at the end of Test 2 to allow examinees to relax or go to the restroom. You may wish to designate a break area. Do not attempt to preset an exact schedule for all test rooms. **The break may not include lunch. If it does, scores for all examinees may be cancelled.**

Do not delay or lengthen the break in your room to wait for other rooms. You **MUST** resume testing no later than 15 minutes after STOP is called on Test 2.

Begin timing the break **immediately** after you call STOP on Test 2. The 15-minute break is the **entire** time between the end of Test 2 and the start of Test 3, not just the time examinees are not in the room. If the break is longer than 15 minutes, explain why on the Irregularity Report.

Breaks longer than 15 minutes will be questioned and may result in cancelled scores.

Do not alter the testing sequence by skipping the break, lengthening the break, allowing additional breaks, or scheduling the break at another time. **Any alteration of the testing sequence may result in cancelled scores.**

Whether examinees may talk among themselves during the break is left to your discretion. All test booklets must be closed with the answer documents inside them before the break begins. If examinees remain in the room, collect the materials or otherwise ensure that examinees do not tamper with them. **Do not leave the test room unattended.** Assign testing staff to control hallway noise if other rooms are still testing.

Resume testing no later than **15 minutes** after the end of Test 2. Do **not** delay testing waiting for examinees who are late. Late examinees may be readmitted, but may not make up lost time. Keep conversation with examinees who return late to a minimum.

Break before the Writing Test—ACT with Writing Only

Once the multiple-choice test booklets have been collected and verified after Test 4, allow examinees five minutes to relax and sharpen their pencils before the writing test. Examinees must remain in the room. Monitor the test room closely to ensure that examinees do not add or alter any multiple-choice test responses. **Do not leave the test room unattended.** Resume testing after five minutes. **Do NOT distribute the writing test booklets during the break.**

Examinees Who Leave during a Test and Return

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

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

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

Examinees who leave the test room during a timed test or return after timing has begun may not make up lost time. The absence need not be recorded on the Irregularity Report.

If two or more examinees are permitted to leave at the same time, or if other rooms have been dismissed, the examinees must be accompanied by a proctor. If no proctor is available, only one examinee may leave the room at a time. **Do not leave a test room unsupervised at any time.**

Guessing

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

Irregularities

Complete an Irregularity Report (page 77) for each room in which an individual or group irregularity occurs, attach any affected answer documents, and return it to ACT in the RED envelope. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from or who left the test site without completing all their tests. If no irregularities occur in any rooms at your test site, do not return a report.

Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or the entire site). If this occurs, follow the instructions below and call ACT as soon as possible. Carefully note the amount of testing time elapsed and remember to safeguard the security of the test materials at all times.

Interrupting a Test

If you must interrupt a timed test, instruct examinees to stop testing and close their test booklets with their answer documents inside; record the elapsed testing time. Collect the materials if necessary to maintain security. When you resume testing, begin timing where you left off to give examinees the remaining time allowed for that test. If the interval is significant, add two minutes to the remaining time for that test so examinees can regain their concentration. If you cannot resume testing, contact ACT promptly for instructions.

Disturbances and Distractions

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

Emergency Evacuation

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

Rescheduled Examination

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

Missing or Stolen Test Materials

A missing or stolen test booklet is one of the most serious irregularities that can occur at a test site. If—at any time—you cannot account for a test booklet or an answer document with examinee identifying information, you must **immediately** call ACT State and District testing at 800.553.6244, ext. 2800. We will advise you regarding what actions you must take.

Mistiming

Any deviation from timing the tests exactly (see “Timing the Tests,” page 29) is a mistiming.

A mistimed test constitutes a serious irregularity which **CAN BE PREVENTED BY CAREFUL SUPERVISION**. Scores cannot be adjusted to compensate for mistiming. If a retest is necessary, examinees must transfer all non-test information to new answer documents and **must** retake **all tests**, not just the one that was mistimed. Mistiming may result in the cancellation of scores.

- If **more** than the time allowed is given on a test, notify ACT immediately.

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

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

Power Failure

If a power failure occurs and examinees cannot be moved to another location with adequate heat, ventilation, light, and adequate examinee spacing, collect the test booklets and answer documents, then follow the directions in the section “Rescheduled Examination” (page 33).

Individual Irregularities

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

Examinees Who Leave Early

Examinees must remain seated until all test materials are accounted for and they are dismissed after testing concludes. If an examinee insists on leaving early, collect and secure the answer document and test booklet, then document the situation on the “ACT State and District Testing Irregularity Report” (page 77). After testing, decide whether the examinee will be scheduled for makeup testing (see “Setting Aside Materials for Makeup Testing,” page 59).

Test Item Challenges

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

Defective Test Materials

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

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

Duplicating Test Materials

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

If you observe an examinee using photographic, scanning, or recording devices during the administration or removing pages from a test booklet, follow the procedures in “Dismissal for Prohibited Behavior” (page 37) or “Refusal to Turn In Test Materials” (page 38).

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

Failure to Follow Directions in Marking Responses on the Answer Document

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

Note: These errors in marking are not prohibited behavior, do not dismiss the examinee.

- **Unauthorized Marking of Responses in the Test Booklet**

If local test arrangements were not made for the examinee to mark responses in the test booklet, **immediately** take these steps.

1.

If ...	Then ...
Time remains on the current test	instruct the examinee to immediately transfer responses from the test booklet to the answer document.
Time has been called on that test	no answers can be transferred at any time, including during the break or after testing.

2. Instruct the examinee to continue testing by marking responses on the answer document.

3. Document the situation in detail on the Irregularity Report.

4.

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

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

Example: Marking Test 3 responses in the section for Test 4 during the time for Test 3.

If an examinee is marking responses in a future section, take these steps.

1. At the end of the current test, give the examinee a new answer document and collect the first answer document.

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

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

3. After testing is completed, supervise the examinee as he or she transfers the non-test information and all previous test responses from the first answer document to the correct sections on the new answer document.

Note: This transfer must occur under close supervision and without access to the test booklet.

4. Document the situation in detail on the Irregularity Report.

5. Mark the first answer document “REPLACED” and attach it to the Irregularity Report.

6. Return the new answer document for scoring.

Note: The following errors are prohibited behaviors and the examinee must be dismissed (see “Prohibited Behavior at the Test Site,” page 36).

- Marking a previous section of the answer document (e.g., marking the section for Test 2 during the time for Test 3).
- Working on any test other than the current test.

Examinees Who Become Ill

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

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

Only one answer document will be scored for each examinee (either for the initial or makeup date). See “Makeup Testing” (page 59).

Irrational Behavior

If an examinee acts in an irrational or violent manner, proceed as follows:

- Try to prevent other examinees from being interrupted, affected, or involved.
- Collect and retain the examinee’s test materials without physical force.
- Dismiss the examinee from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other examinees’ safety.
- Inform the examinee that the answer document will not be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document VOID, and attach the examinee’s test materials to the report.

Prohibited Behavior at the Test Site

The prohibited behaviors listed below are taken from the Terms and Conditions all examinees agreed to when they completed the non-test portions of their answer documents.

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

- Filling in or altering responses on a test section on your answer sheet or continuing to complete the essay after time has been called on that test section. This means that you cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark.
- Looking back at a test section on which time has already been called.
- Looking ahead in the test booklet.
- Looking at another person’s test booklet or answer document.
- Giving or receiving assistance by any means.
- Discussing or sharing of test content, test form identification numbers, or answers during test administration, during breaks, or after the test is prohibited.
- Using a prohibited calculator (www.actstudent.org/faq/calculator.html).
- Using a calculator on any test section other than mathematics.
- Sharing a calculator with another person.
- Using a watch with recording, internet, or communication capabilities.
- Using any electronic device at any time during testing or during break other than an approved calculator or watch. All other electronic devices, including cell phones and wearable devices, must be turned off and placed out of reach from the time you are admitted to test until you are dismissed after testing concludes.
- Attempting to memorize test-related information or otherwise remove test materials, including questions or answers, from the test room in any way.

- Using highlight pens, colored pens or pencils, notes, dictionaries, or other aids.
- Using scratch paper.
- Not following instructions or abiding by the rules of the test site.
- Exhibiting confrontational, threatening, or unruly behavior; or violating any laws. If ACT suspects you are engaging in criminal activities, such activities will be reported to law enforcement agencies.
- Allowing an alarm to sound in the test room or creating any other disturbance.

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

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

You do not need to observe prohibited behavior if you are certain it occurred. For example, if you are certain that five ovals left unfilled at the end of a test were filled in after time was called on that test, dismiss the examinee. **You must inform the examinee the answer document will not be scored.**

If you **suspect** an examinee is engaged in prohibited behavior, but are not certain, discreetly warn him or her that these activities are prohibited and continue close observation. To discourage looking at someone else's answer document, or giving or receiving assistance, move the examinee to another seat. Document the move on the Seating Diagram. If you suspect an examinee has filled in or altered ovals or continued to work after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

Dismissal for Prohibited Behavior

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

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test booklet.
3. If you believe an electronic device was used to store or exchange information, or to make an image of the test, collect the device from the examinee and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the examinee. Do not return the device to the examinee without ACT approval.
4. Tell the examinee:
 - a. You observed or are certain of the prohibited behavior.
 - b. He or she is being dismissed because of the behavior.
 - c. The answer document will not be scored.
5. Write VOID on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
 - a. The time of the incident and the name(s) of the examinee(s).
 - b. The number of ovals the examinee(s) had filled in at the time of the incident.
 - c. The test room and seating location(s) of the examinee(s).
 - d. The details of what you observed.
 - e. The statements you and the examinee(s) made.
 - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the voided answer document to the Irregularity Report and return it in the **RED** envelope. Return the test booklet with the other used booklets.

ACT will not score the answer document(s) if you follow these procedures exactly. However, you

must inform the examinee the answer document will not be scored, and clearly indicate this on the Irregularity Report. Otherwise, the answer document may be scored.

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

Voiding Answer Documents

Report and document the reason for voiding all answer documents on the Irregularity Report. Mark page 1 of an answer document VOID, as illustrated in figure 6, and attach it to the Irregularity Report for the following reasons **only**:

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

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

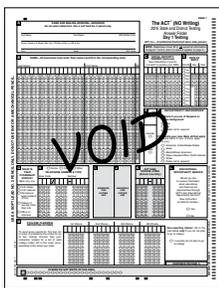


Figure 6. How to void an answer document

Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test booklet, warn the examinee that the police will be contacted and this action may result in fines and imprisonment. Call ACT immediately and describe the situation in detail, including the examinee’s name and the test booklet number. Do not place yourself in a position of physical danger, and do not leave test materials or examinees unattended.

Verbal Instructions for Standard Time Testing

These verbal instructions apply to ALL ACT State and District standard time testing administrations. If you are administering the ACT (no writing), you will be directed to SKIP certain instructions, or there will be SEPARATE instructions for ACT (no writing) and ACT with writing administrations.

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:

- State and District Testing Roster (page 69)
- Test Booklet Count Form (page 71)
- Seating Diagram (page 73)
- Testing Time Verification Form (page 75)
- Irregularity Report (page 77)

The ACT tests must always be administered under supervised, timed, secure, standardized testing conditions. No test room may be left unattended by testing personnel at any time. Do not leave the room even if only one examinee is testing. To ensure security of test materials, distribute answer documents and test booklets only when directed by the verbal instructions, **not** prior to the arrival of examinees.

To ensure standardized conditions, it is important that room supervisors read the following verbal instructions loudly, clearly, and exactly as they are written.

These instructions are for **standard time** administrations only.

- Practice reading these instructions before test day.
- On test day, read aloud all the instructions in the shaded boxes.
- Read them loudly and clearly, exactly as written. **Do not depart from this text.** (Text in parentheses is for your information only and is not to be read aloud.)
- Pause after each series of dots (. . .) and **look up at the examinees to be sure they are following instructions.** Wait for everyone to finish before proceeding.
- An arrow (▶) indicates an action you must perform at that point in the instructions.

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

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

After all examinees have been identified, admitted, and seated, begin reading the verbal instructions. Distribute the partially completed answer documents only when directed by the verbal instructions. Seating examinees alphabetically will normally assist you in smooth distribution. **You must make sure each examinee receives his or her own answer document.**

- ▶ **Check to see that everyone has a pencil. Then, say:**

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

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

NO Writing	Writing
<p>Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, mathematics, reading, and science. The tests will be administered under standard time conditions. If you believe you are NOT to test with standard time, raise your hand now.</p>	<p>Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, mathematics, reading, and science, followed by a writing test, for which you will complete an essay written in English. The tests will be administered under standard time conditions. If you believe you are NOT to test with standard time, raise your hand now.</p>

If any examinees indicate they are NOT to test under standard time conditions, confer with the test coordinator **immediately** to determine if these examinees are testing under the correct time conditions. A proctor must remain in the room while you do so.

- ▶ **ALL administrations then say:**

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. The use of cell phones and electronic devices of any kind is not allowed at any time, including during the break.

If your phone or other device is activated, or you use it at any time, you will be dismissed, the device may be confiscated, and your answer document will not be scored. Take a moment now to be sure the power is turned off on all devices and place them on the floor under your seat. 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. . . .

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

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

- Filling in or altering responses on a test section on your answer document or continuing to complete the essay after time has been called on that test section. This means that you cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark.

- Looking back at a test section on which time has already been called.
- Looking ahead in the test booklet.
- Looking at another person's test booklet or answer document.
- Giving or receiving assistance by any means.
- Discussing or sharing of test content, test form identification numbers, or answers during the test administration, during breaks, or after the test is prohibited.
- Using a prohibited calculator.
- Using a calculator on any test section other than mathematics.
- Sharing a calculator with another person.
- Using a watch with recording, internet, or communication capabilities.
- Using any electronic device at any time during testing or during break other than an approved calculator or watch. All other electronic devices, including cell phones and wearable devices, must be turned off and placed out of reach from the time you are admitted to test until you are dismissed after testing concludes.
- Attempting to memorize test-related information or otherwise remove test materials, including questions or answers, from the test room in any way.
- Using highlight pens, colored pens or pencils, notes, dictionaries, or other aids.
- Using scratch paper.
- Not following instructions or abiding by the rules of the test site.
- Exhibiting confrontational, threatening, or unruly behavior; or violating any laws. If A-C-T suspects you are engaging in criminal activities, such activities will be reported to law enforcement agencies.
- Allowing an alarm to sound in the test room or creating any other disturbance.

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

Does anyone have any questions about prohibited behavior?

► **Answer any questions, then say:**

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Use only a soft lead No. 2 pencil. Do not use a mechanical pencil, ink pen, or correction fluid. If you do, A-C-T will not be able to score your answer document accurately.

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

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

Keep an exact count of the number of test booklets distributed and the order in which you distributed them, for completing your Seating Diagram (page 73).

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

► **Continue by saying:**

Now, on the front cover of your test booklet, read the Examinee Statement, then copy **only the Certification**—not the Statement—on the lines provided. Sign your name and enter today's date (give the date). When you finish, put your pencil down and look up at me. . . .

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

Now, find the 6-digit number in the top-left corner of your test booklet and copy it into the “Booklet Number” boxes at the top of page 4 of your answer document. 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. . . .

- Room supervisors and/or proctors must walk around the room and ensure that each examinee has signed the test booklet, entered the correct test booklet number and test form on the answer document, and filled in the corresponding ovals.

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

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

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test. If you have a question or need another pencil, raise your hand. Do not look around.

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. . . .

► **Allow time for examinees to turn off any alarms, then say:**

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

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

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

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to Stop at the end of a test, 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. . . .

► **When everyone is ready, say:**

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

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

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

► **Begin timing.**

Test 1—45 Minutes



Table 8. Timing Chart for Test 1

Start	Stop								
0:00	0:45	0:12	0:57	0:24	0:09	0:36	0:21	0:48	0:33
0:01	0:46	0:13	0:58	0:25	0:10	0:37	0:22	0:49	0:34
0:02	0:47	0:14	0:59	0:26	0:11	0:38	0:23	0:50	0:35
0:03	0:48	0:15	0:00	0:27	0:12	0:39	0:24	0:51	0:36
0:04	0:49	0:16	0:01	0:28	0:13	0:40	0:25	0:52	0:37
0:05	0:50	0:17	0:02	0:29	0:14	0:41	0:26	0:53	0:38
0:06	0:51	0:18	0:03	0:30	0:15	0:42	0:27	0:54	0:39
0:07	0:52	0:19	0:04	0:31	0:16	0:43	0:28	0:55	0:40
0:08	0:53	0:20	0:05	0:32	0:17	0:44	0:29	0:56	0:41
0:09	0:54	0:21	0:06	0:33	0:18	0:45	0:30	0:57	0:42
0:10	0:55	0:22	0:07	0:34	0:19	0:46	0:31	0:58	0:43
0:11	0:56	0:23	0:08	0:35	0:20	0:47	0:32	0:59	0:44

► **During Test 1, do the following:**

- On the Testing Time Verification Form, record the time of day you START timing Test 1 and calculate the times of day for announcing 5 MINUTES REMAINING and STOP (see “Timing the Tests,” page 29).
- Walk around the room to monitor examinees (see “Checking for Prohibited Behavior,” page 31).
- Complete your Seating Diagram (page 73). If you need to verify test booklet serial numbers, do so at the break. Update the diagram if an examinee is moved or needs a replacement test booklet.
- Print your name and room information on the front cover of this manual.

For writing administrations, you must record TWO six-digit serial numbers in each square of the Seating Diagram—one for the multiple-choice test booklet now and one for the writing test booklet during the writing test.

- Complete **item C** of the Test Booklet Count Form. **This must be done for ALL administrations.** Verify the numbers with the occupied seats on your Seating Diagram and the number of used and unused test booklets. If there is a discrepancy, notify the test coordinator immediately. A proctor must remain in the room. Be sure unused test booklets are in a secure area where examinees cannot access them.

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

You have 5 minutes remaining on this test.

- ▶ **When your watch or timer indicates 5 more minutes (exactly 45 minutes total) have passed and you have checked the Stop time, record the time under STOP on the Testing Time Verification Form and say:**

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

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

All problems on the mathematics test can be solved without a calculator. However, you **are** allowed to use a calculator on this test. If you brought a calculator, you may get it out now. . . .

Some types of calculators are prohibited. For example, you may not use any version of the TI-89. You are responsible for knowing if your calculator is permitted. I will check your calculator periodically during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

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

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

You will have 60 minutes to work on Test 2. Do not begin work until I tell you to do so. During this time, you are to work only on Test 2. If you finish before time is called, recheck your work on Test 2, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test, and do not fill in or alter ovals for Test 1. Please remember to close your calculator quietly in consideration of others. There will be a break after I call time on this test.

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

You have 60 minutes to work on this test. Do any figuring in your test booklet. Turn to Test 2, read the directions carefully, and begin work.

- ▶ **Begin timing.**

Test 2—60 Minutes



Table 9. Timing Chart for Test 2

Start	Stop								
0:00	0:00	0:12	0:12	0:24	0:24	0:36	0:36	0:48	0:48
0:01	0:01	0:13	0:13	0:25	0:25	0:37	0:37	0:49	0:49
0:02	0:02	0:14	0:14	0:26	0:26	0:38	0:38	0:50	0:50
0:03	0:03	0:15	0:15	0:27	0:27	0:39	0:39	0:51	0:51
0:04	0:04	0:16	0:16	0:28	0:28	0:40	0:40	0:52	0:52
0:05	0:05	0:17	0:17	0:29	0:29	0:41	0:41	0:53	0:53
0:06	0:06	0:18	0:18	0:30	0:30	0:42	0:42	0:54	0:54
0:07	0:07	0:19	0:19	0:31	0:31	0:43	0:43	0:55	0:55
0:08	0:08	0:20	0:20	0:32	0:32	0:44	0:44	0:56	0:56
0:09	0:09	0:21	0:21	0:33	0:33	0:45	0:45	0:57	0:57
0:10	0:10	0:22	0:22	0:34	0:34	0:46	0:46	0:58	0:58
0:11	0:11	0:23	0:23	0:35	0:35	0:47	0:47	0:59	0:59

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

- Record the time of day you START timing Test 2 and calculate the times of day for announcing 5 minutes remaining and STOP.
- Refer to the Calculator Policy and check all calculators periodically during Test 2 (see “Checking Calculators during Test 2,” page 30, and “Calculators,” page 30).
- Walk around the room to monitor examinees.

► **When your watch or timer indicates exactly 55 minutes have passed and you have checked the time, record the time under 5 MINUTES REMAINING on the Testing Time Verification Form and say:**

You have 5 minutes remaining on this test.

► **When your watch or timer indicates 5 more minutes (exactly 60 minutes total) have passed and you have checked the Stop time, record the time under STOP on the Testing Time Verification Form and say:**

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

► **Verify everyone has stopped, then say:**

Put your calculator away. 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. Remember, you may not use any electronic devices during the break, and you may not eat or drink anything in the test room. **(If testing or classes are in progress in other rooms, remind students to be quiet in the halls.)**

Break

15 Minutes

START

(Immediately after STOP of Test 2)

END

(Examinees due back in the room)

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

- Make sure no test materials are taken out of the room and all test booklets are closed with the answer documents inside them.
 - **Do not leave the test room unattended.** If any examinees remain in the room, monitor them closely.
 - Double-check every answer document to be sure examinees have entered the test booklet number and test form, and filled in the corresponding ovals. Check that test booklets have been signed and the certification copied.
 - Verify the test booklet serial numbers you have written on your Seating Diagram against the booklet at each seat.
 - You and your proctor(s) must monitor noise during the break to prevent disrupting rooms that are still testing.
 - If you designate a break area, make sure staff members monitor this area to minimize noise and ensure examinees are not using cell phones or other electronic devices.
- Resume testing **no later than 15 minutes** after Test 2 ends. Do not delay the start of Test 3 waiting for examinees who return late. They may be readmitted, but may not make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not void the answer document until you decide whether to schedule the examinee for makeup testing (see “Makeup Testing,” page 59).

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

Attention. Please get ready to resume testing. . . .

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet.** Check page 1 of your answer document to be sure your name appears in Block A. . . .

▶ **When everyone is ready, say:**

You will have 35 minutes to work on Test 3. Do not begin work until I tell you to do so. During this time, you are to work only on Test 3. If you finish before time is called, recheck your work on Test 3, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test and do not fill in or alter ovals for previous tests. If you do, I will dismiss you and your answer document will not be scored.

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

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

▶ **Begin timing.**

Test 3—35 Minutes

3

3

Table 10. Timing Chart for Test 3

Start	Stop								
0:00	0:35	0:12	0:47	0:24	0:59	0:36	0:11	0:48	0:23
0:01	0:36	0:13	0:48	0:25	0:00	0:37	0:12	0:49	0:24
0:02	0:37	0:14	0:49	0:26	0:01	0:38	0:13	0:50	0:25
0:03	0:38	0:15	0:50	0:27	0:02	0:39	0:14	0:51	0:26
0:04	0:39	0:16	0:51	0:28	0:03	0:40	0:15	0:52	0:27
0:05	0:40	0:17	0:52	0:29	0:04	0:41	0:16	0:53	0:28
0:06	0:41	0:18	0:53	0:30	0:05	0:42	0:17	0:54	0:29
0:07	0:42	0:19	0:54	0:31	0:06	0:43	0:18	0:55	0:30
0:08	0:43	0:20	0:55	0:32	0:07	0:44	0:19	0:56	0:31
0:09	0:44	0:21	0:56	0:33	0:08	0:45	0:20	0:57	0:32
0:10	0:45	0:22	0:57	0:34	0:09	0:46	0:21	0:58	0:33
0:11	0:46	0:23	0:58	0:35	0:10	0:47	0:22	0:59	0:34

► **During Test 3, do the following:**

- Record the time of day you START timing Test 3 and calculate the times of day for announcing 5 minutes remaining and STOP.
- If any examinees do not return from break, collect their materials shortly after testing has begun. (See “Examinees Who Leave Early,” page 34.)
- Walk around the room to monitor examinees.

► **When your watch or timer indicates exactly 30 minutes have passed and you have checked the time, record the time under 5 MINUTES REMAINING on the Testing Time Verification Form and say:**

You have 5 minutes remaining on this test.

► **When your watch or timer indicates 5 more minutes (exactly 35 minutes total) have passed and you have checked the Stop time, record the time under STOP on the Testing Time Verification Form and say:**

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

► **Verify everyone has stopped, and then say:**

You will have 35 minutes to work on Test 4. Do not begin work until I tell you to do so. During this time you are to work only on Test 4. If you finish before time is called, recheck your work on Test 4, then place your answer document inside your test booklet and close the cover. Do not fill in or alter ovals for any other test.

NO Writing	Writing
After I call time on this test, you must remain quietly in your seat while I collect and count the answer documents and test booklets.	After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets. Leave your answer document on your desk but do not open or mark on it. After I collect the test booklets, you will have a 5-minute break, but you must remain in the room.

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

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

- ▶ **Begin timing.**

Test 4—35 Minutes

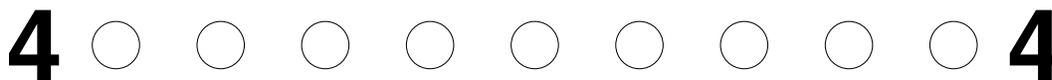


Table 11. Timing Chart for Test 4

Start	Stop								
0:00	0:35	0:12	0:47	0:24	0:59	0:36	0:11	0:48	0:23
0:01	0:36	0:13	0:48	0:25	0:00	0:37	0:12	0:49	0:24
0:02	0:37	0:14	0:49	0:26	0:01	0:38	0:13	0:50	0:25
0:03	0:38	0:15	0:50	0:27	0:02	0:39	0:14	0:51	0:26
0:04	0:39	0:16	0:51	0:28	0:03	0:40	0:15	0:52	0:27
0:05	0:40	0:17	0:52	0:29	0:04	0:41	0:16	0:53	0:28
0:06	0:41	0:18	0:53	0:30	0:05	0:42	0:17	0:54	0:29
0:07	0:42	0:19	0:54	0:31	0:06	0:43	0:18	0:55	0:30
0:08	0:43	0:20	0:55	0:32	0:07	0:44	0:19	0:56	0:31
0:09	0:44	0:21	0:56	0:33	0:08	0:45	0:20	0:57	0:32
0:10	0:45	0:22	0:57	0:34	0:09	0:46	0:21	0:58	0:33
0:11	0:46	0:23	0:58	0:35	0:10	0:47	0:22	0:59	0:34

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

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

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

You have 5 minutes remaining on this test.

▶ **When your watch or timer indicates 5 more minutes (exactly 35 minutes total) have passed and you have checked the Stop time, record the time under STOP on the Testing Time Verification Form and say:**

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

Read the statement at the bottom of page 4 of your answer document; then copy **only the Certification**—not the Statement—on the lines provided.

Sign your name and enter today's date (give the date). When you finish, put your pencil down and look up at me. . .

- ▶ Walk around (all staff) and monitor examinees closely to make sure they work on the Certification and signature ONLY.

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

NO Writing	Writing
(Continue below with your administration.)	(Go to “Writing Test—40 Minutes” (page 54) to continue your administration with the writing test.)

Now, refold your answer document so that page 1 faces up and leave it on your desk next to your test booklet. Do not open or mark on your answer document and do not place it inside your test booklet. I will first collect and check the answer documents, and then I will collect and check the 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.

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

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

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

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

Your score report will be mailed approximately three to eight weeks after the answer documents are received by A-C-T. Be sure you have all your personal belongings. As you leave, please be quiet in the halls. Thank you for your cooperation. You are dismissed.

- ▶ Either dismiss examinees for the day or direct them to the next activity as determined by your school administration. Make certain that examinees cannot access the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been collected.
- ▶ After examinees are dismissed, double-check your counts and complete **items D and F** on the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The number of answer documents you return **must** match the number of examinees in the room **AND item C** on the Test Booklet Count Form.

The room supervisor must **personally** return all test materials and required forms to the test coordinator **immediately** after testing. Examinees may **not** assist with the transportation of test materials.

NO Writing

(Go to “After the Test” (page 58)
and perform the activities exactly
as described. Failure to return your
materials in a timely and accurate
manner could result in delayed scores
or non-scoring of your examinees’
answer documents.)

Writing Test—40 Minutes

Now, refold your answer document so that page 1 faces up and leave it on your desk next to your test booklet. I will now collect and check the multiple-choice test booklets. Do not open or mark on your answer document and do not place it inside your test booklet. Your test booklets will be picked up individually; do not pass them in. Remain quietly in your seat until I give you further instructions.

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

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

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

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

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

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

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

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

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

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

If you do, your essay cannot be scored accurately.

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

When you receive your writing 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. . . .

- Hand one writing test booklet to each examinee **individually**, in sequential serial number order, and only to examinees who are in the room. Keep an exact count of the number of test booklets you distributed and the order in which you distributed them for completing your Seating Diagram.

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

Turn your answer document to page 5. Print your name in the spaces provided. . . .

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

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

► **When everyone is ready, say:**

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

- ▶ **Wait for everyone to break the seal, set your stopwatch or interval timer to 40 minutes, then say:**

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

- ▶ **Begin timing.**

Table 12. Timing Chart for Writing Test—40 Minutes

Start	Stop								
0:00	0:40	0:12	0:52	0:24	0:04	0:36	0:16	0:48	0:28
0:01	0:41	0:13	0:53	0:25	0:05	0:37	0:17	0:49	0:29
0:02	0:42	0:14	0:54	0:26	0:06	0:38	0:18	0:50	0:30
0:03	0:43	0:15	0:55	0:27	0:07	0:39	0:19	0:51	0:31
0:04	0:44	0:16	0:56	0:28	0:08	0:40	0:20	0:52	0:32
0:05	0:45	0:17	0:57	0:29	0:09	0:41	0:21	0:53	0:33
0:06	0:46	0:18	0:58	0:30	0:10	0:42	0:22	0:54	0:34
0:07	0:47	0:19	0:59	0:31	0:11	0:43	0:23	0:55	0:35
0:08	0:48	0:20	0:00	0:32	0:12	0:44	0:24	0:56	0:36
0:09	0:49	0:21	0:01	0:33	0:13	0:45	0:25	0:57	0:37
0:10	0:50	0:22	0:02	0:34	0:14	0:46	0:26	0:58	0:38
0:11	0:51	0:23	0:03	0:35	0:15	0:47	0:27	0:59	0:39

- ▶ **During the writing test, do the following:**
 - Record the time of day you START timing the writing test and calculate the times of day for announcing 5 minutes remaining and STOP.
 - Complete the writing test portion of your Seating Diagram. Record the serial number of the writing test booklet given to each examinee.
 - Walk around the room to monitor examinees.
- ▶ **When your watch or timer indicates exactly 35 minutes have passed and you have checked the time, record the time under 5 MINUTES REMAINING on the Testing Time Verification Form and say:**

You have 5 minutes remaining on this test.

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

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

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

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

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

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

1. Individually collect the answer document from each examinee.
 - ~ Confirm the Certification is copied.
 - ~ Confirm the answer document is signed.
 - ~ Stack all answer documents so they face the same direction.
 - ~ Verify the number of answer documents collected equals the number of examinees.
2. Individually collect the test booklet from each examinee.
 - ~ Confirm the test booklet is signed.
 - ~ Verify the number of booklets collected equals the number distributed.
 - ~ Arrange the test booklets in sequential serial number order.

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

Your score report will be mailed approximately five to eight weeks after the answer documents are received by A-C-T. Be sure you have all of your personal belongings. As you leave, please be quiet in the halls. Thank you for your cooperation. You are dismissed.

- ▶ Either dismiss examinees for the day or direct them to the next activity as determined by your school administration. Make certain that examinees cannot access the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been collected.
- ▶ After examinees are dismissed, double-check your counts and complete **items E and F** on the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The number of answer documents you return **must** match the number of examinees in the room **AND item C** on the Test Booklet Count Form.
The room supervisor must **personally** return all test materials and required forms to the test coordinator immediately after testing. Examinees may not assist with the transportation of test materials.
- ▶ Continue with “After the Test” (page 58).

After the Test

Overview

Immediately after testing is completed on each test date (initial and makeup), the test coordinator must account for all test materials by:

- personally verifying the set of materials returned by each room supervisor
- making sure all documentation is accurate and complete
- setting aside and ordering materials for makeup testing, if applicable
- packing items into envelopes, polymailers, and cartons
- shipping materials back to ACT

These procedures are covered in the following sections.

Failure to return materials as directed may result in delayed scores or non-scoring of your examinees' answer documents.

Keep Materials Separate

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

Red and Green Envelopes

In your test materials shipment, you received one red envelope and, depending on your enrollment, one or more green envelopes. The red envelope is used to return the completed test administration forms. The green envelope is used to return the Site Header and answer documents to be scored.

Polymailers

In your test materials shipment, you received one or more plastic polymailers with prepaid return labels. You will use these polymailers to return the red and green envelopes.

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 materials such as test booklets 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.

Makeup Testing

Introduction

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

Eligibility for Makeup Testing

You *may* administer makeup testing to:

- examinees who were absent on the initial test date, arrived too late to begin testing, or did not complete required non-test portions of the answer document
- examinees who began but did not complete testing

You *may not* administer makeup testing to:

- examinees who completed testing
- examinees dismissed for prohibited behavior

Completing All Tests on the Makeup Test Date

Examinees scheduled for makeup testing must take all tests on the makeup test date. If an examinee began testing on the initial test date, you may not use the same answer document for makeup testing (see chart below).

Setting Aside Materials for Makeup Testing

If you will be administering makeup testing, take the following steps:

1. Set aside unused manuals and/or answer documents, if any.
2. Use table 13 to determine which partially completed answer documents to set aside.

Table 13. What to Do with Partially Completed Answer Documents

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

Materials ACT Sends to You for Makeup Testing

ACT will send the following materials for makeup testing:

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

You must use the test booklets shipped to you for makeup testing. If any student uses any other test booklets (including those from the initial test date) for makeup testing, the answer documents may not be scored.

Ordering Makeup Materials

Shortly before the initial test date, the test coordinator will receive an email with instructions for ordering makeup materials. If you do not receive this email by the initial test date, contact ACT State and District testing at 800.553.6244, ext. 2800, for assistance.

Collecting, Packing, and Returning Materials

Overview

This section contains information about collecting, packing, and returning test materials. Use the step-by-step instructions (parts A–G) to pack your materials and return them to ACT. See figure 7 for a diagram of the process. Keep the items not returned to ACT for six months after testing, then after six months the items may be destroyed.

How the Site Header and Test Booklet Form Number Impact Scoring

There are several test forms in use during testing. Specific site headers and test forms are assigned to initial, makeup, standard time, and accommodations testing. ACT uses the site header, and the test booklet number and test form number collected on the answer document, to score answer documents with the correct scoring key. If ACT cannot determine when the examinee tested, and what test form was used, we cannot score the answer document. The table below explains the process to follow to ensure answer documents are scored:

Table 14. Site Header and Test Booklet Form Number

Stage	Who	Does What
1	Examinee	<ul style="list-style-type: none">enters the test booklet number in the “Booklet Number” block on the answer documententers the test form number in the “Test Form” block on the answer document
2	Room supervisor	<ul style="list-style-type: none">Walks around the room to ensure examinees enter the test booklet number and each test form number when giving the verbal instructions
3	Test coordinator	<ul style="list-style-type: none">ensures test booklet and form numbers are entered (entering the numbers for the examinee if needed), on all answer documents to submit for scoring
4	Test coordinator	<ul style="list-style-type: none">locates the correct site header for the administration (initial, makeup, standard time, accommodations)
5	Test coordinator	<ul style="list-style-type: none">places all answer documents to be scored under the site header for the specific administration and packs these in the correct processing envelope for return to ACT

Answer documents not completed and returned in this manner may not be scored.

If You Did Not Test

If you did not test any examinees, you do not need to follow every step in this section. Simply:

1. Complete the outside of both the red and green envelopes and mark “DID NOT TEST.”
2. Discard the unused Site Header.
3. Place both envelopes in a polmailer and set aside for return to ACT.
4. Follow the instructions in parts E through G to prepare your other materials for return.

A. Completing the Testing Staff List

1. Complete the form specified in table 15.

Table 15. What to Do with the Testing Staff List

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

B. Collecting Materials from the Room Supervisors

2. For each testing room, use the checklist in table 16 to ensure that you have secure materials and documentation from the room supervisor.

Note: Do not dismiss room supervisors until you are sure you have all required materials from them.

Table 16. Collecting Materials from Room Supervisors Checklist

For each room's ...	Make sure ...
<input type="checkbox"/> Test booklets	<ul style="list-style-type: none"> • there are no answer documents inside the test booklets • for ACT with writing administrations, both the multiple-choice and writing test booklet are returned for each examinee • test booklets are arranged in sequential serial number order
<input type="checkbox"/> Answer documents	<ul style="list-style-type: none"> • each answer document to be scored contains the required identifying information on the front and back pages <p><i>Do not delay the return of answer documents because an examinee has not signed his or her name.</i></p>
<input type="checkbox"/> Test Booklet Count Form	<ul style="list-style-type: none"> • it is signed and initialed by the test coordinator and room supervisor • all test booklets are accounted for • all items on the form are completed
<input type="checkbox"/> Administration manual(s)	<ul style="list-style-type: none"> • the information block on the front cover of all used manuals is complete
<input type="checkbox"/> Roster	<ul style="list-style-type: none"> • all examinees who were scheduled to test are listed, whether they tested or not • any ACT Student ID Letters are attached
<input type="checkbox"/> Seating Diagram	<ul style="list-style-type: none"> • all items in the top half of the diagram are completed • the serial numbers of the examinees' test booklets are recorded in the squares
<input type="checkbox"/> Testing Time Verification Form	<ul style="list-style-type: none"> • the times recorded are the actual Start, 5 minutes remaining, and Stop times for each test <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"> • it is signed • the report explains the reason that each answer document was voided or replaced • any voided or replaced answer documents are attached to the report (do not staple)

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. Sorting the Answer Documents

The information below explains if you should pack and return, or keep answer documents.

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

D. Packing the Red Envelope

- Clip all the original forms together by room.
- Place the forms into the red envelope.
- Complete the information on the outside of the envelope, and seal it.

E. Packing the Green Envelope

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

- Turn the answer documents to be scored the same way, with page 1 facing you.
- Check the “Booklet Number” and “Form” on each answer document. Enter this information using a soft lead #2 pencil, if it’s blank.
- Locate the site header for the standard time initial or makeup test date, as applicable.
- Complete information on the site header for this administration using a soft lead #2 pencil, and place it on top of the answer documents to be scored.
- Use the following criteria to determine how many answer documents to place into the green envelope(s):
 - If you administered the ACT (no writing), insert up to 150 answer documents per envelope.
 - If you administered the ACT with writing, insert up to 100 answer documents per envelope. *Do not insert writing test booklets into the envelope.*
- If you’re using multiple envelopes, locate the envelope that contains the Site Header and mark that envelope #1. Number the other envelopes. *Do not overstuff the envelope.*
- Complete the information on the outside of the envelope(s), and seal them.

F. Packing the Polymailer

Take the following steps to pack the red and green envelopes into your polymailer(s):

- Place your sealed red envelope into a polymailer.
- Place up to three sealed green envelopes into the same polymailer. If you have more than three sealed green envelopes, place them into additional polymailers—with no more than three green envelopes per polymailer.
- If you have any unused polymailers, place them into the first polymailer (the one containing the red envelope).
- Complete the information on the outside of the full polymailer(s) and seal them. If you’re returning just one sealed polymailer, mark it 1 of 1. If you’re returning more than one sealed polymailer, mark them 1 of X, 2 of X, etc. Use a permanent marker to label them. Do not use an ink pen, pencil, or any other writing instrument.

Your polymailers are now ready for return to ACT.

G. Packing the Cartons

Take the following steps to pack your cartons:

- Place the items listed in table 17 into the cartons—starting at the bottom of the last carton.

Table 17. Checklist of Items to Pack in Cartons

After Initial Testing	After Makeup Testing
<input type="checkbox"/> All multiple-choice and writing test booklets <input type="checkbox"/> Test Materials Distribution List <i>Do not keep any test booklets; different booklets will be shipped for makeup testing.</i> <i>Remember to keep unused manuals and answer documents for makeup testing.</i>	<input type="checkbox"/> All multiple-choice and writing test booklets <input type="checkbox"/> Test Materials Distribution List

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

Your cartons are now ready for return to ACT.

H. Storage and Pickup

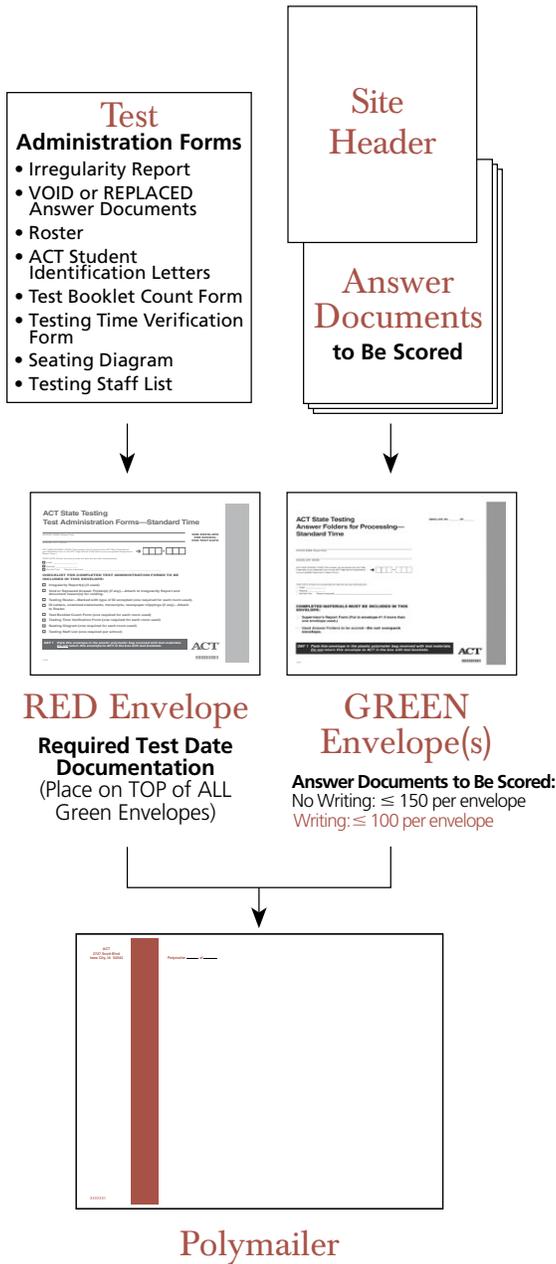
After your materials are packaged for return to ACT:

- Return the polmailer and cartons to secure storage.
- On the date scheduled for pickup (refer to your *Schedule of Events* for the date), place the polmailer and cartons in a location where the designated carrier will be able to pick them up. If your school's normal pickup point is secure or constantly monitored, you may leave them there. If it is not, leave a note directing the driver to a staffed location where you can leave the materials. *Do not leave the materials unattended.*

If for any reason your materials are not picked up on the scheduled pickup date, call ACT at 800.553.6244, ext. 2800, so we can arrange for pickup.

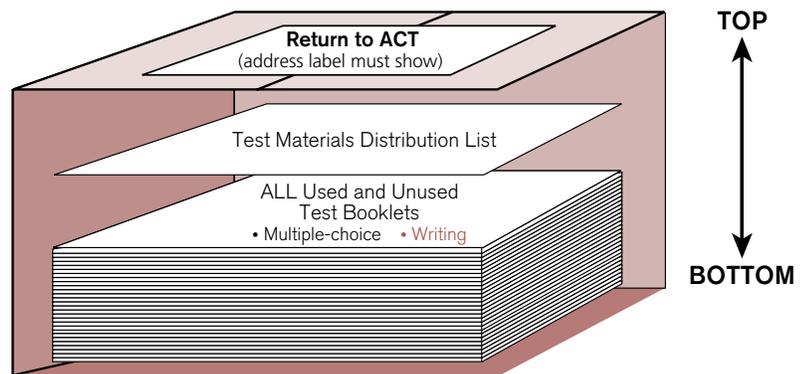
Refer to figure 7 for assistance while packing your materials for return to ACT.

1. Polymailer



2. Carton (See table 18)

Reverse the end flaps to display the prepaid return label.
 Seal with the tape provided.



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

Figure 7. Packing diagram

Training Session Outline and Topics for Discussion

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

1. Security of Test Materials
 - a. Security is of utmost concern. Test materials must NEVER be left unattended. Test booklets must be kept away from doors and away from examinees in the test room before and after testing.
 - b. Describe how the test coordinator will distribute materials to the test rooms, and how room supervisors are to distribute materials inside the test rooms.
 - c. Room supervisors are to count test booklets when they receive them from the test coordinator, and again before examinees are dismissed. Review the Test Booklet Count Form and sample.
 - d. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. Authorized observers must be asked for credentials.
 - e. Staff members must NEVER leave a test room unattended.
2. Room Preparation
 - a. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed examinees, ease of staff movement, and inappropriate posted materials.
 - b. Describe any items that will be supplied by the school (e.g., pencils, timepieces, calculators) and how they will be distributed and returned.
 - c. Discuss how to handle examinees who bring cell phones or electronic devices into the test room.
3. Pretest Activities
 - a. Discuss when and how barcode labels will be applied to answer documents.
 - b. Determine whether the high school code (Block K) must be filled in for any examinees and the importance of completing it accurately for reporting purposes.
 - c. Discuss when and where all examinees, including those testing with accommodations, will personally complete the non-test portions of the answer document. This must be done during a supervised, in-school session before test day. You must have additional sessions for those who are absent or need additional time.
 - d. Stress the importance of ensuring that all examinees fill in the ovals for name, mailing address, city, state, and ZIP code to receive score reports.
 - e. Discuss how to collect the partially completed answer documents in an order that will ensure examinees receive their own answer documents on test day.
4. Test Day
 - a. Review a roster of examinees, explain the information on it, and how to mark it on test day.
 - b. Review acceptable forms of photo identification if an examinee cannot be recognized by a member of that day's testing staff. Emphasize the importance of accurately marking the roster. If an examinee is personally recognized, enter "R" and the staff member's initials on the roster.
 - c. Room supervisors are not to delay testing for examinees attempting to present an acceptable form of photo identification.

- d. Examinees must not be allowed to select their own seats. Direct them to **specific, assigned seats** and pay particular attention to separating known friends or relatives.
- e. No one may be admitted to the test room after test booklets have been distributed. Discuss how to handle late arrivals in accordance with school policy.
- f. Discuss when and where staff members are to report on test day.
- g. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, perfumes, or other items that may distract examinees.
- h. Information concerning potential examinee dress and behavior issues should be discussed. These might include school rules regarding the wearing of hats, the location of restrooms, and smoking restrictions.
- i. Discuss procedures for barring cell phones and other electronic devices from the test rooms and prohibiting their use during breaks.
- j. **ACT recommends testing begin by 9:00 a.m. in all rooms on each test date.** Testing begins when the room supervisor begins reading the verbal instructions.
- k. Verbal instructions must be read to examinees verbatim from this manual.
- l. To protect the security of the tests, test booklets and answer documents may not be distributed prior to admitting examinees and only as directed in the verbal instructions.
- m. **Writing test booklets are NOT to be distributed until just before the writing test begins.**
- n. Only examinees may break the test booklet seals. Testing staff are not authorized to open any test booklets.
- o. Accurate timing of each test is critical. Room supervisors must record the *actual* Start, 5 minutes remaining, and Stop times on the Testing Time Verification Form. Also review the example of how to time the tests and the timing chart for each test in the verbal instructions. Discuss the consequences of a mistimed test. If a retest is necessary, a retest of **all tests** is required, not just the test that was mistimed.
- p. Review how to complete the Seating Diagram showing where examinees were seated and how test booklets were distributed. Stress the importance of providing complete and accurate information. The number of test booklets handed out and the number of examinees in the room must match.
- q. Staff members must not read (other than this manual), grade papers, use a computer, cell phone, recording or media device, talk casually with other staff, or do anything not related to administering the tests. They must not eat or drink in the test room.
- r. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees.
- s. Discuss how permitted calculators will be distributed to examinees before testing begins (if applicable).
- t. Calculators must be checked during Test 2 (Mathematics) to ensure they do not violate ACT standards. Review permitted and prohibited calculators. Stress that examinees using a prohibited calculator must be dismissed.
- u. During testing, staff members are to walk quietly around the room to check that examinees are working on the correct test, respond to illness, replace defective test materials, and discourage prohibited behavior. Advise staff not to pause near an examinee long enough to be a distraction.
- v. Stress the importance of ensuring that the correct test form is entered AND the corresponding oval filled in by every examinee. Also discuss the Examinee Statement examinees must sign after you read the list of prohibited behaviors.
- w. Discuss how to handle the 15-minute break between Tests 2 and 3. Stress that the break begins **immediately** after STOP is called on Test 2 and is **not** a lunch break. If the break is longer than 15 minutes, the room supervisor must explain why on the Irregularity Report. Remind room supervisors that extending the break could result in the cancellation of scores. Review what to do if an examinee does not return after break. Also discuss procedures for leaving during testing to go to the restroom.
- x. **In ACT with writing states, remind staff that examinees must remain in the room during the 5-minute break before the writing test.**

- y. Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing examinees (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
 - z. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency. Discuss potential individual irregularities and actions to take. Review the Irregularity Report.
5. After the Test
- a. Discuss how to decide which examinees to schedule for makeup testing. The test coordinator must enter makeup enrollment in the designated online ordering system no later than the day after the initial test date.
 - b. Room supervisors must verify the count of used and unused test booklets, then return test booklets, answer documents, completed roster(s), Testing Time Verification Form(s), Test Booklet Count Form(s), and Seating Diagram(s), to the test coordinator **immediately** after testing.
 - c. The number of used test booklets (seals broken) must match the number of examinees tested in each room.
 - d. Emphasize the importance of correctly completing all required documentation and returning all answer documents to be scored immediately after testing to ensure timely and accurate scoring of the answer documents by ACT.

ACT State and District Testing Roster

(This document may be photocopied.)

Page _____ of _____

You may provide your own roster instead of this form IF it has **all** the information shown on this form.

--	--	--	--

 -

--	--	--	--

 Testing School Name ACT High School Code (for testing school)

_____ _____
 City, State Test Date

_____ _____
 Room Supervisor Room Name/Number

Type of ID

P = Photo ID

L = ACT Student Identification Letter

R and initials = Recognized

- = Absent

Examinee's Name (please print or type) List all examinees scheduled to test in this room.	Test Date Mark attendance by noting type of ID.							
	Initial				Makeup			
	P	L	R and initials	-	P	L	R and initials	-
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								

Test Coordinator: Return one completed form for each test room and keep a copy for your records.

(this page can be removed)

ACT State Test Booklet Count Form Sample

9	8	7	-	6	5	4
---	---	---	---	---	---	---

ACT High School

Testing School Name

ACT High School Code (for testing school)

Sample, MI

City, State

MM/DD/YYYY

Test Date

Allison C. Turner

Room Supervisor

102

Room Name/Number

Received Before Testing—Complete A and B on test day morning when the room supervisor receives materials from the test coordinator. **Record all test booklets** received for this room. Include any booklets added after the initial count. Both the room supervisor and test coordinator must sign/initial below when booklets are transferred.

A. Multiple-Choice Test Booklets Received:

Total multiple-choice test booklets received for this room 0 3 8

Sequence A

First serial number 1 0 0 0 0 1

Last serial number 1 0 0 0 3 8

(Sequence B)

First serial number

Last serial number

B. Writing Test Booklets Received:

Total writing test booklets received for this room 0 4 0

Sequence A

First serial number 2 0 0 0 0 1

Last serial number 2 0 0 0 4 0

(Sequence B)

First serial number

Last serial number

I have counted and verified the test booklets received for this room:

Room Supervisor Signature Allison C. Turner Test Coordinator Initials ML

C. Examinee Count During Test 1

Number of examinees testing in this room 0 3 5

These two numbers must match

Number of occupied seats shown on the Seating Diagram 0 3 5

Returned After Testing—Complete D, E, and F **after** you collect all test materials. Do not dismiss examinees until all materials have been accounted for. Both the test coordinator and room supervisor must sign/initial below when materials are returned.

D. Multiple-Choice Test Booklets Returned:

Complete after Test 4.

Quantity **Used** 0 3 5

Quantity **Unused** 0 0 3

Total multiple-choice test booklets returned to test coordinator

Must equal "A" above 0 3 8

E. Writing Test Booklets Returned:

Complete after the writing test.

Quantity **Used** 0 3 5

Quantity **Unused** 0 0 5

Total writing test booklets returned to test coordinator

Must equal "B" above 0 4 0

F. Answer Documents Returned: Number of answer documents for examinees who tested 0 3 5

Make sure you have **one** answer document for every examinee in the room. **This number must equal C above.**

I have counted and verified the answer documents and test booklets returned:

Test Coordinator Signature Molly Lin Room Supervisor Initials AT

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

ACT Test Booklet Count Form (instructions on reverse)

			-			
--	--	--	---	--	--	--

Testing School Name _____

ACT High School Code (for testing school)

City, State _____

Test Date _____

Room Supervisor _____

Room Name/Number _____

Received Before Testing—Complete A and B on test day morning when the room supervisor receives materials from the test coordinator. **Record all test booklets** received for this room. Include any booklets added after the initial count. Both the room supervisor and test coordinator must sign/initial below when booklets are transferred.

A. Multiple-Choice Test Booklets Received:

Total multiple-choice test booklets received for this room _____

Sequence A

First serial number _____

Last serial number _____

(Sequence B)

First serial number _____

Last serial number _____

B. Writing Test Booklets Received:

Total writing test booklets received for this room _____

Sequence A

First serial number _____

Last serial number _____

(Sequence B)

First serial number _____

Last serial number _____

I have counted and verified the test booklets received for this room:

Room Supervisor Signature _____ Test Coordinator Initials _____

C. Examinee Count During Test 1

Number of examinees testing in this room _____

← These two numbers must match →

Number of occupied seats shown on the Seating Diagram _____

Returned After Testing—Complete D, E, and F **after** you collect all test materials. Do not dismiss examinees until all materials have been accounted for. Both the test coordinator and room supervisor must sign/initial below when materials are returned.

D. Multiple-Choice Test Booklets Returned:

Complete after Test 4.

Quantity **Used** _____

Quantity **Unused** _____

Total multiple-choice test booklets returned to test coordinator
Must equal "A" above _____

E. Writing Test Booklets Returned:

Complete after the writing test.

Quantity **Used** _____

Quantity **Unused** _____

Total writing test booklets returned to test coordinator
Must equal "B" above _____

F. Answer Documents Returned: Number of answer documents for examinees who tested _____

Make sure you have **one** answer document for every examinee in the room. **This number must equal C above.**

I have counted and verified the answer documents and test booklets returned:

Test Coordinator Signature _____ Room Supervisor Initials _____

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

this page can be removed

ACT Test Booklet Count Form Instructions

This form is to be completed by the room supervisor on test day when materials are received from the test coordinator. The form must be signed and initialed by both the room supervisor and test coordinator upon receipt and return of materials.

No writing schools SKIP items B and E.

Received Before Testing

A. and B. Test Booklets Received

1. Complete Sections A and B in the presence of the test coordinator, at the time you receive your room's test booklets.
2. **Make sure your test booklets are in sequential number order.** If your room has a broken sequence of booklet numbers, record the first run of numbers as "Sequence A" and the second run of numbers as "Sequence B."
3. If there is a discrepancy in your materials, notify the test coordinator immediately and do not proceed until the discrepancy is resolved.
4. Room supervisor—sign to certify that you personally counted and verified your materials.
5. Test coordinator—initial to acknowledge the materials were received and accounted for.
6. Room supervisor—you are now responsible for these materials until they are returned to the test coordinator.

C. Examinee Count During Test 1

7. During Test 1, count the examinees **in the room.**
8. Enter the number of occupied seats you marked on your Seating Diagram. This serves as a cross-check to make sure the number of occupied seats on the Seating Diagram equals the number of examinees in the room.

Returned After Testing

D. and E. Test Booklets Returned

9. After **Test 4** (D.), collect and count the multiple-choice test booklets.

*Writing: After the **writing test** (E.), collect and count the writing test booklets and arrange in sequential serial number order.*

ALL—do not allow any examinee to leave the room until all materials have been accounted for.

10. Be certain the total number of used and unused test booklets returned equals the number of booklets you started with. If a booklet is missing, check the booklet numbers on the answer documents to determine which examinee's booklet is missing. No one may leave the room until any discrepancy is resolved.

F. Answer Documents Returned

11. Be certain you have an answer document for every examinee—check against your roster to be sure.

Immediately After Testing

12. Return all materials and forms to the test coordinator.
13. Test coordinator—count and verify all materials returned to you after testing by the room supervisor. Sign below Section F to certify that you personally counted and verified the returned materials.
14. Room supervisor—initial below Section F to acknowledge all materials were returned and accounted for.
15. Test coordinator—return this completed form to ACT in the RED envelope after testing.

Seating Diagram

When completing the seating diagram form on the reverse of this page:

- Complete all form fields during Test 1.
- Each seat in the room is represented by one box on the diagram.
- The completed diagram should show where examinees are seated in relation to each other.
- If this diagram does not fit your room, draw a diagram that does and attach it to this form.

Form purpose	To document the test room setup, the location of each examinee in the room, and the specific test booklet(s) used by each examinee
Staff responsible	Room supervisor
Number required	1 per room
Return procedure	Place in Test Administration Forms envelope

Seating Diagram Instructions

1. Stand at the front of the room and face the examinees. (The front of the room is where all examinees would see you if they looked up.)
2. Mark each empty seat by drawing an "X" in the appropriate box.
3. Mark each occupied seat by writing the serial number of that examinee's test booklet in the appropriate box.
 - During Test 1, write serial numbers of multiple-choice booklets in the spaces marked "MC."
 - During the writing test, write serial numbers of writing test booklets in the spaces marked "W."
4. If examinees are seated at tables, show which seats are at the same table by drawing a circle around the boxes that represent those seats.
5. If examinees are not all facing the same direction, draw an arrow inside each seat's box to indicate the direction the examinee sitting there is facing.
6. If you move someone to another seat after booklets have been distributed, indicate the original seat **and** the new seat on the diagram and complete an Irregularity Report to explain why.

Examples

Two adjacent seats

- Each box represents one seat.
- Serial numbers written in the "MC" section only indicate the examinees in these seats only took the multiple-choice test.

Two seats per table, both tests

- Each box represents one seat.
- Two circled boxes represents two seats at a single table.
- Serial numbers written in both the "MC" and "W" sections indicate the examinees in these seats took both the multiple-choice and writing tests.

Two seats per table, one empty seat

- A box marked with an "X" represents an empty seat.



1 Test Site Information

High School Code _____ High School Name _____

Test Date _____ Room Name/Number _____

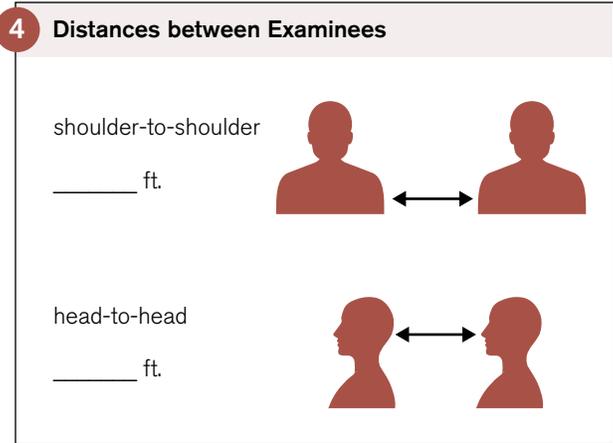
Number of Staff in the Room _____ Room Supervisor Name _____

2 Room Type

Single level
OR
 Multiple level

3 Writing Surfaces

Desks: ___ in. by ___ in.
 Tables: ___ ft. by ___ ft., # ___ per table

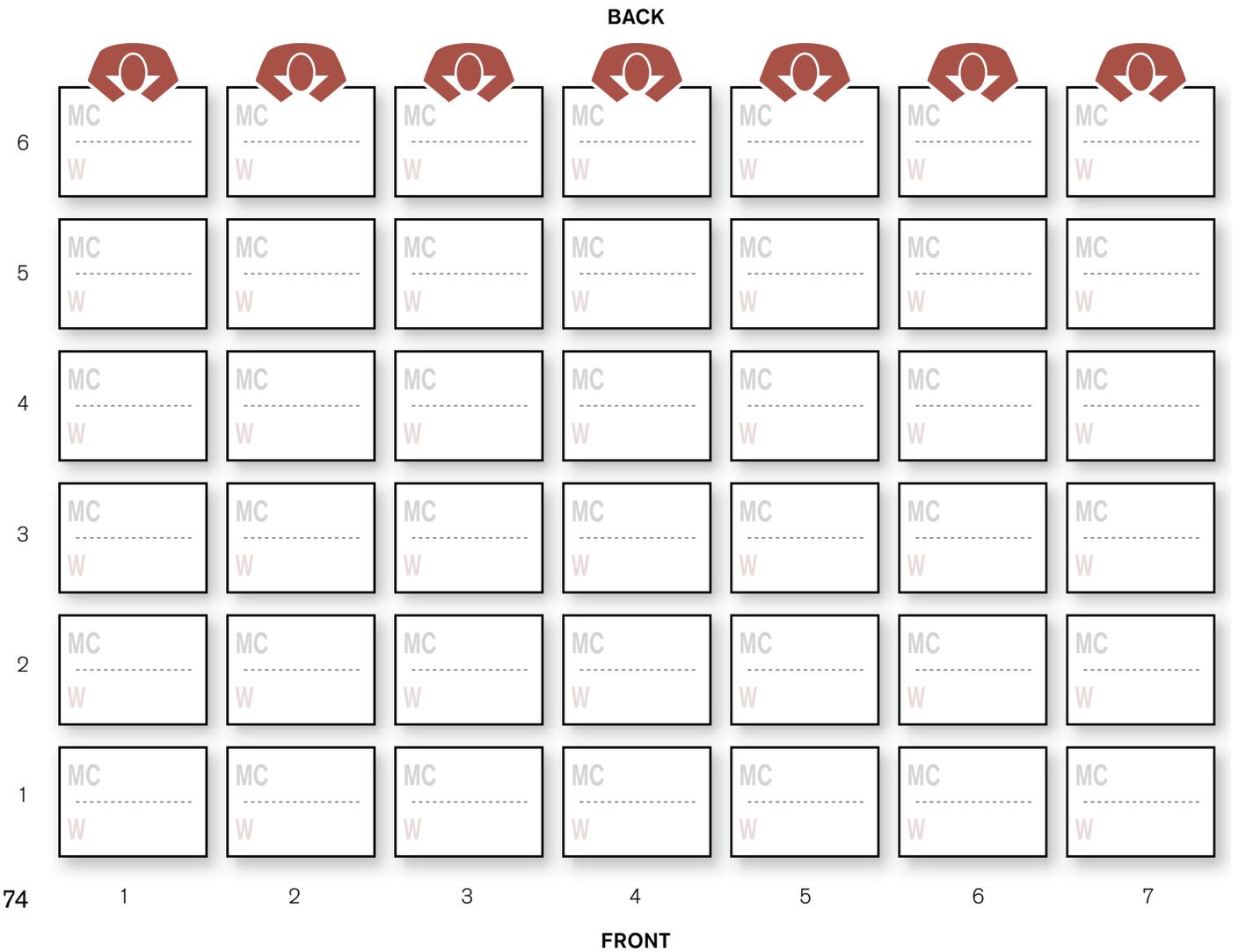


5 Number of Examinees

MC Multiple-Choice Test
Number of examinees in the room: _____

W Writing Test
Number of examinees in the room: _____

6 Seating Diagram



this page can be removed

ACT State and District Testing Time Verification Form (sample on reverse)

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

Testing School Name _____

				-				
--	--	--	--	---	--	--	--	--

ACT High School Code (for testing school)

City, State _____

Test Date _____

Room Supervisor _____

Room Name/Number _____

Number of Examinees _____

Test 1

1 ■ ■ ■ ■  ■ ■ ■ ■ 1

START 5 minutes remaining STOP

Test 2

2 △ △ △ △  △ △ △ △ 2

START 5 minutes remaining STOP

Test 3

3   3

START 5 minutes remaining STOP

Test 4

4 ○ ○ ○ ○  ○ ○ ○ ○ 4

START 5 minutes remaining STOP

**ACT
with
Writing
Only**

Writing Test



START 5 minutes remaining STOP

(this page can be removed)

ACT State and District Testing Time Verification Form Sample

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

ACT High School

Testing School Name

9 8 7 - 6 5 4

ACT High School Code (for testing school)

Sample, MI

City, State

MM/DD/YYYY

Test Date

Allison C. Turner

Room Supervisor

102

Room Name/Number

0 3 5

Number of Examinees

Test 1

1 ■ ■ ■ ■  ■ ■ ■ ■ 1

8:10 8:50 8:55

START 5 minutes remaining STOP

Test 2

2 △ △ △ △  △ △ △ △ 2

8:58 9:53 9:58

START 5 minutes remaining STOP

Test 3

3 —————  ————— 3

10:13 10:43 10:48

START 5 minutes remaining STOP

Test 4

4 ○ ○ ○ ○  ○ ○ ○ ○ 4

10:49 11:19 11:24

START 5 minutes remaining STOP

**ACT
with
Writing
Only**

Writing Test



11:29 12:04 12:09

START 5 minutes remaining STOP

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

INDIVIDUAL IRREGULARITIES

Examinee's Name	Test Booklet Form and Serial Number of Examinee's Test Booklet(s)	Time and Test When Irregularity Occurred	Type of Irregularity (✓ applicable)										Answer Document (✓ one)								
			Illness	Working Behind/ Ahead	Unauthorized Calculator Use	Marking Ovals After Time	Item Challenged	Timing Questioned	Phone, Alarm, Other Device	Other	Materials Damaged, Replaced (Specify Below)	Examinee scheduled for makeup	Marked VOID	Not Voided							
Name: Joan Smith	60H/100220	9:33/Test 2	✓																		
Explanation: <i>Examinee felt nauseous halfway through Test 2 and was escorted to the nurse's office. Examinee did not return and was scheduled for makeup testing.</i>																					
Name: Mark Jones	60H/100330	Test 3				✓															
Explanation: <i>After time was called, examinee continued to mark ovals and was dismissed. Examinee had marked 30 ovals when time was called. Examinee was informed the answer document would not be scored.</i>																					
Name: Troy Ruiz	60H/100440	Test 4																			
Explanation: <i>Examinee sent text message just before timing began. Examinee was dismissed and was informed the answer document would not be scored.</i>																					

GROUP IRREGULARITIES

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

Allison C. Turner

Room Supervisor's Signature

Molly Lin

Test Coordinator's Signature

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

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

				-			
--	--	--	--	---	--	--	--

Testing School Name _____

ACT High School Code (for testing school)

City, State _____

Test Date _____

Test Coordinator _____

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

Standard Time Testing Staff Name	School Job Title	Testing Position	Room Name/Number or Roving Assignment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

(this page can be removed)

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

Anonymous Security Hotline

Test site staff are expected to report test administration irregularities and security issues to ACT Test Administration by completing the Irregularity Report or calling 800.553.6244 ext. 2800. Immediate reporting to ACT Test Administration is critical to the standardized administration of the ACT.

In exceptional situations, test site staff may wish to file an anonymous report about concerns that the ACT tests may have been compromised. If you wish to report such concerns anonymously, you may do so at www.act.ethicspoint.com.

ACT Test Security Principles

1. Ensure that ACT business processes, distribution models, tests, test scores, and the information and insights we provide are “secure by design.”
2. Protect the integrity of our testing assets and the information and insights ACT provides throughout the entire life cycle of a test (from test concept to development, delivery, reporting, investigation, and remediation).
3. Promote conduct that enhances test security. Deter and detect conduct that will materially and negatively affect the reputation and integrity of our testing assets, test scores, the information and insights ACT provides, and the ACT brand.
4. Ensure that a reported test score and associated information are accurate and valid indicators of the test taker’s own achievements, behaviors, and/or goals.
5. Foster effective communication that enables prompt reporting and resolution of test security concerns.
6. Ensure that everyone in the testing process is aware of, competent for, and supported in their roles. Avoid placing individuals or organizations in situations that may pose or appear to pose a conflict of interest or a safety concern.
7. Build a sense of community, collaboration, and trust that engages and empowers people to act upon these principles.

ACT[®]