

2015|2016

Test Date: _____

Test Room: _____

Room Supervisor: _____

City, State: _____

ACT WorkKeys[®] **Administration Manual**

State and District Testing
Standard Time
Paper Testing

ACT[®] WorkKeys[®]

www.act.org/workkeys

How to Contact ACT

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

ACT State and District Testing

301 ACT Drive
PO Box 4071
Iowa City, IA 52243-4071

Testing Toll Free 800.553.6244, ext. 2800

Email Use the ACT State and District Testing “Contact Us” page at

www.act.org/aap/state/contact.html

Normal office hours are 8:30 a.m.–5:00 p.m., central time, Monday through Friday. On test day, staff will be available 6:00 a.m.–5:30 p.m., central time.

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

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

State Codes

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

Introduction

For ACT WorkKeys to successfully measure examinees' academic skills, they must be uniformly administered. As a person involved in the administration of ACT WorkKeys, you assume important professional responsibilities.

All testing staff are required to read the materials provided by ACT, including this manual, and follow all ACT policies and procedures.

When you become an ACT WorkKeys test coordinator, you must sign a statement affirming you will read and follow these policies.

If you have any questions that are not addressed in the manual, be sure to call ACT for instructions. Following ACT WorkKeys policies and procedures helps you create a fair testing environment.

Standardized Procedures

As with all standardized testing, it is critical that the procedures you employ are identical to those at other testing sites. Throughout this administration manual, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

Adherence to these standardized procedures is mandatory.

Test Dates and Times

ACT WorkKeys testing with standard time must be administered **only** on the initial test date or on the makeup test date scheduled for State and District testing.

Investigations

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

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 to use for any purpose other than administering the tests. Questions concerning attendance or test day procedures from any source other than ACT or the designated state education agency are to be referred directly to ACT or the state agency.

Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319.337.1429.

Facilities and Staff

The test coordinator is obligated to provide both acceptable facilities and qualified staff. The test coordinator 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 on any scheduled test date. The visit is normally not announced in advance.

The observer must have one of following credentials:

- state education agency ID with photo
- district assessment agency ID with photo
- photo ID *and* state education ID (without photo)
- photo ID *and* district assessment office ID (without photo)
- authorization letter from ACT *and* employer ID with photo
- authorization letter from ACT *and* photo ID *and* employer ID (without photo, such as a business card showing company affiliation)

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

1. Check credentials.
2. If the observer:
 - provided necessary credentials, then cooperate fully.
 - did **not** provide necessary credentials, then deny admission.
3. Complete an Irregularity Report that includes the following information:
 - observer's name
 - observer's agency/company affiliation
 - 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 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 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.

Program-Specific Materials

Some testing programs have supplemental materials (e.g., answer document supplements, training materials) to be used in the administration of the tests. If your program has supplemental materials, refer to them for additional policies and procedures.

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.



Testing Facility Requirements

Introduction

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

Off-Site Testing

Each school is expected to serve as a test site. The test coordinator is expected to test all of the eligible students who are enrolled at the school. All test sites must meet ACT facility requirements. If it is not possible to meet the facility requirements at the school, the test coordinator must find a location that meets the facility requirements, submit a request to test off-site, and receive ACT approval to transport materials. See the “Test Security Requirements” section for details regarding unauthorized transfer of materials and security of materials.

Principle of Accessibility

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

Selecting Facilities

Select facilities that:

- allow testing staff to control access to the testing areas
- have a phone that staff can use on test day

You may also want to have:

- a room to use as test-day headquarters for staff and materials
- security personnel

Selecting Rooms

Select test rooms that:

- can be reserved to allow time for the entire test session, plus any potential delays
- can be rearranged, if needed, to meet testing requirements
- are quiet and as free as possible from potential distractions
- have good lighting, temperature, and ventilation
- have convenient and adequate access to restrooms

Avoid rooms with multiple levels or graduated seating unless you have no alternative. Such rooms make security more difficult.

Setting Up Rooms

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

- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Ensure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Arrange the room so that:
 - The room supervisor will be facing the examinees during testing.
 - Testing staff can freely circulate the room and reach each examinee.
 - Testing staff will have a clear view of all examinees and materials. Seating that restricts staff's view, such as seating with study carrels or other dividers, partitions, or booths, is prohibited.
 - Seating minimizes the possibility of prohibited behavior. (See “Prohibited Behavior,” page 30.)

Ensuring Quiet Test Sessions

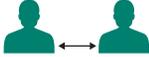
Take the following actions to help ensure quiet test sessions.

- Ask the building’s administration to turn off audible signals that normally sound at the beginning and end of classes.
- Ensure that announcements are not made on the public address system during test sessions.
- Post signs outside the test rooms to warn others that testing is in progress and that quiet is required.

Seating Arrangements

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

- facing the same direction
- spaced as far apart as possible, and seated no closer than is specified in the following table.
- seated in straight rows and columns, directly in line with each other
- able to see the room supervisor without difficulty
- able to see the room clock, if there is one, without looking around

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

The figure on the following page illustrates acceptable and unacceptable seating arrangements.

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

3 ft. min. plus room to circulate



Level Seating with Stationary Desks

3 ft. min.

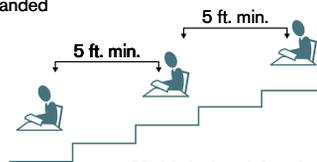


Left handed Examinees



Left-handed Examinees at Right-handed Desks

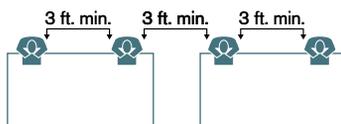
Extra Right-handed Desk



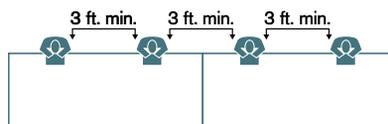
Multiple-level Seating

Table Spacing

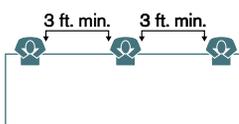
6-Foot Tables



8-Foot Tables



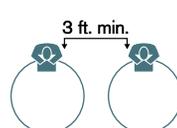
Tables more than 9 feet



Tables under 6 feet



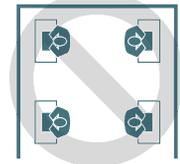
Round tables any size



Unacceptable Seating Arrangement Examples



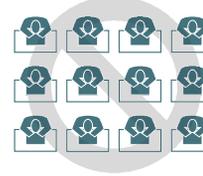
Examinees Facing the Wall or Each Other



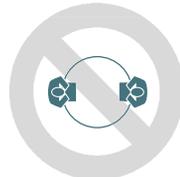
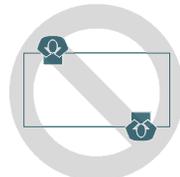
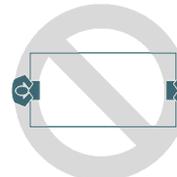
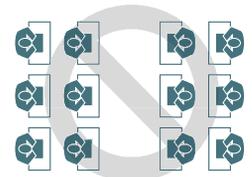
Desk Surface Too Small



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

Writing Surfaces

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

Note: Use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so left-handed examinees can use both surfaces. (See the figure on page 5 for an illustration.)

Seating at Tables

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

Follow the requirements in the following table for the use of tables:

Note: Do not seat examinees where two tables are joined together.



Testing Staff Requirements

Selecting Testing Staff

Test coordinators are responsible for selecting their test day staff.

Who May Act as Staff

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

Who May Not Act as Staff

The following people may *not* act as testing staff:

- High school students, volunteers, and lower-division undergraduates.
- Anyone who intends to take ACT WorkKeys tests within the next 12 months.
- Anyone involved in ACT WorkKeys test preparation activities at any time during the current testing year (September 1 through August 31), due to potential conflict of interest. (**Note:** ACT recognizes that the normal duties of a counselor or teacher may involve some responsibilities for test preparation. These activities are not a conflict of interest, provided they are part of job responsibilities specifically defined by one's employer and the employer is not a commercial enterprise.)

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

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

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

Test Coordinator

The test coordinator ensures that examinees testing at your site test under the same conditions as examinees at every other site. The test coordinator can serve at only one school.

Specific responsibilities include:

Category	Responsibility
Facilities and Staffing	<ul style="list-style-type: none"> • Selecting and reserving test rooms, and preparing them for test day according to ACT guidelines. • Selecting and training qualified testing staff.

(table continued on next page)

Category	Responsibility
Before Testing	<ul style="list-style-type: none"> ● Reading this manual and following its policies and procedures. ● Viewing and participating in training provided by ACT. ● Ordering standard time materials for the initial test date. ● Determining and documenting ACT WorkKeys accommodations. ● Ordering alternate test formats for examinees, as needed. ● Receiving, checking in, and securely storing test materials. ● Arranging for testing staff to apply barcode labels on the answer documents. ● Arranging for examinees to complete the non-test portions of their answer documents. ● Preparing rosters and organizing test materials. ● Notifying examinees of the test date(s), location, and materials needed.
On Test Day	<ul style="list-style-type: none"> ● Conducting a briefing session for testing staff. ● Counting and distributing test materials to staff. ● Supervising and assisting staff during testing. ● Arranging for transfer of test responses to answer documents for examinees approved for alternate response modes. ● Serving as room supervisor as needed.
After Testing	<ul style="list-style-type: none"> ● Collecting and accounting for all test materials. ● Ensuring completeness and accuracy of all forms. ● Returning answer documents, forms, and test materials used for standard time testing to ACT immediately after each standard time test date. ● Setting aside answer documents and manuals to use for makeup testing, if applicable. ● Ordering standard time makeup testing materials, if applicable. ● Cooperating with ACT and the state or district in resolving irregularities.

Back-up Test Coordinator

The test coordinator should select a back-up test coordinator. If the test coordinator becomes ill or is otherwise unable to be present on test day, the back-up test coordinator serves as test coordinator. 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 provided by ACT prior to the test date. The back-up test coordinator can serve at only one school.

If the test coordinator is not able to supervise the administration, the back-up test coordinator must complete and submit a profile change form online by going to the web address listed on your *Schedule of Events*.

Test Accommodations Coordinator

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

- Reading this manual and following its policies and procedures.
- Assisting the test coordinator in his or her responsibilities, as needed.
- Assisting the test coordinator to determine and document ACT WorkKeys accommodations as needed.
- Viewing and participating in accommodations training provided by ACT.

Room Supervisor

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

Specific responsibilities include:

- Reading this manual and following its policies and procedures.*
- Attending the training and briefing sessions conducted by the test coordinator.*
- Providing an environment conducive to testing.
- Checking ID or personally recognizing examinees.*
- Marking attendance/ID on the roster.*
- Admitting examinees into the test room and directing them to seats.*
- Counting test booklets upon receipt from test coordinator.
- Distributing test materials, keeping test booklets in sequential serial number order.*
- Reading verbal instructions to examinees verbatim.
- Properly timing tests and recording the start, five-minutes-remaining, and stop times on the Testing Time Verification Form.
- Completing all information on the Seating Diagram and Test Booklet Count Form.
- Monitoring examinees and materials at all times.*
- Walking around the test room during testing to replace defective materials and to be sure examinees are working on the correct sections of the test booklet and answer document.*
- Monitoring examinees during the entire test session to discourage and detect prohibited behavior.*
- Collecting and accounting for all answer documents and test booklets before dismissing examinees.*
- Recording detailed documentation of any irregularities and, as required, voiding examinees' tests.
- Returning all test materials and forms to the test coordinator after testing.

* *Proctors assist with these activities.*

Proctor

A proctor *may* be used to assist a room supervisor or the test coordinator if fewer than 25 examinees are testing. Use the following scale to determine the **minimum** number of proctors required in each room:

Number of Examinees Per Room:	1-25	26-50	51-100	each additional 50 (or portion thereof)
Required Number of Proctors Per Room:	0	1	2	+1

A proctor's responsibilities include:

- Assisting the room supervisor with all responsibilities marked with an asterisk.
- Reading this manual and following the policies and procedures it describes.
- Attending the training and briefing sessions conducted by the test coordinator.
- Helping mark attendance/ID on the roster.
- Helping admit examinees into the room and direct them to seats.
- Helping distribute test materials, keeping test booklets in sequential serial number order.
- Verifying the timing of the tests using a different timepiece than the room supervisor.
- Monitoring examinees and materials at all times.

- Walking around the room during testing to replace defective materials, to be sure all examinees are working on the correct sections of the test booklet and answer document, and to discourage and detect prohibited behavior.
- Reporting any irregularities to the room supervisor.
- Accompanying examinees to the restroom if more than one is allowed to leave during the timed tests.
- Helping collect and account for all answer documents and test booklets.

Roving Proctor

Schools that use four or more rooms are encouraged to appoint a roving proctor to assist the test coordinator. This proctor may be used to:

- Help the test coordinator prepare test materials for rooms.
- Assist with check-in and/or directing examinees to rooms and seats.
- Give room supervisors a break during testing.
- Serve as a hall monitor, keeping the hallways quiet during the break if other rooms are testing.
- At the conclusion of testing, assist the test coordinator with counting and preparing all test materials for return.

Rotating Proctors

Proctors are normally expected to serve in their assigned room for the entire test session. However, if schedules require, proctors may be “rotated” or replaced at the mid-morning break, provided no room is ever left unattended.

Training Testing Staff

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

Training

Test coordinators are required to hold a training session **before** test day to prepare staff for test day activities. In addition, on each test day morning, test coordinators are required to hold a briefing session to discuss any site-specific information, last-minute issues that arise, or concerns staff members may have.

Administration Manual

ACT provides this manual to communicate its expectations. The manual is proprietary information and is copyrighted by ACT. It is to be used only for the purpose of administering ACT WorkKeys tests and is not to be copied or shared for any other purpose.

Provide each testing staff member a manual before the training session. It is especially important that room supervisors read and understand the policies, procedures, and directions.

Supplements

Supplements or notices may be sent to test coordinators before the test day, via email, or included with test materials shipments. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment and improve on the policies and procedures contained in this manual.



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 is present and *if* that individual does not have a relative or ward testing on test day. Do not permit unauthorized personnel to access the materials. Examinees and anyone who may test within the next 12 months are not permitted access to the materials.

Unauthorized Transfer of Materials

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

Note: If your testing program includes district shipping, see the section “District Shipping Model” (page 2). 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 WorkKeys test booklets and **all** answer documents with examinee identifying information (even if the examinee completed only the non-test portions or if only a barcode label was applied).

The test coordinator is responsible for the security of all test materials from the time the materials are delivered to the time they are returned. The test coordinator must protect the materials from damage, theft, loss, or conditions that could allow prior access to the tests.

ACT WorkKeys test booklets are copyrighted and cannot be photocopied, used for any purpose other than testing, or opened by any person other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test questions or response choices to anyone. Scores earned by examinees who may have had advance access to test content will be cancelled. These scores will not be reported to examinees or educational institutions and will be ineligible for career readiness certificates.

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 WKEYM Pack/Return Slip.
- Count each booklet; do not assume that the groups of booklets are complete.
- Check the rest of the shipment to be sure it is complete.

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 WKEYM Pack/Return Slip.
- 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 (even if only temporarily) at any time.
- You have reason to believe someone had unauthorized access to the materials.
- A test booklet is discovered missing during testing. If this happens, do not permit examinees to leave without calling ACT for instructions.

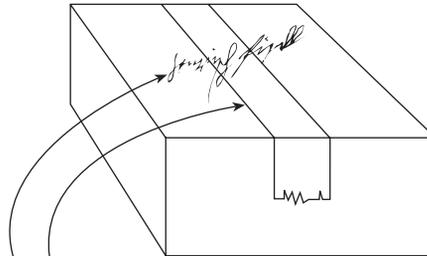
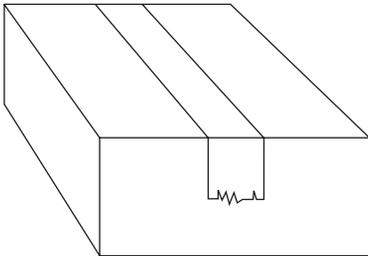
Keep Test Materials Shipping Cartons

When returning materials to ACT after each test date, use the cartons they arrived in. There are prepaid return shipping labels applied to these cartons. Note which cartons contain standard time materials and which contain accommodations materials; keep these materials separated. Colored tape can be found on the bottom of the cartons to help distinguish one from another.

Storage Before Testing

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

Diagram for Resealing Cartons



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.

Secure Storage

Materials must be kept inside a locked safe or vault to which only the test coordinator and back-up test coordinator 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. The cabinet or closet must have a built-in lock or a heavy-duty padlock. The keys must always be kept secure and 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.

Removal from Storage and Assignment to Rooms

Before test day, sort booklets and other test materials for distribution to individual rooms, and then return them to locked storage. Do not remove the checked-in and sorted test materials from the security of locked storage until test day morning. Test booklets must be personally handed to room supervisors by the test coordinator.

The test coordinator and each room supervisor must record the number and sequence(s) of test booklets received by the room supervisor, initialing the “Received Before Testing” on the Test Booklet Count Form (C-4). After the test, test booklet counts must also be reconciled and initialed using the “Returned After Testing” on the same form.

Security During the Administration

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

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

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

Storage After Testing

After accounting for all materials, prepare them for return after each test date (see “Collecting, Packing, and Returning Materials,” page 47). Return **all** used **and** unused test booklets to your locked storage area immediately after **each** test administration.



Preparing for Test Day

Test Materials from ACT

All test materials, including any for accommodations testing, are shipped to the test coordinator.

Initial Test Date

The quantity of test materials shipped for the initial test date is based on the order placed by the test coordinator, plus an appropriate overage.

Makeup Test Date

The quantity of test materials shipped for the makeup test date is based on the order placed by the test coordinator. More information on makeup testing is provided later in this manual.

Notes:

- *If, after receiving and checking in your materials, you find the number of examinees scheduled to test exceeds the number of materials you received, call ACT as soon as possible at 800.553.6244, ext. 2800.*
- *Test booklets shipped are different for each test date. Do not use test booklets assigned to one test date for another test date. Scores may 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 pencils (no mechanical pencils or ink pens)
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, interval timer, or wall clock
- Signs, cards, or other materials used in admissions procedures

Site Header

The State and District Testing Site Header identifies your school to the scoring system and also determines the test date to be reported. Be sure to use the initial site header for the initial test day and the makeup site header for the makeup test day. You must complete the form accurately. See Appendix A.

Reporting High School Code (Answer Document Block 18)

Scores must be reported to each examinee's official home high school (the "reporting" school).

Scores are reported to the high school code pregridded in block D of the site header (see Appendix A), for all answer documents included under the header.

If examinees test at your school but attend a different home high school, testing staff must enter information in the blank site header (sent with the secure materials) and on each answer document to correctly report scores for these examinees.

Use the following criteria to determine when to complete block D of a blank site header and block 18 of the answer document:

If the examinee . . .	Then staff at the test site . . .
tests at his or her home high school	use the correct pregridded site header (for initial or makeup testing) and leave block 18 blank.
tests at a school other than his or her home high school	grid the home high school code in block 18 of the answer document and in block D of the site header.

If you are unsure of the correct home high school for an examinee, contact your district office. To find high school codes, go to www.actstudent.org/regist/lookuphs.

Instructions Before Test Day

Before test day, inform examinees that they must bring the following:

- Two soft-lead No. 2 pencils with erasers
- A watch if they wish to pace themselves (They must not set the alarm on the watch during the test.)
- A calculator for the *Applied Mathematics* test
- Acceptable identification

Inform examinees that no cell phones will be allowed in the test rooms or in the break area.

Roster

Create one roster for each test room prior to the initial test day. A blank roster is provided in this manual (C-1). Write on the roster the name of each examinee scheduled to test. ACT must be able to determine those examinees who were absent or denied on test day as well as those who were present. If you submit a list of only those examinees who were present on test day, your roster will not be accurate and cannot be used to determine which examinees to schedule for makeup testing.

If your school provides a readable list of all examinees scheduled to test, by test room, you may use it in lieu of the roster as long as attendance and the type of ID accepted are marked on that list on test day and you return the marked original to ACT with the answer documents to be scored.

Providing Test Arrangements with Standard Time Testing

You may provide test arrangements with standard time testing if ALL of the following conditions are met:

- The arrangements must be consistent with the examinee's individualized education program (IEP), 504 plan, or official accommodations plan.
- The arrangements must not disrupt testing.
- The arrangements must not provide an advantage to the examinee over other examinees.
- 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.

Examples of these test arrangements include:

- 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
- permission for the examinee to mark responses in the test booklet (The test coordinator **must** arrange to transfer the responses to the answer document after testing.)
- access to food, drink, and 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 (See Testing Examinees with Hearing Impairments, below.)

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 verbal 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 can be made:

- Seat an examinee using an interpreter at the front of the room. The interpreter, who may not be a relative, will sign all verbal 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.
- 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 (for example, index cards with “Start,” “5 minutes remaining,” and “Stop” printed on them) or signal the examinee to indicate the start, 5-minutes-raining, and stop times.



Barcode Labels

Overview

ACT has provided you with barcode labels, which you must apply to your ACT WorkKeys State and District testing answer documents. Each label contains an examinee's identifying data, such as name, student ID, and school information. In conjunction with the answer documents' demographic sections, which examinees complete, these labels help the scanning system identify each answer document.

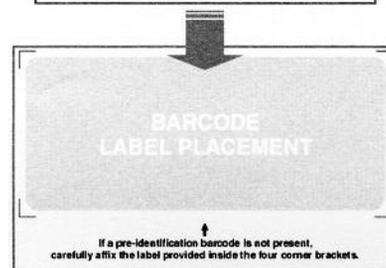
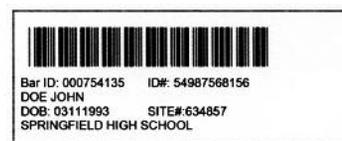
When to Apply the Labels

You must apply the barcode labels to the answer documents before examinees are scheduled to complete the demographic sections on their answer documents. If you have a large number of examinees testing, be sure to plan accordingly.

Layout

A sample barcode label is shown to the right. NOTE: Your barcode labels might not contain the same data, nor appear in exactly the same format as the sample shown.

Each answer document has a shaded barcode label area (shown to the right) where the barcode label is to be placed.



Applying the Labels

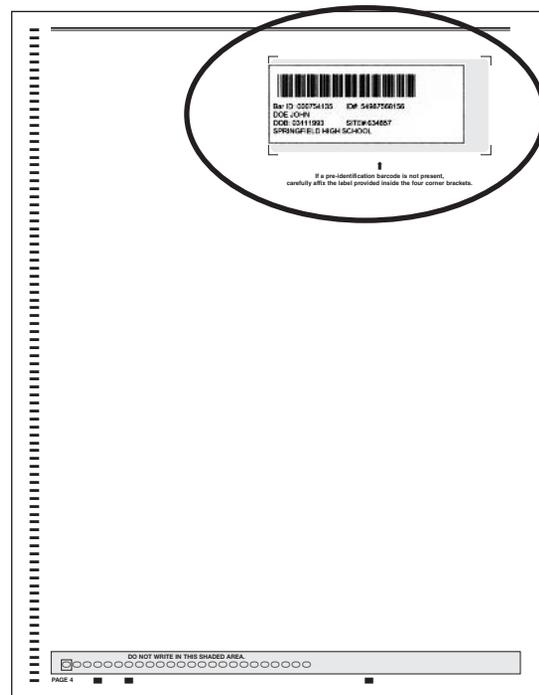
To correctly apply a barcode label, place the label over the shaded barcode label area, within the four corner brackets.

Important!

Do not place the barcode label in any other location on the answer document. It can only be scanned when affixed to page 4, in the proper place and at the proper orientation. Failure to place labels in the proper location may delay the production of your examinee's score reports.

Distribution of Answer Documents

Because each barcode label is unique to an examinee, you will need to coordinate the distribution of answer documents on test day (and during the pretest session) so that each examinee receives the answer document with his or her barcode label.





Test Day Activities

Introduction

The directions in this section are designed to help ensure a smooth administration of ACT WorkKeys. If you have problems, many of the solutions are listed in this section, and the ACT Test Administration department is always available to help on test days.

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

Be sure every room supervisor has a complete administration manual 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.

Sample Test Day Schedule

A schedule similar to the following would allow testing to begin around 8:15 a.m. and examinees to be dismissed around 11:30 a.m. in most test rooms:

7:30 a.m. Arrival of testing staff

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 three tests and the break as directed in the Verbal Instructions—time each test exactly
4. Collect and verify all test materials

Approx. 11:30 a.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 and how to handle the break). Remind staff that their cell phones must be turned off before testing begins.

State and District Testing Staff List

A complete State and District Testing Staff List is **required** for each test day. A blank State and District Testing Staff List is included in this manual (C-2). Instructions for completion are printed on the form. List **all** personnel involved in administering the tests, including anyone assisting with materials or security. If you have any questions, contact ACT.

Completing the Roster

Write the type of ID accepted for admission on the roster (C-1). If your school provides a readable list of all examinees scheduled to test, by test room, you may use it in lieu of the roster. However, you must **still** document type of ID accepted or examinee absence for attendance. Return the marked original at the same time as the completed answer documents.

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 20.) Use the following table to determine your next steps:

If the ID is ...	Then ...
Not presented or not acceptable and examinee cannot be recognized by school staff	<ol style="list-style-type: none"> 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 (C-6).
Acceptable or examinee can be recognized by school staff	<ol style="list-style-type: none"> 1. Compare the photo on the ID to the examinee. 2. Mark on the roster the type of ID accepted using the following notations as a guide: <ul style="list-style-type: none"> P = Photo ID 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.) Denied = too late to admit 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 waiting for an examinee to bring identification or allow testing of late examinees.

Late Arrivals

If an examinee is personally recognized or can present acceptable ID before the test booklets have been distributed, admit the examinee.

Note: Do not admit any examinees to the test room once you have started distributing test booklets.

Absent Examinees

If an examinee was absent, mark a dash beside his or her name on the roster. Determine if the examinee is eligible for makeup testing. See “Makeup Testing.”

Denying Admission

If an examinee arrived too late to admit, deny admission, and write “denied” beside his or her name on the roster. Schedule this examinee for makeup testing.

Acceptable Identification

All examinees are required to present an acceptable form of identification or be personally recognized (face-to-face) by testing staff before being admitted to the test room. (If an examinee without acceptable ID is permitted to test, the examinee must be dismissed and the answer document will not be scored – even if acceptable ID is presented later.)

- 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.

Roster Notation	Type of ID	Criteria for Acceptance
P	Current Official Photo ID	Must include ALL of the following: <ul style="list-style-type: none"> ● Current (valid) ● Issued by a school or city/state/federal government agency ● Examinee’s first and last names ● Photo is clearly recognizable as the examinee <i>Signature not required.</i> <i>Examples: driver’s license, passport, school ID, state ID</i>
L	ACT Student Identification Letter with Photo	Examinee must present the ACT Student Identification Letter, which is available at www.act.org/aap/pdf/Identification-Letter-Form.pdf . All items must be completed and include: <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 <i>Collect and return to ACT with the roster.</i>
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 printed on the photo
- Fishing or hunting license
- ID issued by an employer
- ID letter that is not an official ACT Student Identification letter
- Learner's driving permit, temporary or replacement driver's license, if it does not include a photo
- 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 test day 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
- Web page with photo

Prohibited Items in the Test Room

Items Prohibited from the Test Room

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

Items That May Not Be Accessed in the Test Room

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, notes, or other aids
- Highlight pens, colored pens or pencils, correction fluid/tape
- Reading material
- Food and beverages (including water)
- Tobacco in any form

Examinees' personal belongings must be placed under the seats, and examinees are not permitted to access them during testing.

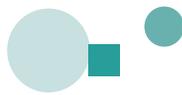
Directing Examinees to Seats

After an examinee has been identified and the roster marked, direct the examinee to a specific seat. **Do not 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 who arrive together.

Proctors can direct the 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 checked into the test room if they require left-handed desks or write a statement on the board telling left-handed examinees to report to the proctors for proper seating assignments.



Administering the Tests

Test Room Starting Time

Verbal instructions may begin as soon as all examinees have been identified and seated. It is recommended that the verbal instructions start no later than 9:00 a.m. in all rooms.

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 wish to make announcements regarding:

- **Calculators:** If desired, read a current list of prohibited calculators. You can find a list at www.actstudent.org.
- **Electronic devices:** Other than permitted calculators, examinees are not allowed to have or use any electronic devices in the test room or during the break.
- **Hats:** Some hats may obstruct your view of examinees' eyes. Because not all hats may hinder your ability to monitor the examinees, 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.

Checking Calculators During *Applied Mathematics*

You must check for prohibited calculators during the *Applied Mathematics* test (test 2). 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 31) 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 *Applied Mathematics* test can be solved without a calculator.
- Examinees may only use a permitted calculator on the *Applied Mathematics* test.
- The calculator must be turned off and put away during all other tests.
- A current **Calculator Notice** was provided in your materials shipment.
 - **Each room supervisor must be given a copy of this notice.**
 - Post this notice for examinees to see (e.g., at check-in stations, test rooms, etc.).
 - This document 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.

Formula Sheet

A formula sheet that includes all formulas required for the *Applied Mathematics* test is provided in the *Applied Mathematics* test booklets. **These sheets should be collected at the end of the test with the test booklets.**

Test Monitoring Responsibilities

All testing staff, room supervisors, and proctors are to **remain attentive** to their testing responsibilities throughout the entire administration. Examinees must feel that the staff are doing all they can to provide an irregularity-free administration. To protect the validity of individual test scores and maintain the security of the test materials, the following must be observed:

- Walk around the room during testing to be sure examinees are working on the correct test and to discourage and detect prohibited behaviors.
- During the test, do not read, correct papers, or engage in any tasks not related to the administration of the test.
- Do not engage in conversation during testing or allow unauthorized personnel in the test room.
- Do not leave a test room unattended at any time.
- Complete detailed documentation of any irregularities of which you are aware.

Sequence of Tests

The tests **must** be administered in the order listed below 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.

ACT WorkKeys Tests

Test 1 = 45 minutes

Test 2 = 45 minutes

Break = 15 minutes

Test 3 = 45 minutes

Note: An additional time of 15–30 minutes may be needed for completing demographic information on the answer documents.

Break after Test 2

ACT **requires** that you allow a break of 15 minutes at the end of *Applied Mathematics* (test 2) to allow examinees to relax or go to the restroom. The break timing starts when you call stop on *Applied Mathematics* and ends when you begin reading the verbal instructions for *Locating Information*, no more than 15 minutes later. The following policies and guidelines apply:

Timing and Sequence:

- You must begin timing the break **immediately** upon calling stop on *Applied Mathematics*. The break is timed as the entire time between the end of the *Applied Mathematics* test (test 2) and the start of the *Locating Information* test (test 3), not just the time examinees are out of the room. You **must** begin the verbal instructions for *Locating Information* no later than 15 minutes after the break starts.

- Do not delay or lengthen the break in your room to wait for other rooms. Do not attempt to preset an exact schedule for all test rooms.
- 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.**
- 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 these examinees to a minimum.
- 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.**

During the Break:

- All test booklets must be closed with the answer documents inside them before examinees are allowed to leave the test room or speak to each other.
- Whether examinees may talk among themselves during the break is left to your discretion.
- Assign testing staff to control hallway noise if other rooms are still testing.
- You may designate a break area.
- 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.**
- The break may not include lunch. If it does, scores for all examinees may be cancelled.

Timing the Tests

The following guidelines will help assist you in making sure you provide the correct amount of time for each test.

- Use a stopwatch or interval timer to keep time and use a wristwatch or other accurate timepiece as a back-up.
- If possible, a second member of the testing staff, such as a proctor, should also keep time.
- Check your times carefully before time is called.
- Each room must provide the full 45 minutes for each test even if one or all examinees appear to have finished early.

Announcement of Time Remaining

A verbal announcement of time remaining should be read five minutes before the end of each test. Time remaining must be a verbal announcement.

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, at the start of the test.

Examinees Who Leave During a Test and Return

Examinees may go to the restroom during testing, but it is best not to announce it. 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.**

Examinees Who Leave Early

Examinees must remain seated until the break. If an examinee insists on leaving early, collect and secure the answer document and test booklet, then document the situation on the Irregularity Report (C-6). After testing, decide whether the examinee will be scheduled for makeup testing.

Guessing

Instructions about guessing are printed in the test booklets. If examinees ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**

Examinee Questions about Test Questions

If an examinee has a question or concern about a particular test question, instruct the examinee to “just do the best you can.” Do not comment on or add in any way to the test. Avoid discussing examinee concerns during the test because this takes up testing time and may distract other examinees. After the test, include an explanation of the examinee’s question, the test name, and the Test Form Number on the Irregularity Report and return it with other required administration forms. If the examinee wants a response, be sure to include the name and address to which the response should be directed.

Avoiding Common Errors in Completing Answer Documents

Room supervisors and proctors should be alert to the types of errors examinees commonly make when completing their answer documents. When reading the instructions, test personnel should emphasize the correct procedures to avoid these errors and walk around the test room to observe examinees as they complete these steps.

When completing the demographic information:

- Grid only one oval per column.
- Start with the first box and first column of ovals in the block.
- Grid name and address.

When completing each test section:

- Grid the appropriate Test Form Number in addition to writing the number in the boxes.
- Emphasize that examinees must mark their responses on the answer document, not in the test booklet. No additional time will be allowed for transferring answers marked in test booklets unless an accommodation is used.

Note: It is very important that all testing personnel be familiar with the instructions on completing the personal demographic information, Test Form Numbers, and Booklet Numbers on the answer documents. The Test Form Numbers indicate which answer key ACT will use in scoring the test. Therefore, **if a Test Form Number is not entered correctly, ACT may not be able to score the answer document.**



Irregularities

Irregularity Report

Complete an Irregularity Report (C-6) for each room in which an individual or group irregularity is observed, and return it with your answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from or who left the test center without completing the tests. If there are no irregularities in any rooms at your test center, it is not necessary to return a report.

Group Irregularities

Overview

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.

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 the test and collect 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 the 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.

Inclement Weather

If bad weather causes school to close or testing to be terminated, call ACT for instructions.

Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur at a test center, excluding those affecting the health or safety of your examinees or staff.

If—at any time—you cannot account for a test booklet, you must **immediately** call ACT at 800.553.6244, ext. 2800. We will advise you regarding what actions you must take.

Mistiming

Any deviation from timing the tests exactly is a mistiming. A mistimed test constitutes a serious irregularity that is difficult to resolve. **Mistimings can be prevented by careful supervision.** Scores cannot be adjusted to compensate for a 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.

- 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 call ACT for instructions.

Individual Irregularities

Overview

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.

Note: Any time you observe behavior that requires dismissal and voiding of an answer document, **be sure you inform the examinee that the answer document will not be scored and the reasons for your action.** Each instance must also be documented on the Irregularity Report.

Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the examinee does not lose time.

- Be sure the replacement test booklet is the **same test form** as the defective test booklet.
- Print “Defective Material Void” on the cover of the test booklet or across the front of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
- If an answer document is defective, the examinee must transfer, under your supervision, all information exactly as originally noted to a new one **after the test session.**
- Call ACT for further directions if you do not have sufficient materials to replace those that are defective.

Duplicating Test Materials

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

If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in “Dismissal for Prohibited Behavior” (page 31) or “Refusal to Turn In Test Materials” (page 31).

In all cases, examinees observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, are to be dismissed, the device confiscated or cleared, and the answer document marked VOID. Inform the examinee the answer document will not be scored and include all necessary information on the Irregularity Report. Call ACT (during the test, if possible) to determine if any additional action is required.

Failure to Follow Directions

Only answers marked properly on the answer document during the time allowed for the test can be scored.

- *UNAUTHORIZED MARKING OF RESPONSES IN TEST BOOKLET INSTEAD OF ON ANSWER DOCUMENT.* Unless the examinee has been approved to mark in the test booklet or on a large-type worksheet, only responses marked on the answer document during the time allowed for the test will be scored. If an examinee, without authorization, has mistakenly marked responses in the test booklet and has not transferred them to the answer document, follow these instructions:
 1. If time remains on the current test, instruct the examinee to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers may be transferred.
 2. The examinee may then continue testing by marking answers only on the answer document.
 3. Only responses marked on the answer document during the time allowed for a particular test will be scored. Therefore, do **NOT** allow the examinee to transfer responses from tests for which time has already been called, and do **NOT** allow the examinee to transfer responses during the break or after testing.
 4. Document the situation on the Irregularity Report.

ACT will not transfer responses from the test booklet to an answer document. The answer document will be scored as received.

- *MARKING RESPONSES IN A FUTURE SECTION OF ANSWER DOCUMENT* (e.g., marking responses in the section for test 2 during administration of test 1). As soon as this error in marking is detected, give the examinee a new, blank answer document and:
 1. If time remains on the current test, instruct the examinee to begin marking responses in the correct section of the answer document, beginning with the next item.
 2. If time has been called on that test, instruct the examinee to begin marking responses in the correct section of the new answer document, beginning with the next test.
 3. After testing is completed, supervise the examinee as he/she transfers the information on page 1 of the answer document and all previous test responses from the first answer document to the correct sections on the new answer document. **(This transfer must occur under close supervision and without access to the test booklet.)**
 4. Mark the first answer document **REPLACED**, document the situation in detail on the Irregularity Report, and attach the replaced answer document to the report. Return the new answer document for scoring.

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).

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

If an examinee is engaging in prohibited behavior, proceed in a way that does not cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in "Dismissal for Prohibited Behavior" (page 31) exactly and continue testing.

Prohibited behaviors include:

- Filling in or altering ovals on a test or continuing to work after time has been called.
- Looking back at a test on which time has already been called.
- Looking ahead in the test booklet.
- Marking responses in a previous section of the answer document (e.g., marking responses in the section for test 1 during administration of test 2).
- Working on the wrong test (e.g., working on test 2 during the time allowed for test 1).
- Having or using any electronic device during testing or during break.
- Looking at another examinee's test booklet or answer document.
- Giving or receiving assistance.
- Using a prohibited calculator.
- Using a calculator on any test other than the *Applied Mathematics* test.
- Sharing a calculator with another examinee.
- Sharing or exchanging information about the test by any means during the tests or during break.
- Using any device at any time during testing or during break other than an approved calculator, an approved accommodation device, or an assistive device that does not require approval, such as a hearing aid.
- Attempting to remove test materials, including test questions or answers, from the test room by any means.
- Using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or any unapproved testing aids.
- Not following instructions or abiding by the rules of your school or test site.
- Exhibiting confrontational, threatening, or unruly behavior.
- Creating a disturbance or allowing an alarm to sound in the test room.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn the examinee 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.

Have a colleague verify your observation, if possible. However, if you are **certain** an examinee is engaging in prohibited behavior and you are supervising a room without assistance, dismiss the examinee 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 section were

filled in after time was called, you may dismiss the examinee. **You must inform the examinee that the answer document will not be scored.**

Dismissal for Prohibited Behavior

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

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test 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's approval.
4. Tell the examinee privately:
 - a. You observed or are certain of the prohibited behavior.
 - b. He/she is being dismissed because of the behavior.
 - c. The answer document will be marked VOID and will not be scored.
5. Write VOID on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
 - a. The time of the incident and the name(s) of the examinee(s).
 - b. The number of ovals the examinee(s) had filled in at the time of the incident, if relevant.
 - c. The test room and seating location(s) of the examinee(s).
 - d. The details of what you observed.
 - e. The statements you and the examinee(s) made.
 - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the voided answer document to the Irregularity Report and return it with the other documentation for this test date. (Return the test booklet with other used test booklets.)

Examinees dismissed for prohibited behavior are not to be scheduled for makeup testing.

Voiding Answer Documents

Do not void an answer document for any other reason (e.g., examinee finishes early, does not return after break, does not take testing seriously but is not disturbing others or engaging in prohibited behavior). Report and document the reason for voiding all answer documents on the Irregularity Report. No portion of the answer document will be scored after it is marked VOID. Mark an answer document VOID and attach it to the Irregularity Report for the following reasons **only**:

- An examinee has been dismissed for prohibited behavior and has been told the answer document will not be scored.
- An answer document is defective or an examinee marked in a future section and the answer document has been replaced.

Examinees may not request that their answer documents not be scored.

Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test 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 other test materials or examinees unattended.



Verbal Instructions for Completing Demographics on the Answer Document

Instructions for this Section

These instructions apply for pretest sessions or same-day testing.

- Practice reading these instructions before test day.
- Read aloud all instructions in the shaded boxes. **Do not depart from this text.** (Text in parentheses is intended for the testing staff only and should not be read aloud.)
- Where a series of dots appears, pause to let examinees follow instructions.
- Do not distribute test materials until you have completed the demographic verbal instructions below.

Completing Demographics on the Answer Document

1. When everyone is seated and you have everyone's attention, say:

I [We] will now distribute the answer documents. Check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand....

2. Hand each examinee his or her answer document individually, and continue with the instructions below.

The information that you provide when you fill out your answer document will be used to prepare all reports. Follow my instructions carefully.

Your answer document will be scanned by a computer. It is essential to follow directions and to accurately grid the information to ensure that the responses recorded for you are the ones you intend.

Use only a soft-lead No. 2 pencil. Do not use a fountain pen, ballpoint pen, mechanical pencil, or colored pencil. If you do not have a No. 2 pencil, please raise your hand.... Make all marks heavy and dark. Fill in each oval completely, without extending your marks outside the lines. Do not make any marks anywhere on your answer document except as directed. Erase all extraneous marks carefully and completely. Turn your answer document so that page 1 faces you.

There are five match criteria used to match examinee records to create a transcript of scores or to create a National Career Readiness Certificate.

The five match criteria are:

First Name, Last Name, Month of Birth, Day of Birth, ID Number

Remember what these are and always use the same five match criteria when taking an ACT WorkKeys test.

Additionally, if you are taking these tests to receive the National Career Readiness Certificate or a local career readiness certificate, your name will be printed on the certificate exactly as it appears on the barcode label on page 4 of the answer document, or if you do not have a barcode label, exactly as you print it on page 1. Names on certificates are all capital letters and do not include hyphens. It is best not to put spaces in the last name as they tend to look out of place on the certificate.

In block 1, print the name of this school or site [announce the name], city, state, and ZIP code....

In block 2, print your name in the boxes labeled "Name." Begin in the first box and enter your last name. Then, enter your first name where indicated and finally, enter your middle initial where indicated....

Now, fill in the corresponding oval beneath each letter and the blank oval beneath each empty box....

Look at block 3. Beginning in the first box, enter your State Assigned Student ID number and fill in the corresponding oval in each column....

In block 4, fill in the oval for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding ovals. Be sure to fill in the leading zeroes if necessary....

Fill in the appropriate oval in block 5....

In block 6, fill in the ovals that best describe your racial or ethnic group as generally recognized by your family and friends. Be sure to answer both questions....

Now, look at block 7. Fill in the oval that best describes your current or highest level of education....

Leave blocks 8–11 blank at this time.

Complete blocks 12–15 by entering your address and filling in the appropriate ovals. For the state code, enter [announce your state code from the table inside the front cover of this manual].

Leave blocks 16–26 blank at this time. We will go back to blocks 16 and 25 later.

- If you are concluding a pretest session, collect the answer documents and keep them secure until test day. Check the answer documents to be sure the name on page 1 matches the barcode label (if present).
- If you are continuing with testing, go on to Verbal Instructions for Standard Time Testing.

Verbal Instructions for Standard Time Testing

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 must 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 (C-1)
- Test Booklet Count Form (C-4)
- Irregularity Report (C-6)
- Testing Time Verification Form (C-7)
- Seating Diagram (C-8)

Recommendation

ACT recommends that you begin each test session with the following statement:

If you are feeling ill or have circumstances that may affect your performance on ACT WorkKeys tests, or if you need a special accommodation that you do not have, raise your hand and please come forward now....

If an examinee comes forward, it is your responsibility to determine if the examinee should proceed with testing at this time.

General Verbal Instructions

1. If you conducted a separate pretest session prior to test day, start with step 2. Otherwise, start with step 3.
2. Hand each examinee his or her answer document individually. Then say:

Look at your answer document. If your name does **not** appear in block 2, please raise your hand....

Now, check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand....

3. Read the following:

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 *Applied Mathematics* test. Word-to-word foreign language glossaries are permitted for those whose first language is other than English.

There is one scheduled break during the test administration, after the second test. However, you may obtain permission to go to the restroom if you need to do so during testing by raising your hand. You will not, however, be given extra

time for the test. Only one person will be allowed to leave the test room at a time unless escorted by testing personnel.

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 allowed to access them during testing....

4. Next, you will have examinees fill in the appropriate Form Type—Initial, Make Up, or Emergency—on the answer document, block 16. This indicates the type of testing being completed. Say:

Open your answer document to page 2 and look at block 16, Form Type. Fill in **[indicate Form Type: Initial/Makeup/Emergency]**....

5. Then say:

I will now hand you a test booklet. Do not break the seal or open it until I tell you to do so. When you receive your test booklet, sign and print your name in the spaces provided on the front cover. Then, look up at me....

Hand each examinee a booklet individually. Do not pass them back or across aisles. **Keep an exact count of the number of test booklets distributed.**

6. When all examinees have signed their test booklets, say:

Your test booklets include Terms and Conditions on the back cover.

Turn your test booklet so the back cover faces up. Read the Terms and Conditions silently. Then, look up at me....

7. When all examinees have read the Terms and Conditions, say:

Your answer documents have an Examinee Agreement that requires a signature on page 2, in block 25. Read the Examinee Agreement silently and then sign and date the Examinee Agreement. If you do not sign and date the Examinee Agreement, your answer document may be voided and you may not receive your scores....

8. Walk around the room to be sure all examinees are signing the Examinee Agreement. When all examinees have signed their answer documents, say:

Now, turn your test booklet so the front cover faces up. Read the directions silently. Then, look up at me. **DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO....**

9. When all examinees have read the directions, say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

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

I will walk around the room during testing to be sure you are working on the

right test. If you have a question or need another pencil, raise your hand. Do not look around.

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

I will keep the official time for this examination. I will 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?...

10. If there are no questions, continue by saying:

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

- in possession of or using any electronic device during testing or during the break
- looking back at a test on which time has already been called
- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using a prohibited calculator
- using any device to share or exchange information at any time during testing or during the break
- sharing a calculator with another examinee
- using a calculator on any test other than the *Applied Mathematics* test
- using any device at any time during testing or during break other than an approved calculator, an approved accommodation device, or an assistive device that does not require approval, such as a hearing aid
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test site
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in or altering ovals on a test after time has been called. Filling in ovals on a previous test during a later test or filling in ovals even with the test booklet closed is prohibited. If I notice that a test has not been completed and later notice that it has been, I will dismiss you and your answer document will not be scored.

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. If you finish before I call time, recheck your work, 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....

Verbal Instructions for Administering *Reading for Information*

1. Say:

Look at your answer document. Turn to page 3 and find the section titled *Reading for Information*.

A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet Number. Print the seven-digit number in the boxes for the Test Booklet Number in this section. Fill in the corresponding oval in each column....

2. Walk around the room to be sure examinees are entering the Test Booklet Number correctly on their answer documents. Then say:

You may now break the seal on your test booklet, and open the booklet to the cover page for test 1, *Reading for Information*. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

4. When all examinees have read the directions, say:

You will have 45 minutes to work on *Reading for Information*. During this time, you are to work only on *Reading for Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

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

You have 45 minutes to work on this test. Open your booklet to *Reading for Information* and begin work.

6. Begin timing.

Reading for Information

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

45 Minutes

7. During *Reading for Information*, do the following:
- As you begin testing, enter the actual time of day you announce START on the Testing Time Verification Form (C-7) (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the stop time). Before you announce 5 minutes remaining and before you call stop, check your timepieces carefully against the time you have written down.
 - Make sure you record the actual times you make your announcements.
 - Walk around the room to monitor examinees.
 - Complete the Seating Diagram (C-8). If you need to verify booklet numbers for your diagram, do so at the break. Complete **every** item on the form.

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

There are five minutes left.

9. When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up....

Verbal Instructions for Administering *Applied Mathematics*

1. Say:

Look at your answer document. Find the section titled *Applied Mathematics*.

Open your test booklet to the cover page for test 2, *Applied Mathematics*. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column....

Leave the Admin. Code column blank.

2. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:

All problems on the *Applied 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?...

Now turn to the next page in your test booklet and read the directions silently. Note that you may tear out the formula sheet for easier use. When you are done reading the directions, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

3. When all examinees have read the directions, say:

You will have 45 minutes to work on *Applied Mathematics*. During this time, you are to work only on *Applied Mathematics*. If you finish before time is called, recheck your work on this test, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test, and do not work on, fill in, or alter ovals for the previous test. Please remember to close your calculator quietly in consideration of others. There will be a break after I call time on this test.

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

You have 45 minutes to work on this test. Do any figuring in your test booklet or on your formula sheet. Open your booklet to *Applied Mathematics* and begin work.

5. Begin timing.

Applied Mathematics

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

45 Minutes

6. During *Applied Mathematics*, do the following:
 - Record the actual time of day you announce START on the Testing Time Verification Form (C-7) and calculate the times of day for announcing 5 minutes remaining and STOP. Make sure you record the *actual* times you make your announcements.
 - Staff must check all calculators periodically during the test. (See “Checking Calculators During *Applied Mathematics*” and “Calculators,” page 23.) If an examinee uses a prohibited calculator, follow the instructions in “Dismissal for Prohibited Behavior” (page 31) to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.
 - Walk around the room to monitor examinees.

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

There are five minutes left.

8. When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:

Stop and put your pencil down. If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. **Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now....**

9. Verify everyone has stopped, then say:

Put your calculator away. You will not be permitted to use it for the remaining test. You will have a 15-minute break. Testing will resume promptly at **[give the time]**. If you return late, you will not be allowed to make up lost time. Remember, you may not have or use any electronic devices during break, and you may not eat or drink in the test room. **[If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.]**

10. 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.
- Check every answer document to be sure examinees have entered the test booklet number and test form, and filled in the corresponding ovals. Also check that test booklets have been signed.
- 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 *Applied Mathematics* ends. Do not delay the start of *Locating Information* 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 45).

Verbal Instructions for Administering *Locating Information*

1. At the end of the 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.** Remove your answer document from your test booklet and check page 1 of your answer document to be sure your name appears in block 2....

2. Then say:

Now, turn your answer document to page 3 and find the section titled *Locating Information*.

Open your test booklet to the cover page for test 3, *Locating Information*. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column....

Leave the Admin. Code column blank.

- Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

- When all examinees have read the directions, say:

You will have 45 minutes to work on *Locating Information*. During this time, you are to work only on *Locating Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals for previous tests. Remember that filling in or altering ovals on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

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

You have 45 minutes to work on this test. Open your booklet to *Locating Information* and begin work.

- Begin timing.

Locating Information

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

45 Minutes

7. During *Locating Information*, do the following:
 - Record the actual time of day you announce START on the Testing Time Verification Form (C-7) and calculate the times of day for announcing 5 minutes remaining and STOP. Make sure you record the *actual* times you make your announcements.
 - If any examinees do not return from break, collect their materials shortly after testing has begun.
 - Walk around the room to monitor examinees.
8. When your watch or timer indicates exactly 40 minutes have passed, and you have checked the time, say:

There are five minutes left.
9. When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:

Stop, close your test booklet, and look up at me now....
10. When you have everyone's attention, say:

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, alter, 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 directions....

While examinees remain in their seats:

- Collect and count the answer documents **individually** from each examinee. Turn all the answer documents one way, and make certain you have a signed answer document for each examinee.
- Collect the test booklets **individually** from each examinee, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.

Do not dismiss examinees until you have verified that you collected all the test booklets you distributed and that you have an answer document for each examinee. Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or room supervisor.

11. After all answer documents and test booklets have been collected and counted, say:

Thank you for your cooperation. This ends today's testing.
12. At the conclusion of testing:
 - Direct examinees to the next activity of the day as determined by your school administration.
 - Check your counts and complete the Test Booklet Count Form (C-4). The number of used and unused test booklets **must** equal the number you received for your room.
 - Personally return all standard time testing materials to the test coordinator after testing. Examinees may not assist with the transportation of any test materials.



After the Test

Overview

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.

Important!

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

Keep Materials Separate

Make sure to keep your return materials for standard time testing separate from any materials being returned for accommodated testing.

Orange and Black Envelopes

In your test materials shipment, you received one black envelope and one or more orange envelopes. The black envelope is used to return the completed test administration forms. The orange envelope is used to return the State and District Testing 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 orange and black envelopes.

Test Materials Shipping Cartons

When returning standard time materials to ACT after testing, use the cartons they arrived in. They have prepaid return shipping labels. Look for the colored tape on the bottom of the cartons to identify which cartons to use.



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, 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.

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 the following table to determine which partially completed answer documents to set aside:

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 	<p>Set aside the original answer document for use on the makeup test date.</p> <p><i>Do not use a new answer document.</i></p>	<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 	<p>Set aside the original answer document for transferring non-test responses to a new answer document.</p>	<ul style="list-style-type: none"> ● Supervise the examinee while he or she transfers all non-test responses to a new answer document for use on the makeup test date.* ● VOID page 1 of the original answer document, attach it to an Irregularity Report, and return to ACT after makeup testing. <p><i>*Test responses may not be transferred.</i></p>

Materials ACT Sends to You for Makeup Testing

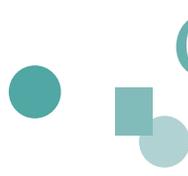
ACT will send the following materials for makeup testing:

- different test booklets
- additional answer documents
- additional administration manuals
- a State and District Testing Site Header
- orange and black return envelopes
- polmailer(s)
- other supplements, as applicable

Important: Test booklets shipped are different for the makeup test date. Do not keep test booklets from the initial test date for use on the makeup test date.

Ordering Makeup Materials

Shortly before the initial test date, the test coordinator will receive an email with instructions for ordering makeup materials. If this email is not received by the initial test date, the test coordinator should 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 materials. Use the step-by-step instructions (parts A–F) to pack your materials and return them to ACT. See page 51 for a diagram of the process. Keep the items not packed and returned; they may be destroyed six months after testing.

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 following table explains the process to follow to ensure answer documents are scored.

Stage	Who	Does what
1	Examinee	Enters the test booklet number in the “Booklet Number” block on the answer document
	Examinee	Enters the test form number in the “Test Form” block on the answer document
2	Room supervisor	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	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	Locates the correct site header for the administration (initial, makeup, standard time, accommodations)
5	Test coordinator	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. Mark the outside of both the orange and black envelopes “DID NOT TEST.”
2. Place both envelopes in a polmailer and set aside for return to ACT.
3. Follow the instructions in parts E and F to prepare your other materials for return.
4. Send an email to statetesting@act.org indicating you did not test any examinees. Be sure to include your ACT high school code.

A. Completing the Testing Staff List

1. Complete the form specified below:

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

B. Collecting Materials from the Room Supervisors

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

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

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
<input type="checkbox"/> Answer documents	<ul style="list-style-type: none"> ● each contains the required identifying information on the first and second pages and, if applicable, a barcode label is present on the back page <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 <p><i>Keep any unused manuals. They do not need to be returned.</i></p>
<input type="checkbox"/> Roster	<ul style="list-style-type: none"> ● all examinees who were scheduled to test are listed, whether they tested or not ● any ACT Student ID 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

5. Sort answer documents following the guidelines in the table below.

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

D. Packing the Black Envelope

Take the following steps to pack forms into the black envelope.

6. Clip all the forms noted in the shaded sections in steps 1 and 2 together by room. (Remember to keep copies for your records.)
7. Place the forms into the black envelope.
8. Complete the information on the outside of the black envelope, and seal it.

E. Packing the Orange Envelope

Take the following steps to pack answer documents to be scored and the site header into the orange envelope.

9. Turn the answer documents to be scored the same way, with page 1 facing you.
10. Check the “Booklet Number” and “Form” blocks on each answer document. If the blocks are blank, enter this information using a soft lead No. 2 pencil.
11. Locate the site header for the standard time initial or makeup test date, as applicable.
12. Complete information on the site header for this administration using a soft lead No. 2 pencil, and place the site header on top of the answer documents to be scored.
13. In the orange envelope, place:
 - the completed site header
 - up to 200 answer documents
 Use additional orange envelopes for additional answer documents (up to 200 per envelope), if needed. *Do not overstuff the envelope(s).*
14. Complete the information on the outside of the orange envelope(s), and seal them.

F. Packing the Polymailer

Take the following steps to pack the black and orange envelopes into your polymailer(s).

15. Place your sealed black envelope into a polymailer.
16. Place up to two sealed orange envelopes into the same polymailer. If you have more than two sealed orange envelopes, place them into additional polymailer(s)—with no more than three envelopes per polymailer.

17. If you have any unused polymailers, place them into the first polymailer (the one containing the black envelope).
18. 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 3, 2 of 3, 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 materials into your cartons.

19. Place the following items into the cartons:

After Initial Testing	After Makeup Testing
<ul style="list-style-type: none"> ● All <i>unused</i> test booklets ● All <i>used</i> test booklets ● Packing List <p><i>Do not keep any test booklets; different booklets will be shipped for makeup testing.</i></p> <p><i>Remember to keep unused manuals and answer documents for makeup testing.</i></p>	<ul style="list-style-type: none"> ● All <i>unused</i> test booklets ● All <i>used</i> test booklets ● Packing List

20. Reverse the flaps on the cartons and number each carton 1 of 3, 2 of 3, etc.
21. Make sure your six-digit ACT High School Code, institution name, and return address are on the outside of the cartons.
22. Seal each carton so the shipping label is visible.

Your cartons are now ready for return to ACT.

H. Storage and Pickup

After your materials are packaged for return to ACT:

23. Return the polymailer and cartons to secure storage.
24. On the date scheduled for pickup, place the polymailer 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.

Packing Diagram—STANDARD TIME ADMINISTRATIONS (Initial and Makeup)

1 Polymailer

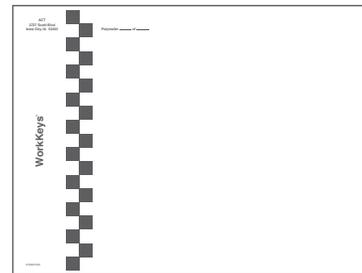
- Test Administration Forms**
- Irregularity Report
 - VOID or REPLACED Answer Documents
 - Roster
 - ACT Student ID Letters, if any
 - Test Booklet Count Form
 - Testing Time Verification Form
 - Seating Diagram
 - Testing Staff List



ACT State Testing—WorkKeys
Test Administration Forms—Standard Time

ACT
101000110

BLACK Envelope
Required Test Date Documentation
(Place on TOP of ALL Orange Envelopes)



Polymailer
Clearly label 1 of X, etc.

- State and District Testing Site Header**
(See Appendix A)
- Answer Documents to Be Scored**

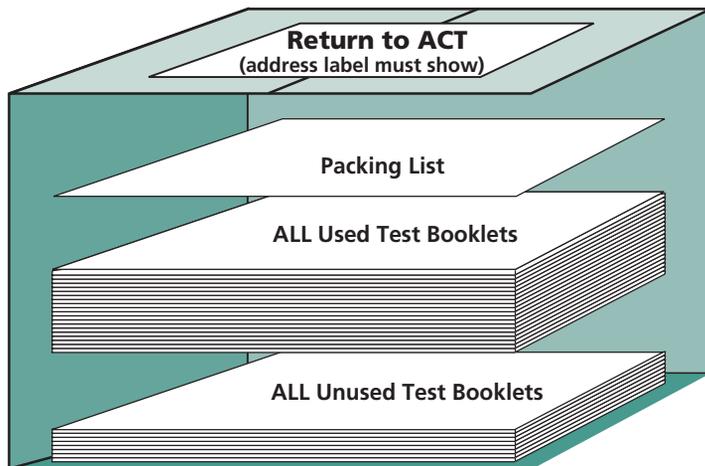


ACT State Testing—WorkKeys
Answer Folders for Processing—Standard Time

ACT
101000110

ORANGE Envelope(s)
Answer Documents to Be Scored:
≤ 200 per envelope

2 Carton



Training Session **Outline** and Topics for Discussion

Test coordinators should take the following steps to conduct training sessions.

I. Security of Test Materials

- A. Review security policy for test materials.
- B. Describe how test materials will be distributed to room supervisors on test day.
- C. Review how test materials should be distributed to examinees before testing and collected from examinees after testing.
- D. Review the procedures for returning materials to the test coordinator after testing

II. Room Preparation

- A. Discuss proper seating arrangements for the rooms examinees will be testing in.
- B. Demonstrate proper spacing between examinees.
- C. Discuss removing or covering up testing aids in the testing room.

III. Staff Preparation

- A. Review room supervisor and proctor roles and responsibilities.
- B. Discuss when testing staff are required to arrive on test day.
- C. Discuss location and time of briefing session on test day.
- D. Review test day schedule.
- E. Review break policies.
- F. Practice reading the verbal instructions aloud.

IV. Admitting Examinees

- A. Review admission procedures.
- B. Review acceptable forms of identification.
- C. Discuss procedures for seating examinees.
- D. Discuss items prohibited from test rooms.

V. Activities during the Test

- A. Demonstrate how to complete the test-day documentation.
- B. Discuss calculator policy and procedures for checking calculators.
- C. Discuss how to handle irregularities.
- D. Review procedures for handling prohibited behavior.
- E. Discuss what actions to take in the event of a group irregularity or emergency.
- F. Discuss how staff should contact test coordinator during testing.

VI. After the Test

- A. Discuss how to dismiss examinees.



State and District Testing Site Header

ACT
PO Box 168
Iowa City, IA 52243-0168

DIRECTIONS: A site header is required for all answer documents being returned to ACT for scoring. Please complete **only** blocks A, B, and C following the instructions listed below. Leave blocks D, E, and F blank.

A **SCHOOL NAME, ADDRESS, AND TELEPHONE**
Use a soft lead No. 2 pencil only.

School Name _____

City _____ State _____ ZIP Code _____

Telephone Number _____

INSTRUCTIONS: Use a soft lead No. 2 pencil only. Enter the information requested and fill in the appropriate ovals below each box. Erase any errors completely. Place this completed form on the top of your answer documents and return in your first return envelope. Follow the directions below or refer to the manual of instructions.

BLOCK A: Please print the information requested on the lines provided.

BLOCK B: Enter the number of answer documents to be scored. DO NOT include unused answer documents or this form in your count. If the number is less than 1000, enter the appropriate number of zeros (e.g., 0020).

BLOCK C: Read the statement, then sign and date.

BLOCK D: Leave this block blank.

BLOCK E: Leave this block blank.

BLOCK F: Leave this block blank.

B **NUMBER OF ANSWER DOCUMENTS**

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

C I supervised the administration of the ACT WorkKeys® tests. I hereby certify that all examinees tested at this center were positively identified from photo-bearing documents, a letter of identification, or were personally recognized by a member of the testing staff. The ACT WorkKeys tests were administered according to the procedures outlined in the manual of instructions. All test materials were stored in a secure location and all test booklets are being returned without delay.

Signature (Do not print) _____

Date _____

DO NOT COMPLETE BLOCKS D, E, AND F BELOW.

D **ACT HIGH SCHOOL CODE**

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

E **TEST DATE**

Month	Year (4-digits)
<input type="radio"/> Jan.	20
<input type="radio"/> Feb.	
<input type="radio"/> March	20
<input type="radio"/> April	
<input type="radio"/> May	
<input type="radio"/> June	
<input type="radio"/> July	
<input type="radio"/> Aug.	
<input type="radio"/> Sept.	
<input type="radio"/> Oct.	
<input type="radio"/> Nov.	
<input type="radio"/> Dec.	

F **ACT CONTRACT NUMBER**

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

Office Use Only (Do Not Mark)

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

Appendix B: Sample Answer Document

<p>12 Mailing Address (House No. & Street, Apt. No., PO Box & No., and/or RR & No.)</p>	<p>13 City (Do not enter your state in this block.)</p>	<p>14 State Code</p>	<p>15 ZIP CODE</p>	<p>16 FORM TYPE</p> <p>Initial <input type="checkbox"/> Makeup <input type="checkbox"/> Accommodated <input type="checkbox"/> Emergency <input type="checkbox"/></p>	<p>17 REPORT CODES</p> <p>Home Schooled <input type="checkbox"/> Formerly LEP <input type="checkbox"/> Homeless <input type="checkbox"/> Spanish <input type="checkbox"/> Arabic <input type="checkbox"/> Chaldean <input type="checkbox"/> Other Language <input type="checkbox"/></p>
<p>18 RESERVED FOR FUTURE USE.</p>	<p>19 RESERVED FOR FUTURE USE.</p>	<p>20 RESERVED FOR FUTURE USE.</p>	<p>21 RESERVED FOR FUTURE USE.</p>	<p>22 RESERVED FOR FUTURE USE.</p>	<p>23 RESERVED FOR FUTURE USE.</p>
<p>24 RESERVED FOR FUTURE USE.</p>	<p>25 RESERVED FOR FUTURE USE.</p>	<p>26 EXAMINEE AGREEMENT</p> <p>IMPORTANT: By signing below or otherwise completing any portion of this answer document and submitting it, you certify that you are the person identified on this answer document, that the information provided is accurate to the best of your knowledge, and that you understand and agree to the terms of the agreement, including but not limited to those related to binding arbitration and limitation of remedies.</p> <p>Signature (Do Not Print) _____</p> <p>Date _____</p>		<p>LOCAL ITEMS</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/></p>	

<p>ACT WorkKeys</p> <p>State and District Testing Answer Document</p> <p>ACT, Inc.—Confidential Restricted when data present</p> <p>PO Box 168 Iowa City, IA 52243-0168</p> <p>DIRECTIONS: Your answer document will be scored by a computer. To be sure that the computer sees the responses you intended:</p> <ul style="list-style-type: none"> Use a soft lead No. 2 pencil only. Do not use a mechanical pencil, ink, or ballpoint pen. Fill in the appropriate ovals completely. Make marks heavy and dark and keep within the ovals. To change an answer, erase completely and then mark the new choice. <p>CORRECT MARK ●</p> <p>INCORRECT MARKS ☒ ☓ ☐ ☑</p>										
<p>1 SITE NAME AND ADDRESS</p> <p>School/Company _____</p> <p>District/Institution _____</p> <p>City _____ State _____ ZIP Code _____</p>	<p>2 NAME</p> <p>Last Name _____ First Name _____ MI _____</p>	<p>3 ID NUMBER</p> <p>Start here</p>	<p>4 DATE OF BIRTH</p> <p>Month Day Year</p> <p>Jan. <input type="checkbox"/> Feb. <input type="checkbox"/> Mar. <input type="checkbox"/> Apr. <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> Aug. <input type="checkbox"/> Sept. <input type="checkbox"/> Oct. <input type="checkbox"/> Nov. <input type="checkbox"/> Dec. <input type="checkbox"/></p>	<p>5 GENDER</p> <p>Male <input type="checkbox"/> Female <input type="checkbox"/></p>	<p>6 RACE/ETHNICITY BACKGROUND</p> <p>6a. Indicate if you are of Hispanic or Latino background.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to respond <input type="checkbox"/></p> <p>6b. Indicate your race. Mark all that apply. (Leave blank if none of these apply to you.)</p> <p>Asian <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Prefer not to respond <input type="checkbox"/></p>	<p>7 What is your current or highest level of education? (Mark ONE only)</p> <p>9th Grade <input type="checkbox"/> 10th Grade <input type="checkbox"/> 11th Grade <input type="checkbox"/> 12th Grade <input type="checkbox"/> Other <input type="checkbox"/></p>	<p>8 How would you describe your program of study during high school?</p> <p>College Preparatory <input type="checkbox"/> General <input type="checkbox"/> Vocational/Technical <input type="checkbox"/> Tech Prep <input type="checkbox"/> Other <input type="checkbox"/></p>	<p>9 What is your current educational status?</p> <p>In school/training full-time <input type="checkbox"/> In school/training part-time <input type="checkbox"/> Not currently attending school/training <input type="checkbox"/></p>	<p>10 What other educational programs or training are you currently attending? (Mark ALL that apply)</p> <p>Tech Prep <input type="checkbox"/> Apprenticeship <input type="checkbox"/> On-the-Job Training <input type="checkbox"/> JTPA <input type="checkbox"/> Co-op Education <input type="checkbox"/> Adult Education <input type="checkbox"/> Career Training <input type="checkbox"/> Corporate Training <input type="checkbox"/></p>	<p>11 Is English the language in which you communicate best?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>OFFICE USE ONLY (DO NOT MARK)</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/></p> <p>DO NOT WRITE IN THIS SHADED AREA.</p>										

ACT WorkKeys State and District Testing Roster

(This document may be photocopied.)

Page ____ of ____

Purpose of this form: This form is used to assign examinees to test rooms and report their attendance on test day. One form is required per room per test day (initial or makeup).

Instructions for the test coordinator: Prior to each test day, prepare a copy of this roster for each test room. Complete the school and room information and enter the names of the examinees assigned to the room. Provide the rosters to your room supervisors on test day. When you receive the completed rosters from your room supervisors after testing, make copies for your records and return the originals to ACT.

Instructions for room supervisors: As you check examinees into the test room, mark attendance below. After testing, return this completed roster to the test coordinator.

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 = ID 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
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.		

ACT WorkKeys State and District Testing Staff List

Purpose of this form: This form is used by the test coordinator to report the names and room assignments of the standard time room supervisors and proctors. One form is required per test day (initial or makeup).

Instructions for the test coordinator: Prior to or on each test day, print the name, job title, (e.g., teacher or counselor), position on the testing staff (RS–Room Supervisor, P–Proctor), and room name/number or other assignment for all personnel who assisted with ACT WorkKeys administration. Also list those individuals who assisted with or handled test booklets in any way. Make a copy of the completed form for your records and return the original to ACT.

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

City, State _____ Test Date _____

Test Coordinator _____

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.			
26.			
27.			
28.			
29.			
30.			

ACT WorkKeys Test Booklet Count Form—SAMPLE

Purpose of this form: This form is used by the test coordinator to track secure test materials, such as test booklets, whenever they change hands between the test coordinator and a room supervisor. One form is required per room per test day (initial or makeup).

Instructions for the test coordinator: On test day, complete the top half of this form *any* time you provide secure materials to a room supervisor for their test room. When you receive the secure materials back from the room supervisor, complete the bottom half of the form (be sure to have the room supervisor initial the form where indicated). Make a copy of the completed forms for your records and return the originals to ACT.

Testing School Name ACT High School ACT High School Code 9 8 7 6 5 4
(for testing school)
City, State Sample, MI Test Date MM/DD/YYYY
Room Supervisor Allison C. Turner Room Name/Number 102

Received Before Testing—Complete A 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 0 1

Last serial number 1 0 0 0 0 3 8

(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

B. 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 C and D **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.

C. Multiple-Choice Test Booklets Returned: (Complete after test 3.)

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

D. 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 B above.**

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

Test Coordinator Signature Molly Lin Room Supervisor Initials AT

ACT WorkKeys Test Booklet Count Form—INSTRUCTIONS ON REVERSE

Purpose of this form: This form is used by the test coordinator to track secure test materials, such as test booklets, whenever they change hands between the test coordinator and a room supervisor. One form is required per room per test day (initial or makeup).

Instructions for the test coordinator: On test day, complete the top half of this form *any* time you provide secure materials to a room supervisor for their test room. When you receive the secure materials back from the room supervisor, complete the bottom half of the form (be sure to have the room supervisor initial the form where indicated). Make a copy of the completed forms for your records and return the originals to ACT.

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

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Received Before Testing—Complete A 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 _____

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

Room Supervisor Signature _____ Test Coordinator Initials _____

B. 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 C and D **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.

C. Multiple-Choice Test Booklets Returned: (Complete after test 3.)

Quantity USED _____

Quantity UNUSED _____

TOTAL multiple-choice test booklets returned
to test coordinator (*Must equal "A" above*) _____

D. 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 B above.**

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

Test Coordinator Signature _____ Room Supervisor Initials _____

ACT WorkKeys Test Booklet Count Form Instructions

Received Before Testing

A. Test Booklets Received

1. Complete Section A 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 serial 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.

B. 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

C. Test Booklets Returned

9. After **test 3**, collect and count the test booklets.
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.

D. 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 D to certify that you personally counted and verified the returned materials.
14. Room supervisor—initial below Section D to acknowledge all materials were returned and accounted for.
15. Test coordinator—return this completed form to ACT after testing.

ACT WorkKeys Testing Irregularity Report

(See *Irregularities* section of *Administration Manual* for complete information about irregularities. Copy this form as needed.)

ACT WorkKeys Testing Irregularity Report INDIVIDUAL AND GROUP IRREGULARITIES

Purpose of this form: This form is used by room supervisors to report any irregularities that occur in their testing rooms on test day.
Instructions for the test coordinator: If you receive an Irregularity Report from a room supervisor, ensure that the appropriate procedures for reporting the irregularity were followed: Check the form for completeness; be sure that voided answer documents, if applicable, are attached; for group irregularities, be sure that a list or roster of examinees in that room is attached. Make a copy of the completed forms for your records and return the originals to ACT.
Instructions for room supervisors: If an irregularity occurs in your testing room, complete all appropriate fields on this form and return the completed form to the test coordinator.

Test Site _____ **Room #/Location** _____ **ACT High School Code** _____
City, State _____ **Test Date** _____

Staple any voided answer documents or defective test materials to this form. Return in envelope with other test administration forms.

Individual Irregularities

Examples of individual irregularities include: • defective materials/equipment • failure to follow directions • illness • prohibited behavior (e.g., giving/receiving assistance; unauthorized calculator use; marking previous/future test sections) • challenged item/time (See complete explanation of irregularities in manual.)

Examinee Name and ID Number	Form Code/ Test Booklet Number	Description of Irregularity (include time the irregularity occurred)	Action Taken by Test Center Personnel (including any notification given to examinees)	Answer Document Voided? (Y/N)
Name: _____ ID Number: _____	Form Code: _____ Booklet Number: _____			
Name: _____ ID Number: _____	Form Code: _____ Booklet Number: _____			
Name: _____ ID Number: _____	Form Code: _____ Booklet Number: _____			

Group Irregularities (attach names of examinees in room)

Examples of group irregularities include: • mistiming • disturbances/distractions • emergency evacuation • power failure • missing/stolen test materials • inclement weather (See complete explanation of irregularities in manual.) **Call ACT immediately if there has been a mistiming.**

Number of Examinees Affected	Test Title	Time of Irregularity	Description of Irregularity	Action Taken by Test Center Personnel

Room Supervisor's Name (print) _____ **Test Coordinator's Name (print)** _____
Room Supervisor's Signature _____ **Test Coordinator's Signature** _____

ACT WorkKeys Testing Time Verification Form

Purpose of this form: This form is used by room supervisors to report the actual start, five-minutes-remaining, and stop times in their testing rooms. One form is required per room per test day (initial or makeup).

Instructions for the test coordinator: When you receive these forms back from the room supervisors on test day, make copies for your records and return the originals to ACT.

Instructions for room supervisors: On test day, complete the school and room information at the top of this form. As you begin timing each test, enter the appropriate information into the fields below (the Verbal Instructions in the manual will tell you when to do so). After testing, return this completed form to the test coordinator.

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

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Number of Examinees _____

Reading for Information



_____ **START** **5 minutes remaining** **STOP** _____

Applied Mathematics



_____ **START** **5 minutes remaining** **STOP** _____

Locating Information



_____ **START** **5 minutes remaining** **STOP** _____

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.

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.
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.

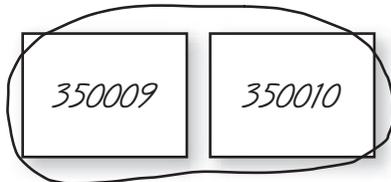
Examples

Two adjacent seats



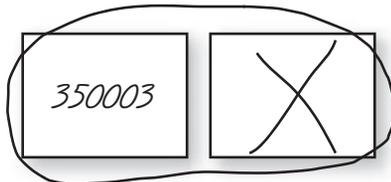
- Each box represents one seat.

Two seats at a table



- Each box represents one seat.
- Two circled boxes represents two seats at a single table.

Two seats at a table, one empty seat



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

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

See form on reverse.

1 Test Site Information

High School Code	Testing School Name	City, State
Test Date	Room Name/Number	
Number of Staff in the Room	Room Supervisor Name	

2 Room Type

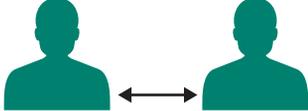
Single level
OR
 Multiple level

3 Writing Surfaces

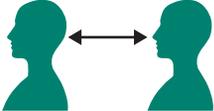
Desks: ___ in. by ___ in.
 Tables: ___ ft. by ___ ft., # ___ per table

4 Distances between Examinees

shoulder-to-shoulder
_____ ft.



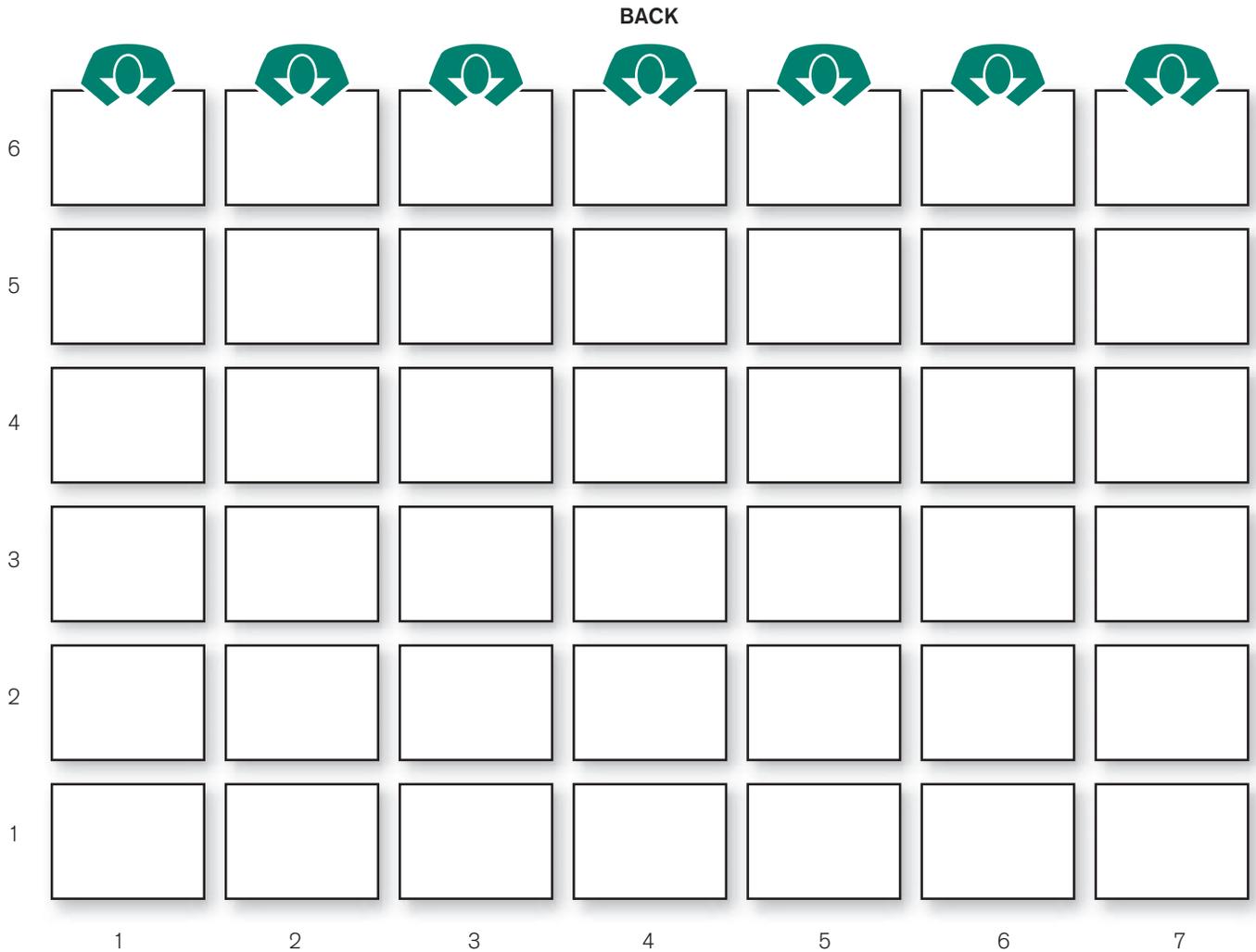
head-to-head
_____ ft.



5 Number of Examinees

Number of examinees in the room: _____

6 Seating Diagram



FRONT

Anonymous Security Hotline

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

In exceptional situations, test center staff may wish to file an anonymous report about concerns that ACT WorkKeys 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.

