The ACT® Test
User Handbook for Educators

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Each year, millions of high school students use ACT programs and services to develop postsecondary educational and career plans. The number of examinees continues to increase, and educators need to know what the test does and how the results can be used to help their examinees.

This handbook is designed to help educators at high schools and colleges, and professionals at the district and state level, as they administer ACT testing, advise students, and use ACT data to make informed decisions.

Components of the ACT Test
The ACT test is made up of four curriculum-based, multiple-choice tests in English, mathematics, reading, and science, and an optional 40-minute writing test that measures writing skills. The ACT tests are based on the major areas of high school and postsecondary instructional programs. An examinee’s performance on the tests has a direct relationship to their educational achievement. The meaning of that performance, as indicated by test scores, reporting categories, and skill statements based on the ACT College and Career Readiness Standards, can be readily understood and interpreted by educators and examinees.

Test Scores
Multiple-Choice Tests
For each of the four multiple-choice tests, the raw score is the number of correct responses. Raw scores are converted to scale scores through equating procedures to ensure that scores reported across test forms have a constant meaning (that is, a scale score of 21 on Form A has the same meaning as a scale score of 21 on Form B). Scale scores range from 1 (low) to 36 (high) for each of
the four multiple-choice tests and the Composite score. The Composite is the average of the four multiple-choice test scores, rounded to the nearest integer.

Optional Writing Test
The ACT writing test measures examinees’ writing skills—specifically, those writing skills emphasized in high school English classes and in entry-level college composition courses.

The test describes an issue and provides three different perspectives on the issue. Examinees are asked to read and consider the issue and perspectives, state their own perspective on the issue, and analyze the relationship between their perspective and at least one other perspective on the issue.

Examinees will receive a total of five scores for this test: a single subject-level writing score reported on a range of 2–12, and four domain scores based on an analytic scoring rubric. The four domain scores are:
• Ideas and Analysis
• Development and Support
• Organization
• Language Use and Conventions.

Each domain has a score range of 2–12. ACT reports the overall writing score on a 2–12 score range, with 12 being the highest possible score. The overall writing score is the rounded average of the four domain scores.

Two trained readers score each essay in the four domains, each giving it a rating from 1 (low) to 6 (high). The sum of those ratings comprises the score for that domain. If the readers’ ratings disagree by more than one point, a third reader evaluates the essay and resolves the discrepancy.

An examinee’s writing test score has no impact on their subject-area test scores or Composite score. If an examinee does not take the writing test, the absence of a writing test score has no effect on the subject-area test scores or Composite score, either. However, without writing test scores, no English Language Arts (ELA) score will be reported.

Note: If an examinee chooses to take the ACT writing test, that examinee must take the multiple-choice tests and the writing test in the same test administration.

More information about writing scores, the domain scores, and the scoring rubric for each domain is available at www.act.org/the-act/scores.

Fifth Test
ACT tries out questions on National test dates to develop future tests. All examinees testing under standard time conditions—ACT (no writing) or ACT with writing—should expect to take a fifth test after the science test. The fifth
test is a 20-minute test and will not affect the examinees' subject-area test or ACT Composite scores.

*Note: Examinees testing with extended time will not take the fifth test.*

### Reporting Categories, Other Scores, and Readiness Indicators

Current score reports include scores and indicators designed to show performance and preparedness in areas important to success after high school.

To provide learners with the most useful information, the score reports incorporate a comprehensive set of reporting categories for each subject area of the test (discussed in greater depth on page 49).

These categories will make it easier for examinees, parents, and educators to gain deeper insight into examinees' performance by better understanding strengths and areas for improvement in each subject. Reporting categories provide examinees with detailed information about topics found within each subject.

On all score reports, each reporting category will include the total number of points possible, the total number of points an examinee achieved, and the percentage of points correct. ACT reporting categories are aligned with [ACT College and Career Readiness Standards](#) and other standards that target college and career readiness.

On Student and High School Score Reports, each reporting category will also indicate the ACT Readiness Range, which enables examinees to compare their performance on the reporting categories to examinees who have met the ACT College Readiness Benchmark for that specific subject. The minimum of the range corresponds to the predicted percentage of points that would be achieved by an examinee whose score is at the ACT College Readiness Benchmark on the subject test. The maximum value of the range corresponds to answering all questions in that reporting category accurately.

The combination of reporting category scores and the ACT Readiness Ranges will provide educators and examinees with information to more clearly show which areas require the most attention for additional learning and intervention.

The English Language Arts (ELA) score is a rounded average of the English, reading, and writing test scale scores and represents a measure of the examinee's overall literacy skills. The ELA score is reported on a scale of 1–36. To calculate the ELA score, the examinee's writing raw score (8-48) is converted to a 1–36 scale. This 1–36 writing scale score is used only for ELA score calculation.

The STEM score is a rounded average of the mathematics and science scale scores and represents examinees' overall performance in these subject areas. As the only national college admission exam to measure science skills, the ACT is
in a unique position to inform examinees about their STEM skill strengths. The STEM score is reported on a scale of 1–36.

The Understanding Complex Texts indicator is based on scores on a subset of questions on the reading test. These questions measure examinees’ global comprehension of the passages instead of sentence- or word-level understanding. This indicator is a prediction of whether examinees are likely to meet the complex text reading demands in college.

The Progress Toward the ACT® National Career Readiness Certificate® indicator provides an estimate of the ACT National Career Readiness Certificate (ACT® NCRC®) that examinees with a given ACT composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. The Progress toward Career Readiness indicator is reported as one of four levels: Bronze, Silver, Gold, or Platinum. An examinee whose ACT Composite falls below the Bronze level will be unlikely to earn an ACT NCRC.

For more information about updates to the NCRC indicator, visit www.act.org/NCRC-indicator.

Measurement Error and Score Ranges
Rather than representing a precise point, test scores are estimates of an examinee’s educational development. Examinees should think of their true achievement on the ACT as being within a range that extends about one standard error of measurement—or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and other test scores—above and below their scores. More information about interpreting the scores can be found at www.act.org/the-act/scores.

College and Career Readiness Standards
What do the scores on the ACT really mean? That is, when an examinee achieves a certain score on the ACT, what does the score indicate about what that examinee is likely to know and to be able to do? To respond to these questions, ACT has developed the ACT College and Career Readiness Standards.

The ACT College and Career Readiness Standards are intended to help you understand the meaning of the scores earned on PreACT (see page 18) and the ACT.

These standards can help you:
• Communicate widely shared learning goals and educational expectations
• Relate the test scores to the types of skills needed for success in high school and beyond
• Understand the increasing complexity of skills across the score ranges in English, mathematics, reading, and science
The ACT College and Career Readiness Standards are complemented by suggested learning experiences for examinees to further develop their knowledge and skills and directly link what they have learned to what they are ready to learn next. The suggested learning experiences, in turn, provide links between the standards in one score range and those in the next higher score range. The ideas for progressing to the next score range demonstrate ways that information from standardized test results can be used to improve instruction in high school classes.

The ACT College and Career Readiness Standards are also linked to college instruction. More than 40 years of research has shown that performance on the ACT is directly related to first-year college grade point average.

The ACT College and Career Readiness Standards are at [www.act.org/standard](http://www.act.org/standard).

### ACT College Readiness Benchmarks

The ACT College Readiness Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for examinees to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing, first-year college courses. These college courses include English composition, college algebra, social sciences, and biology. Based on a sample of 214 institutions and more than 230,000 examinees, the benchmarks are median course placement values for these institutions and as such represent a typical set of expectations.

**Table 1. ACT College Readiness Benchmarks**

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<tr>
<th>College Course</th>
<th>ACT Test</th>
<th>ACT Benchmark</th>
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<tr>
<td>English Composition I</td>
<td>English</td>
<td>18</td>
</tr>
<tr>
<td>College Algebra</td>
<td>Mathematics</td>
<td>22</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Reading</td>
<td>22</td>
</tr>
<tr>
<td>Biology</td>
<td>Science</td>
<td>23</td>
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</tbody>
</table>

Benchmarks for the ACT STEM and ELA scores were developed using the same methodology as the single-subject area ACT College Readiness Benchmarks. The STEM Readiness Benchmark represents the level of achievement necessary for examinees to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in a combination of typical first-year math and science college courses taken by examinees majoring in STEM fields. These courses include calculus, biology, chemistry, physics and engineering. The resulting benchmark, a STEM score of 26, was the median value across nearly 80 institutions, which included more than 84,000 examinees.

The ELA Readiness Benchmark represents the level of achievement necessary for examinees to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in a combination of typical first-year English and social science college courses. These courses include English composition,
American history, other history, psychology, sociology, political science, and economics. The resulting benchmark, an ELA score of 20, was the median value across 233 institutions and included more than 198,000 examinees.

**ACT National Curriculum Survey**

The ACT National Curriculum Survey is a nationwide survey of educational practices and expectations conducted every three to five years by ACT. The survey collects data about what entering college students should know and be able to do to be ready for college-level coursework in English, mathematics, reading, science, and writing.

The results of the survey are used to inform ongoing efforts to develop, refine, and update common academic standards as well as to inform policymakers and educators.

The results are also used to help guide development of ACT's curriculum-based assessments to ensure that they meet the needs of college and career readiness.

The current study results are based on a national sample of more than 10,000 participants, including middle school/junior high school teachers, high school teachers, and college instructors in English, writing, mathematics, reading, and science. More information on the ACT National Curriculum Survey can be found at [www.act.org/research](http://www.act.org/research).

**US and State Ranks**

US and state ranks reported in score reports are based upon the most recent scores of high school seniors who graduated during the previous three years and tested in 10th, 11th, or 12th grade.

The reported rank values are expressed as cumulative percents. A cumulative percent is the percent of examinees who scored at or below a given score. For example, if a Composite scale score of 20 has a cumulative percent of 48, then 48% of graduates over the previous three years had a Composite score of 20 or below. Consequently, 52% had a Composite score of 21 or above.

The most recent National ranks based on ACT-tested graduates from the last three years are at [www.act.org/the-act/scores](http://www.act.org/the-act/scores).

Because each test score was scaled separately, scores on the tests are not directly comparable. For example, a score of 27 on the mathematics test does not indicate the same level of educational development as a score of 27 on the reading test. One way to compare mathematics and reading scores is to use the ranks.

For example, a score of 26 has different cumulative percents for each of the four tests and for the Composite. As a further illustration, while a scale score of 26 on
science might have a cumulative percent of 89, a scale score of 28—not 26—on English might have this same cumulative percent. Thus, it can be stated that a scale score of 26 on science is comparable to a scale score of 28 on English for one group of ACT-tested graduates, in the sense that the two scores have the same cumulative percents for this group. Note that comparisons using ranks are always based on a particular group of examinees, and the ranks may change from group to group and year to year. As this example shows, comparisons of scores across tests are best made using ranks instead of scores.

**Additional Information about the Tests of Educational Development**

Additional information about the scale scores and their technical characteristics can be found in *The ACT Technical Manual* located at [https://www.act.org/content/act/en/research/reports/technical-manuals-and-fairness-reports.html](https://www.act.org/content/act/en/research/reports/technical-manuals-and-fairness-reports.html).

**ACT-SAT Concordance Tables**

ACT and the College Board released the 2018 ACT/SAT Concordance Tables in June 2018. The new tables allow users to compare scores from the ACT and the SAT (redesigned in 2016). Some institutions also use the tables to convert scores for use in a predictive model or index.

The two tests measure similar—but not identical—content and skills and they employ different score scales:

- The ACT Composite score is based on a scale of 1 to 36
- The SAT Total score ranges from 400 to 1600

The 2018 ACT/SAT Concordance Tables are now the only official concordance tables and should be used as the single source of reference when comparing scores on the two tests.

For more information, visit [www.act.org/concordance](http://www.act.org/concordance).

**Non-Test Components**

Examinees are asked to respond to the non-test components of the ACT before they take the test. These components include:

- High School Course/Grade Information
- ACT Interest Inventory
- ACT Student Profile Section

Based on the format in which an examinee responds, some questions may be required. Review the *Student Information Booklet* for a summary of questions and more details.
High School Course/Grade Information

A common finding in education is that high school grades are predictive of college grades and that test scores and high school grades combined are a better predictor of college grades than either is alone.

The High School Course/Grade Information Section asks examinees about the courses they completed or plan to take in high school and the grades they received. The 30 courses listed represent six major curricular areas—English, mathematics, natural sciences, social studies, languages, and arts. The courses include those that customarily form the basis of a college preparatory curriculum and are frequently required for college admission.

Results furnished to colleges provide preliminary data for use in admissions, course placement, and academic advising. The information also may assist college officials in addressing federal and state requirements regarding the high school coursework of prospective or admitted first-year students.

Tables summarizing the relationship between examinees’ curricular preparation and ACT scores are included in the ACT Profile Report. Counselors and administrators can examine the relationship between ACT scores and the curricular background and plans of their students.

Accuracy of High School Course/Grade Information

According to ACT research, examinees report data on the High School Course/Grade Information Section with a high degree of accuracy. In a study based on over 15,000 examinees from a 2009 Midwestern high school graduating class, the evidence shows that examinees’ self-reported information is an accurate representation of their high school experience. About 94% of examinees accurately reported their coursework. The correlation between self-reported and transcript course grades was 0.66 with 96% of self-reported grades within a single letter grade of their transcript grade. High school grade point average computed from self-reported course grades was highly correlated with transcript grade point average ($r = 0.83$). The accuracy of coursework and grades differed little by gender, race/ethnicity, or low-income status.

Based on our findings, coursework taken and overall high school GPA provided by examinees can be a good measure of academic preparation and achievement for researchers and postsecondary administrators. We find that using self-reported coursework taken is a reliable way to estimate course-specific, student-level experiences; however, a measure of caution is appropriate for the use of course-specific, student-level grades. For the overall HSGPA of an individual, we have a stronger basis for trusting self-reported values. Regardless of these student-level cautions, the results indicate that self-reported coursework and grades are reasonably valid measures for education researchers and for preliminary screening of students. Detailed information about this study is provided in ACT Research Report 2016-3, *How Accurate Are Self-Reported High School Courses, Course Grades, and Grade Point Average?*
ACT Interest Inventory

Development and Content

The ACT Interest Inventory was designed to help people see the connections between the world of work and the everyday things they like to do. Results can help examinees identify personally relevant career options, an essential developmental skill for persons in the early stages of career planning. The inventory was introduced in the ACT in 1977 and is updated periodically. Responses to the inventory generate scores on six scales designed to parallel the six interest and occupational types proposed by John Holland (Holland, Whitney, Cole, & Richards, 1969; Holland, 1997). Figure 1 describes what each scale measures. The Holland type is shown in parentheses. The ACT Interest Inventory is usually completed when examinees register for the ACT, and results derived from the inventory scores are reported on the Student Report, the High School Report, and the College Report.

ACT Interest Inventory item content emphasizes everyday work-relevant activities that are familiar to people and that tap the intended interest constructs, while avoiding job titles and specific work activities. Additional information on item content is found in the ACT Interest Inventory Technical Manual (ACT, 2009). Norms are based on a nationally representative sample of examinees. Specifics regarding the rationale, development, norms, validity, and reliability of the inventory are also found in the technical manual, as is research supporting the use of the inventory with diverse racial/ethnic groups.

| Science & Technology (I-Investigative) | Investigating and attempting to understand phenomena in the natural sciences through reading, research, and discussion. |
| Arts (A-Artistic) | Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities (e.g., listening to music, reading literature). |
| Social Service (S-Social) | Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, and engaging in social/political studies. |
| Administration & Sales (E-Enterprising) | Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management. |
| Business Operations (C-Conventional) | Developing and/or maintaining accurate and orderly files, records, accounts, etc; designing and/or following systematic procedures for performing business activities. |
| Technical (R-Realistic) | Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery and raising crops/animals. |

Figure 1. The ACT Interest Inventory scales
Reporting Procedures
Results derived from the ACT Interest Inventory are reported in four ways:

• **Standard Scores.** The six scores, one for each of the six ACT Interest Inventory scales, have a mean of 50 and a standard deviation of 10 for a nationally representative sample of 12th graders. These scores are listed and displayed on a bar graph on the High School Report.

• **Interest-Major Fit.** Interest-Major Fit measures the strength of the relationship between the examinee’s profile of ACT Interest Inventory scores and the profile of interests of examinees in the examinee’s planned major. Additional information is described below. The examinee’s level of fit is displayed visually on an Interest-Major Fit bar, and is found on the Student, High School, and College score reports.

• **Career Map Regions.** The ACT Career Map is an interpretive tool that visually displays the examinee’s ACT Interest Inventory results as areas of a map. The Career Map permits examinees to see the connections between their interests and occupations. Twelve map regions (described in more detail below) can be used to summarize these results. The Career Map is used for college and career planning and map regions are reported in the examinee’s ACT electronic record file.

• **Career Connector.** The ACT Career Connector is a brief visual summary of the results of the ACT Interest Inventory. It is based on the Career Map and uses the same compass points, thus it provides an introduction to the foundational concepts underlying the Career Map. The Career Connector also includes a personalized list of five occupations based on the examinee’s interest scores. The Career Connector is displayed on the Student Report. (see page 46, item F).

Scores
Some examinees may seek opportunities for more intensive self/career exploration. The standard scores on the High School Report readily lend themselves to clinical interpretations, drawing on professional training and experience. Some examinees will need to be reminded that having interests in an area does not necessarily mean they have fully developed abilities in that area. Encourage such examinees to engage in activities that might improve their abilities. Interests and abilities should be considered in combination as examinees plan for college and beyond.

ACT Interest Inventory scores are not reported on the High School Report when an examinee’s responses to the inventory are missing or when the score profile is undifferentiated (flat). A flat profile may occur because an examinee has a limited range of work-related experiences and knowledge. Counselors and advisors may be able to help examinees by suggesting how they can obtain work-relevant life experiences. Examinees can also benefit from expanding their knowledge of occupations by exploring the free occupational and educational information at www.act.org/collegeplanning.
Interest-Major Fit

The Interest-Major Fit level is derived from two data elements collected from examinees during ACT registration: the examinee's ACT Interest Inventory scores and the major they plan to enter. Interest-Major Fit measures the strength of the relationship between the college examinee's profile of ACT Interest Inventory scores and the profile of interests of examinees in the examinee's planned major. Interest profiles for each of the 294 majors on the ACT registration list are based on a large national sample of undergraduate students with a declared major and a GPA of at least 2.0. Major was determined in the third year for students in 4-year colleges, and in the second year for students in 2-year colleges.

The Interest-Major Fit level is based on an Interest-Major Fit score. Although not shown on these reports, fit scores range from 00 to 99. The higher the score, the better the interest-major fit. Using data from a large national sample, three levels of fit were established based on the empirical relationships between Interest-Major Fit scores and the proportion of examinees who persisted in their college major. Level of interest-major fit is displayed on the Student, High School, and College score reports as shading of one of the three (Low, Medium, High) sections of the Interest-Major Fit bar.

Evidence is accumulating that the fit between examinees' interests and their college majors is important in understanding and predicting student outcomes. Research involving the ACT Interest Inventory suggests that if examinees' measured interests (i.e., patterns of scores on interest inventories) are similar to the interests of people in their chosen college majors, they will be more likely to persist in college (Tracey & Robbins, 2006; Allen & Robbins, 2008), remain in their major (Allen & Robbins, 2008), and complete their college degree in a timely manner (Allen & Robbins, 2010). Even before examinees declare a major in college, fit between their interests and planned major is a good predictor of whether they will follow through on their college major plans (ACT, 2013; ACT, 2018, pages 14–17). The value of Interest-Major Fit is not limited to the ACT Interest Inventory or to the outcomes listed above. A large-scale meta-analysis, involving data over a 60-year time period and including a range of outcome and interest measures (including the ACT Interest Inventory), found that interest-environment fit is related to persistence and performance in both academic and work settings (Nye, Su, Rounds, & Drasgow, 2012). Additional information on research involving the ACT Interest Inventory and Interest-Major Fit is described in the ACT Interest Inventory Technical Manual (ACT, 2009).

Career Map

The Career Map, formerly known as the World-of-Work Map, shows the locations of 26 career areas (groups of related occupations) and is designed to serve two purposes. First, it provides a simple yet comprehensive overview of the thousands of occupations in the work world. Second, it helps examinees identify and explore occupations in line with their interests. To this end, the examinee's
ACT Interest Inventory results are reported as career areas (described below). Reported career areas visually summarize the examinee’s preferences, based on responses to the inventory, for working with Data, Ideas, People, and Things. These four basic work tasks, described in Figure 2, underlie the map and provide the crucial link between measured interests and career options (ACT, 2009). Career Map data sources and development procedures are described by Prediger and Swaney (2004). The Student Report directs examinees to www.act.org/collegeplanning to explore career options on the Career Map that are of interest. While there, examinees can also explore college majors on the Major Map that might be of interest. The ACT Major Map displays over 150 majors with respect to basic work tasks, and visually identifies groups of college majors that align with the examinee’s inventory results.

**Work Tasks.** The four basic work tasks are compatible with the hexagon used by Holland to depict degree of similarity among his six interest/occupational types (Holland et al., 1969; Holland, 1997). A hexagon has two dimensions, which means that two dimensions are sufficient to depict similarities among Holland’s types. Research on the structure of Holland’s types (e.g., Prediger, 1982; Prediger, 1996) indicates that these dimensions are the Data/Ideas and People/Things work task dimensions. The six ACT Interest Inventory scales are related to these dimensions as shown on the Career Map. Because both occupational work tasks and individual interests can be organized along these two dimensions, the work tasks provide a unique visual bridge for connecting interests to occupational options (ACT, 2009).

<table>
<thead>
<tr>
<th>Data/Ideas Dimension</th>
<th>People/Things Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data</strong> (facts, records, files, numbers; systematic procedures for facilitating goods/services consumption by people).</td>
<td><strong>People</strong> (no alternative terms). “People activities” involve interpersonal processes such as helping, informing, serving, persuading, entertaining, motivating, and directing—in general, producing a change in human behavior. Teachers, salespeople, and social workers work mainly with people. Related ACT Interest Inventory scales: Social Service, Administration &amp; Sales.</td>
</tr>
<tr>
<td>“Data activities” involve impersonal processes such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and secretaries work mainly with data. Related ACT Interest Inventory scales: Business Operations, Administration &amp; Sales.</td>
<td></td>
</tr>
<tr>
<td><strong>Ideas</strong> (abstractions, theories, knowledge, insights, new ways of expressing something—for example, with words, equations, or music). “Ideas activities” involve intrapersonal processes such as creating, discovering, interpreting, and synthesizing abstractions or implementing applications of abstractions. Scientists, musicians, and philosophers work mainly with ideas. Related ACT Interest Inventory scales: Arts, Science &amp; Technology.</td>
<td><strong>Things</strong> (machines, mechanisms, materials, tools, physical and biological processes). “Things activities” involve nonpersonal processes such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work mainly with things. Related ACT Interest Inventory scales: Technical, Science &amp; Technology, Business Operations.</td>
</tr>
</tbody>
</table>

**Figure 2.** Basic work tasks
Career Areas. Because there are so many occupations—more than 900 are listed in the US Department of Labor’s O*NET Occupational Information Network—ACT has developed a system of grouping occupations that makes career exploration easier for examinees. ACT’s occupational groups, called “career areas,” consist of occupations with similar work tasks, purposes of work, and work settings. The Career Map shows where each career area is located on the work task dimensions. For instance, Career Area B (Marketing & Sales) is located in the upper left part of the map, indicating primary involvement with data and people. Career areas are organized into six clusters, similar to Holland’s six types of occupations (Holland, 1997). Career areas are also grouped into 12 regions. Instead of reporting all of the examinee’s career areas, the two or three map regions they fall in are reported in the examinee’s ACT electronic record file.

Career Connector

The Career Connector visually summarizes an examinee’s work-relevant interests. The compass points are the four basic work tasks shown to underlie the work activities of occupations across the work world: working with Data, Ideas, People, and Things. The Career Connector summarizes the pattern of results from the ACT Interest Inventory and visually displays it as one or two directions with respect to these compass points. The Career Connector also provides a personalized list of five potential occupations that involve work tasks in this same direction.

Counselors and advisors can expand on Career Connector results in several ways. Besides briefly describing the results, they can foster discussions around questions and issues such as these:

• Measured interests are more informative when supported by life experiences. What kinds of experiences has the examinee had in the types of activities (People, Data, Things, or Ideas) that their Career Connector indicates? Did they enjoy them?

• Does the examinee understand the connection between their reported interests and the list of five related occupations? Do any of the five listed occupations sound good to the examinee?

• Why the examinee should visit www.act.org/collegeplanning to learn more about themselves, see a full map of occupational options, and explore occupations (work tasks, training requirements, etc.).

Considering Options. The Educational and Occupational Plans section of the High School Report lists examples of majors and occupations that are similar to those reported by the examinee during ACT registration. Learning more about these options can help examinees make more informed decisions as they firm up their plans for college and beyond. Extensive information about these majors and occupations can be found at www.act.org/collegeplanning.
Student Profile Section
The Student Profile Section (SPS) is designed to help examinees think about their future education and to help colleges in their planning.

All of the SPS questions are optional unless noted. It is important for examinees to provide accurate information, if they choose to respond, because it will be used in various ways. For example, a college may use some of their ACT information as their application for admission, and scholarship programs may use their answers to certain questions to consider them for an award. Information that they choose to provide might become part of their basic record at a college.

Although they may skip any optional question that they do not wish to answer, we can provide colleges and scholarship programs with a more complete profile when they answer more questions and provide updates to ACT. **ACT strongly encourages examinees and their parent(s) or guardian(s) to carefully review the ACT Privacy Policy to understand how we collect, use, and disclose personally identifying information.**

- **Admissions/Enrollment Information**—housing and enrollment plans
- **Educational Plans, Interests, and Needs**—major and occupation choice, certainty of choice, highest degree objective
- **Educational Needs and Interests**—needs for academic or career guidance
- **College Extracurricular Plans**—plans to participate in each of 13 kinds of activities
- **Financial Aid**—plans to apply for financial aid, work plans
- **Background Information**—demographic information about examinee’s family and community
- **Language**—best language, first language, English language supports
- **Factors Influencing College Choice**—rank order of the following factors: type of college, student-body composition, location, cost, size, field of study, other. Preferences noted for cost and four other factors
- **High School Information**—characteristics of examinee’s high school; examinee’s class rank, GPA, program of study
- **High School Extracurricular Activities**—participation in each of 13 kinds of activities (same as College Extracurricular Plans)
- **Out-of-Class Accomplishments**—in selected areas
Composite Scores from Multiple Sets of ACT Scores

Over the years, the question of how colleges and universities should use ACT test scores sent to them by applicants who have taken the ACT more than once has come up on numerous occasions. This issue has become more pressing as examinees are increasingly taking the ACT more than once.

A survey of the current landscape of college admissions highlights the fact that there isn’t a “one-size-fits-all” solution. Some postsecondary institutions use an examinee’s most recent score. Other institutions “pick and choose,” selecting the best scores an examinee has earned in each content area over the course of several test administrations and forming a combined highest Composite score (superscoring). Are these approaches equally valid? Does it matter which is used? Does ACT recommend one approach? What is ACT’s position on superscoring?

What Are Postsecondary Institutions Using as an ACT Composite Score for Examinees Who Have Multiple Sets of Test Scores?

A postsecondary institution may adopt a “most recent,” “single highest,” or “combined highest” approach in defining what ACT Composite score it considers:

• The most recent Composite score is simply the Composite score obtained from the four test scores on an examinee’s most recent test administration.
• The single highest Composite score is the highest Composite score an examinee has obtained in any single test administration.
• The combined highest Composite score (superscoring) is the score obtained for an examinee who has tested more than once, by using the highest English, highest mathematics, highest reading, and highest science scores to form an average—regardless of the administrations from which each score was obtained.

Why Would Postsecondary Institutions Prefer One Approach Over Another?

Each approach has its advantages. The most recent Composite score would seem to reflect the examinee’s current level of achievement more accurately than the other approaches. The single highest Composite score, on the other hand, allows for the fact that examinees do not always perform at their best. If, for example, an examinee had a poor night’s sleep, suffered a sudden attack of nerves, or was preoccupied with a personal problem, the examinee’s most recent test score may reflect their abilities less accurately than higher scores earned on an earlier test date. Use of the combined highest Composite score might be defended on similar grounds.

Which Approach Does ACT Recommend?

We believe that individual postsecondary institutions should decide which approach is best for them as they are in the best position to understand their unique needs and the context within which the scores are being used.
With that in mind, ACT does recommend some additional stipulations:

1. **Consistency.** Whatever score use policy an institution chooses, that policy should be applied consistently to all applicants. Concerns of fairness arise if one score use policy (most recent score) is applied to some groups of applicants (e.g., females, ACT test takers) and a different score use policy (superscore) is applied to other groups of applicants (e.g., males, SAT test takers).

2. **Concordance.** For institutions that receive both ACT and SAT scores from applicants, the 2018 ACT-SAT concordance should be used to convert SAT scores to ACT scores and vice versa. Given the change in the score scale for the 2016 SAT, using the previous ACT-SAT concordance puts ACT test takers at an unfair disadvantage.

These recommendations apply not only to colleges and universities but also to scholarship granting agencies or any institution that uses ACT and SAT scores to make important educational decisions.

**What is ACT’s Position on Superscoring?**

In the past, ACT has discouraged the use of superscoring as there were concerns that superscoring may overstate some examinees’ abilities (in testing terminology, to “capitalize on positive measurement error”). To test that hypothesis, ACT recently conducted a study (Mattern, Radunzel, Bertling, & Ho, 2018) on the validity and fairness of different scoring methods. Contrary to our expectations, the results showed that superscores were just as predictive (actually slightly more predictive) of first-year grades as other scoring methods (recent, average, highest administration). Moreover, superscoring resulted in the least amount of differential prediction associated with the number of times an examinee tests. Interestingly, we found that first-year grades for examinees who tested more often was underpredicted even when prediction models were based on superscores. That is, retesters performed better in college than what was expected based on their test scores. And this prediction error was minimized when superscores were used as compared to the other scoring methods. If superscores reflected positive measurement error—that is, an overestimate of one’s true achievement level—then superscores would predict examinees to earn higher grades in college than what they actually earned, and this overprediction would increase as the number retesting occasions increase. However, the results of the study suggested exactly the opposite.

Why is this the case? One hypothesis is that superscores and number of retesting occasions reflect not only academic preparation but also a motivational component. Specifically, examinees who are willing to forgo multiple Saturdays to sit for a multiple-hour test with the hope of maybe increasing their score are also the examinees who are likely to ask questions in their college courses, visit their professors during office hours, and take advantage of any extra credit opportunities to ensure the best possible grade. An overview of this study is provided in the *Higher Education Research Digest 2017* (see pages 3-6).
Based on this research, ACT supports the use of superscoring in making college admissions decisions.

More information on forming Composite scores from multiple sets of ACT scores can be found at http://www.act.org/content/act/en/products-and-services/the-act-postsecondary-professionals/scores/multi-scores.html.
CHAPTER 2
Preparing for and Taking the ACT

The ACT tests measure the knowledge and skills that examinees have acquired throughout their education. The tests emphasize examinees’ capabilities in understanding and interpreting information, solving problems, and applying their knowledge and skills. Because these proficiencies are not readily acquired in a short period of time, only sustained instruction in the subject-matter areas tested is likely to be effective in developing the knowledge and skills required. Last-minute academic preparation is not advised.

Preparation Options
ACT Aspire®
ACT Aspire is a digitally-based, longitudinal assessment system designed to connect an examinee’s growth and progress from elementary grades through high school. This continuum approach allows educators to address the examinee’s strengths, areas for improvement, and—most importantly—potential. ACT Aspire is linked to the ACT College Readiness Benchmarks and anchored by the ACT test to help predict examinee success now and in the future. For more information, visit www.discoveractaspire.org.

Test Preparation Materials
- PreACT®: Provides examinees a practice opportunity for the ACT with predicted ACT test scores and valuable insights to help examinees prepare for college readiness. It is the first actionable step to prepare for the ACT. For more information visit: www.act.org/preact.
• **ACT® Rapid Review™.** This suite provides a range of test prep content and delivery options—including live, online instruction from expert instructors and more than 20 hours of on-demand video. Choose the test prep that best meets your preferences and schedule.
  
  • **ACT® Rapid Review Live™.** A virtual classroom. Get live instruction from the experts, delivered online.
  
  • **ACT® Rapid Review™ On Demand.** A video archive at your fingertips. Access a library of top-quality recorded instruction.
  
  • **ACT® Rapid Review™ All Access.** Includes both ACT Rapid Review Live and ACT Rapid Review On Demand.


• **ACT® Online Prep.** An interactive test prep offering from the makers of the ACT that can be accessed anywhere and anytime via the internet. It includes personalized learning paths, practice tests with real ACT test questions, and comprehensive content review. Examinees can order ACT Online Prep at [www.actonlineprep.com](http://www.actonlineprep.com). To learn more about the school version, visit [http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-online-prep/act-online-prep-schools.html](http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-online-prep/act-online-prep-schools.html).

• **The Official ACT Prep Guide.** This is the official print guide to the ACT. This book includes five complete multiple-choice practice tests, each followed by a separate writing test. Explanations are given for all correct and incorrect answer choices. Test-taking strategies for each test section are provided, as well as hundreds of additional practice questions in the online bonus content area. Examinees can order at [www.act.org/the-act/testprep](http://www.act.org/the-act/testprep).

  • **Official ACT Prep Pack.** The Official ACT Prep Pack combines the best-selling Official ACT Prep Guide with ACT® Online Prep, a powerful computer-based learning program that enables examinees to study for the ACT in a way that suits their learning style or mood.

  This year, the Official ACT Prep Guide contains a new test form (four in total!), and purchasing the guide or the prep pack will give access to bonus content online.

• **Preparing for the ACT® Test.** This free examinee preparation booklet contains helpful tips and strategies about preparing for and taking the ACT test. ACT has added a new full-length practice test (including the writing test) to help examinees do their best on test day. Download at [www.act.org/the-act/testprep](http://www.act.org/the-act/testprep). To order printed copies, visit [www.act.org/the-act/supportmaterials](http://www.act.org/the-act/supportmaterials).

• **ACT® Academy™.** ACT Academy is a free personalized online learning tool and test practice program. It provides learners with a personalized study plan based on previous test scores or platform diagnostics. ACT Academy features video lessons, interactive practice questions, full-length practice tests, educational games, and other materials targeted to examinees’ academic needs. For more information, visit [www.act.org/academy](http://www.act.org/academy).
• Sample questions, a writing prompt, sample essays, and explanations of correct answers to multiple-choice items are available at www.act.org/the-act/testprep.

• Visit ACT’s online college and career planning resources to get free practice questions and answers from past tests in a question-of-the-day format. Explanations and tips are also provided to help you solve each question. Learn more at www.act.org/collegeplanning.

• High schools and colleges can purchase, at discount prices, sample copies of retired forms of the ACT—including a sample answer document, administration instructions, and scoring instructions. Download the order form at www.act.org/the-act/resources.

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Registering for the ACT

The ACT (no writing) and ACT with writing are administered on up to seven test dates each year at more than 8,000 test centers in the United States, US territories, and Puerto Rico. The writing test may be taken only after the multiple-choice tests and in the same session.

The ACT is also administered on up to six test dates each year at International test centers.

For National ACT test dates, non-Saturday testing is available only for examinees who cannot test on a Saturday because of religious reasons. Search for non-Saturday centers at www.actstudent.org.

Examinees may receive scores from only one test date per National or International administration (Saturday, non-Saturday, or rescheduled test date arranged by ACT). Examinees participating in State and District Testing may receive scores from only one test date per state administration (initial, makeup, emergency, or accommodated testing). If examinees are admitted and allowed to test more than once, they will receive only the scores from the first test date.

Choosing a Test Date

We advise examinees to consider college and scholarship deadlines and allow at least 2–8 weeks after the test date for ACT to process and deliver their score reports. Examinees taking the ACT with writing should allow 5–8 weeks after the test date for ACT to process and deliver their reports. Examinees should take the ACT when they have completed a substantial portion of the coursework that the tests cover. In many schools, college-bound examinees reach this point by spring of their junior year. There are several advantages to taking the ACT then:

• The resulting information is available for planning the senior year.

• Most colleges prefer to hear from prospective students by the summer before their senior year.
• Examinees may test again and still have the new information available in time to meet deadlines. Examinees cannot plan to receive their results in time to register for the next test date.

Choosing a Test Option
Examinees may choose the ACT (no writing) or the ACT with writing. When we surveyed colleges and universities, the majority responded that they would not require a writing test for their admissions process. As a result, we made the ACT writing test optional and allow examinees to decide whether or not to take it, based on their specific needs.

The ACT writing test can benefit examinees because it:
• Complements the existing multiple-choice ACT English and reading tests, and provides a more complete picture of writing ability
• Offers a writing sample produced under standardized testing conditions
• Provides instructionally relevant information about writing skills (rubric-based domain scores) as well as a single, overall indication of performance on a writing task representative of college-level writing

Examinees need not take the ACT writing test if they:
• Plan to apply only to colleges or universities that don’t require the writing test
• Have writing scores on file

Examinees should take the ACT writing test if they:
• Plan to apply to colleges or universities that require the writing test
• Are strong writers and feel the additional measure may increase their admission chances

ACT provides an up-to-date searchable list of colleges and universities that require or recommend taking the ACT writing test at www.actstudent.org. ACT also encourages examinees to contact the colleges they are considering directly.

Testing for Examinees with Disabilities

Services for Examinees with Disabilities
ACT is committed to serving examinees with documented disabilities by providing reasonable accommodations appropriate to the examinee’s diagnosis and needs. ACT has established policies regarding documentation of an examinee’s disability. If an examinee currently receives accommodations in school due to a professionally diagnosed and documented disability, they can go to the ACT Policy for Documentation, which will prepare them and guide them through the process of requesting test accommodations on the ACT.

English Learner Supports Overview
• You must request and be authorized for English learner supports before they will be provided.
• In order to provide the authorized supports, ACT may need to assign you to a test center other than your preferred center.

**English Learner Supports**
Request this only if you are currently enrolled in an English Language program at your school or have documented proof of limited English language proficiency. Examples of supports include:
• Up to 50% time extension, self-paced, one-day testing
• Use of approved word-to-word bilingual dictionary
• Use of test directions translated into the examinee’s native language
• Testing in a familiar environment or small group

*Note: See [www.act.org/the-act/accomms](http://www.act.org/the-act/accomms) for more information about English Learner Supports.*

**Requesting Accommodations and/or Supports**
To request accommodations and/or supports for an administration of the ACT, examinees must first:
• Create an ACT web account by going to [www.act.org/the-act/signin](http://www.act.org/the-act/signin).
• Register for a test date.

When registering to test, examinees must determine what accommodations and/or supports will meet their needs.

Refer to the comparison chart at [www.act.org/the-act/accomms](http://www.act.org/the-act/accomms) to review the requirements and features of National Extended Time (50% time extension) and Special testing (at the examinee’s school) to decide which is most appropriate for them.

*Note: ACT does not charge extra fees for accommodated testing.*

Once an examinee has registered online for the ACT, ACT will automatically email instructions (with Subject: Requesting Accommodations on the ACT) regarding how to work with a qualified school official to request accommodations and/or supports and how to submit supporting documentation via the Test Accessibility and Accommodations System (TAA). The test coordinator will need the *Test Accessibility and Accommodations User Guide* to get access and instructions on how to navigate through this system.

**Benefits of using TAA**
The benefits of the system include:
• Online registration for all examinees, eliminating the need to send payment or registration materials via mail
• A single online accommodations and/or supports request form to complete
• Updated procedures that eliminate unnecessary documentation
• Better visibility, allowing schools to follow the progress of the request online
• Expedited request process – decisions provided approximately 10 days sooner on average than paper requests

After ACT reviews a request for accommodations and/or supports to be authorized by ACT, an examinee-specific Accommodations Decision Notification is created in TAA. When the notification is available, the individual who submitted the request will receive an email. That individual should provide a copy to the examinee and/or parent(s)/guardian(s). The notification contains the:
• Examinee’s name
• Examinee’s personal identification number (PIN) for TAA
• Accommodations and/or supports authorized (including any special authorizations), or not authorized, as applicable
• Reason accommodations and/or supports were not authorized, if applicable

If an examinee is no longer in school or requires assistance working with their school to submit a request in TAA, they should call ACT at 319.337.1332, option 3. ACT Customer Service is available to take your calls Monday–Friday, 8:30 a.m. to 5:00 p.m. central time.

ACT will treat all information the examinee provides to support their request as confidential and will use it solely to determine their eligibility for accommodations and/or supports. Details about their test accommodations and/or supports will be shared only with testing staff and will not be released to anyone else, including an examinee’s chosen score report recipients. The only exceptions are for those instances in which an examinee’s accommodations-and/or supports-related documents and information are the subject of a subpoena or other court order, or an enforceable request from a government entity.

Note: The ACT (no writing) and ACT with writing are offered only in English; however, English language supports are available to examinees with limited English proficiency.

Special Circumstances

Arranged Testing

ACT reviews Arranged testing requests for examinees who reside in the United States, US territories, or Puerto Rico, and who meet one or more of the following conditions:
• The examinee’s religious faith prohibits Saturday testing and a non-Saturday test center is not scheduled within 75 miles of the home for any test date.
• There is no test center scheduled within 75 miles of the examinee’s home for any test date.
• The examinee is confined to a correctional institution on all test dates.

Note: These are the only conditions ACT will consider for Arranged testing applicants. These examinees should print the Request for ACT Arranged Testing from www.act.org/the-act/resources.
Residual Testing
An on-campus (residual) testing program is available to ACT-participating colleges to administer the ACT to examinees who were unable to test on an ACT National test date. ACT Residual testing is strictly limited only to examinees who have enrolled, have been admitted, or have officially applied to your institution. Scores from Residual testing are reported only to your institution for admission, course placement, and advising purposes.

Test Dates
• The ACT Residual testing year runs November 1, 2019, through September 30, 2020.
• ACT Residual testing may be conducted on any dates EXCEPT the seven regularly scheduled ACT National test dates.

Scores
• Scores from Residual testing are valid only at the college and cannot be transferred by transcript or other means to any other institution or agency.
• Scores from Residual testing are reported only to the college administering the test.
• No Student Reports and no High School Reports are generated.
• No Additional Score Reports will be generated to report scores to any other institution.

Restrictions
• ACT Residual testing is not a practice test.
• ACT Residual testing is not for use with younger examinees.
• An institution may not provide ACT Residual testing to individuals who do not intend to attend that institution.
• ACT Residual testing is restricted to on-campus administrations. Test booklets may not be transported from campus to campus or to any off-campus locations.
• A minimum of 60 days must elapse before an examinee can take another ACT Residual test. Scores achieved before the minimum elapsed time will be canceled without refund.
• ACT has a policy regarding the number of times an examinee may take the ACT. ACT Residual testing does count toward that maximum. Scores that exceed the maximum will be canceled without refund. Please visit www.act.org/the-act/retestlimit for more information.

Creating an Online Account

In order to register for the ACT, examinees need to create a free ACT web account. Examinees can also use this account to:

• Upload a photo
• Print their ticket
• View scores
• Send Additional Score Reports (ASRs)
• Register for the next test date

To sign in to or create a web account, please visit www.act.org/the-act/signin.

National Registration Flyer

All the information examinees need to register online is in the flyer. High schools may request to receive copies of this flyer by visiting www.act.org/the-act/supportmaterials.

Registration Deadlines

Registration deadlines are at www.actstudent.org. The deadlines apply for all registration methods.

If examinees miss the regular registration deadline, they may register up to the late deadline for an additional fee. See www.act.org/the-act/fees for a list of ACT fees.

Standby Testing

Examinees who test in the US, US Territories, and Puerto Rico, and miss the deadline to register or make changes for their test date, may request standby testing online. There is an additional standby fee. Complete instructions and fees are at www.act.org/the-act/fees.

International Testing

Individuals who wish to test outside the US, US Territories, and Puerto Rico must register online. For more information about International testing, visit www.act.org/content/act/en/products-and-services/the-act-non-us.html.

College Report Recipients

Examinees may designate up to four score recipients as part of their test fee when they register to test. When registering online, examinees have the option to designate two additional score recipients (for a total of six) for a small extra fee.

Additions, deletions, and changes for the National test may be made until noon (central time), the Thursday after the regularly scheduled Saturday test date.

To send reports to more than six colleges, and for all reports after the change deadline, examinees must submit and pay for Additional Score Reports (ASRs) after they test.
Prebilled Vouchers
Available when a school/agency would like to pay the regular ACT test registration fee for an examinee or group of examinees. Vouchers are invoiced and delivered to schools in a convenient electronic format. For more information visit www.act.org/the-act/supportmaterials.

ACT Fee Waivers
The ACT Fee Waiver program is designed to assist examinees in the United States, US territories, and Puerto Rico, for whom payment of the test fee could be a barrier to college entrance. Fee waiver information and request forms are sent each summer to high schools in the US, US territories, and Puerto Rico.

Eligibility Requirements
Each examinee who receives an ACT Fee Waiver must meet all eligibility requirements:
1. Be currently enrolled in high school in the 11th or 12th grade.
2. Will test in the US, US territories, or Puerto Rico.
3. Meet one or more of the following indicators of economic need:
   • Enrolled in a federal free or reduced-price lunch program at school, based on US Department of Agriculture (USDA) income levels.
   • Enrolled in a program for the economically disadvantaged (for example, a federally funded program such as GEAR UP or Upward Bound).
     Note: If the examinee participates in a program, but is not economically disadvantaged, they are not eligible for a fee waiver.
   • Resides in a foster home, is a ward of the state, or is homeless.
   • Family receives low-income public assistance or lives in federally subsidized public housing.
   • Family’s total annual income is at or below USDA levels for free or reduced-price lunches. Visit the USDA Food and Nutrition Service website (https://www.fns.usda.gov/school-meals/income-eligibility-guidelines) to access the most current income eligibility guidelines.

ACT Fee Waivers cover the registration fee, and late registration fee, if applicable, for either the ACT (no writing) or ACT with writing. The waiver covers one report to an examinee’s high school and up to six college choices (at the time of registration). After registration, the examinee can request up to an additional 20 regular score reports for free. Waivers may NOT be used to pay for any additional fees, products, or services.

Additional benefits include:
• Access to Test Prep Tools. Examinees registering with a fee waiver will also receive free access to ACT® Rapid Review All Access, as well as full access to ACT® Online Prep™.
• Examinees registering with a fee waiver online or via phone will have these programs automatically added to their order at no cost.
Instructions are printed on the form. Fee waiver forms are valid through August 31 each year. A limited number of fee waivers are authorized each testing year. Once funds have been exhausted, requests for waivers must be denied.

Eligible examinees may use a maximum of two separate ACT Fee Waivers. The waiver is used once the examinee registers, or submits a standby request, even if the examinee does not test on the requested test date.

**Important: Ensure examinees registered with fee waivers take the test.** Remind examinees who do not follow through and test that they miss a valuable opportunity and may prevent others from testing at that center. Please emphasize to examinees the importance of sitting for the test. High no-show rates at a school may indicate inappropriate distribution of waivers. ACT routinely audits compliance with fee waiver requirements and may request written evidence of examinee eligibility. Non-eligible examinees may be billed, and non-compliant schools/agencies may be denied additional waivers.

**Waiver/Deferral of College Admission Application Fee**

Many colleges and universities will consider waiving or deferring the admission application fee for examinees who have been granted an ACT Fee Waiver. To facilitate consideration of such requests, ACT has provided a form which high school counselors can photocopy and complete for examinees who qualify for a fee waiver (see “Request for Waiver or Deferral of College Admission Application Fee” on page 85). Please complete this form for examinees to use as part of their application process. Individual institutions are not obligated to waive or defer their admission application fees for any particular applicants. You may also find a copy of this form at www.act.org/the-act/resources.

**Test Information Release (TIR)**

If an examinee tests on one of the test dates below, they can order a Test Information Release (TIR) for an additional fee. Fee information is located at www.act.org/the-act/fees. Through TIR, the examinee will receive a copy of the multiple-choice test questions used to determine the examinee’s scores, a list of their answers, and the answer key. If the examinee takes the writing test, they will also receive a copy of the writing prompt, scoring guidelines, and scores assigned to the essay. Authorized accommodated formats are available upon request for examinees taking Special testing. The examinee will also receive information about ordering (for an additional fee) a photocopy of their answer document, including their essay, if applicable.

If the examinee orders a TIR when they register, materials are mailed about four weeks after scores are reported. Examinees can also order a TIR up to six months after they test. Postmarked deadlines are in parentheses below. The order form can be downloaded at www.act.org/the-act/tir.
National Test Dates:
- Saturday, December 14, 2019 (June 15, 2020)
- Thursday, April 2 through Monday, April 6, 2020 (October 5, 2020)
- Saturday, June 13, 2020 (December 14, 2020)

Special Testing:
- Saturday, April 4 through Sunday, April 19, 2020 (October 5, 2020)

This service is not offered on any other test dates or through other testing programs (e.g., International, State and District). If for any reason ACT has to replace the test form scheduled for use at the test center, this offer becomes void and ACT will refund the fee for this service.

Test Day Requirements
To be admitted to test, examinees must present acceptable photo identification at the time of check-in. Failure to bring an admission ticket will delay scores. See www.actstudent.org for photo ID requirements and to download ACT’s Student Identification Form for examinees who do not have an official photo ID. Examinees will be required to sign the form again at the test center, and the test center will send it to ACT for its files. Forms are not returned to examinees.

Examinees who do not present acceptable photo ID at the time of check-in will not be admitted to test.

Admission Ticket Policy
An admission or standby ticket is no longer required for admission. However, failure to bring a ticket will delay an examinee’s scores.

Admittance to the test center does not mean that an examinee’s form of identification is valid or that the examinee’s scores will be reported. All cases of questionable identification are subject to review and appropriate action, including possible score cancellation.

The assistance of schools in providing acceptable identification for their examinees helps to ensure that no examinees gain an advantage over other examinees and protects the validity of ACT scores for use by all examinees, colleges, and agencies.
Retaking the ACT

Many examinees take the ACT more than once. Advise examinees to consider retesting if they:

• Feel that their scores should be higher than those received
• Had any problems during the tests, like misunderstanding the directions or feeling ill
• Have since taken more coursework or an intensive review in the areas covered
• Want to apply to a college that requires or recommends the writing test

ACT research shows that of examinees who tested more than once:

• 56% increased their Composite score on the retest
• 20% had no change in their Composite score on the retest
• 24% decreased their Composite score on the retest

The typical second ACT Composite score is about one point higher than the first score for examinees with an initial ACT Composite score between 13 and 29.

• The lower an examinee's initial ACT Composite score, the more likely the examinee's second score will be higher than the first score.
• The higher an examinee's initial ACT Composite score, the more likely the examinee's second score will be the same as or lower than the first score.

Retest Restriction

ACT has a policy regarding the number of times an examinee may retake the ACT. Please visit www.act.org/the-act/retestlimit and review the terms and conditions included in this document for more information.
CHAPTER 3

ACT Reports and Services

Because scores and other results are used in a variety of settings, ACT normally distributes three different reports for each examinee who tests:

• Student Report
• High School Report
• College Report (sent to colleges requested by the examinee)

The data used in preparing these reports are gathered from the examinee’s responses to the ACT tests and non-test components, from ACT-participating colleges, and from ACT research in the areas of educational and vocational measurement. All self-reported examinee information is shown as recorded by the examinee at the time of registration. If the examinee omits information from any part of the ACT, a dash (–) appears in the corresponding areas of the reports.

Confidentiality of ACT Data

All recipients of ACT data and examinee information are reminded that they are responsible for protecting the confidentiality of that information in accordance with applicable laws and institutional policies. Score recipients assume responsibility for protecting the confidentiality of ACT data reported to them.

Reporting of Scores

In order to keep scores confidential, we do not give them to anyone by telephone, fax, or email.

Reporting to Students Online

Examinees may view their scores and score reports through their ACT web accounts. Schedules for posting scores after each test date are at act.org/the-act/scores, along with reasons why some scores take longer.
If examinees take the ACT with writing, the four multiple-choice scores plus the Composite score are posted as soon as they are ready. Writing scores are added as soon as they are available. The scores are not officially released for reporting until writing scores have been added.

Scores are posted weekly as quickly as situations such as unpaid fees and inconsistent identifying information have been resolved.

Examinees who test at test locations other than National or International test centers (e.g., state) can view their scores and score reports if they create an ACT web account. Examinees who do not have an account will need to enter the ACT ID printed on the score report when that information is requested as part of creating the web account.

**Reporting to High Schools and Colleges**

The majority of reports are normally released within four weeks after each National test date. Reports are automatically sent to the high school and to each valid college or scholarship agency listed and paid for (up to six) at the time of registration.

Small groups of reports are mailed during the following weeks as ACT resolves situations such as:

- If an examinee took the ACT with writing, reports will not be issued until the writing results are included.
- If answer documents arrive late from a test center, they will be added to processing weekly.
- If the identifying information an examinee provides on the answer document is not consistent with the information provided at the time of registration, reports will be delayed until the information can be matched accurately.
- If an examinee provides incomplete or inaccurate test form information on the answer document, reports will be delayed until the correct test form is confirmed.
- If an irregularity is reported at the test center, reports may be delayed pending clarification of actions taken on test day.

All initial reports are normally mailed by eight weeks after each test date with the exception of reports for examinees who owe registration fees—those reports will not be released until payment is received.

**One Test Date per Report**

ACT reports only the results of the current test date. Because examinees direct the reporting of their scores, results from previous test dates are not included.

ACT maintains a separate record for each test date. Examinees may not select test scores from different test dates to construct a new report. If examinees wish to report writing test results, they must report all results for the test date when they took the writing test.
Examinees who participate in an ACT National testing administration may direct ACT to delete any test date record from our files; however, the entire test date record must be deleted, not just selected test scores.

Misdirected Reports
Counselors who receive reports for examinees not enrolled at their schools should return the reports to ACT. Counselors should also contact ACT if they fail to receive reports for all of their tested examinees after eight weeks following the test date.

Automatic Reporting of Scores
Some state/federal scholarship programs or education departments use ACT scores as one source of information to recognize student achievement. ACT reports examinee records for this purpose without requiring examinees to use one of their college choices.

Scores will be reported unless the examinee specifically directs ACT, in writing, not to do so. During registration, examinees are informed of this automatic reporting policy and the deadline to inform ACT in writing that they do not want us to report their scores for this purpose. This does not affect the reporting of scores to colleges. For further details, please review the terms and conditions found within this document and also at www.act.org/the-act/terms.

Additional Score Reports (ASRs)
Many examinees request additional score reports after they test.

About 2–4 weeks after the test date, most results are available for reporting to any recipient (e.g., high school, college). Normally, all scores are available for reporting by eight weeks after the test date.

ASR Services Available
• Regular Reports. Normally processed within one week after receipt of request. Regular reports are included in the next reporting cycle requested by the institution—at least every two weeks.
• Archived Scores. There is an additional fee for each report requested for test dates before September 2017. The additional fee applies even if no scores are located.

Ordering ASRs
Examinees must wait until after testing to submit a request. Once submitted, the ASR request cannot be changed or canceled. See www.act.org/the-act/fees for a list of ACT fees.
• Online. Examinees may submit an ASR request through their ACT web account (credit card required).
• **By Phone.** Examinees may request reports from ACT, by calling 319.337.1270. An additional service fee is charged for each call. Payment must be made by credit card.

There are no options to speed the scoring of tests.

**Making Changes in Reports**

If, after an examinee receives a score report, they find a significant error in the information supplied to ACT about themselves, or if they need to update their address, they may ask ACT to correct their record. Inquiries about examinee records must include the examinee’s name and address (as given at the time of registration or testing), ACT ID, date of birth, test date (month and year), and test location (if applicable). The test date and test location (e.g., State) are especially important if the examinee has taken the ACT more than once.

**Retention of Examinee Records**

ACT keeps examinees’ original registration folders for 60 months and answer documents for 12 months (24 months for State and District). Questions about these materials or the information they contain should be directed to ACT Customer Care before the stated period is over. For research purposes, we retain certain examinee records in electronic files indefinitely. Additional Score Reports can be issued only for test dates after October 1966.

**Score Verification Service**

Examinees can ask ACT to verify their multiple-choice and/or writing test scores up to 12 months after the test date. A verification request form is available at [www.act.org/the-act/scores](http://www.act.org/the-act/scores). The examinee will need to complete the form and mail to:

ACT Customer Care  
PO Box 414  
Iowa City, IA 52243-0414

Enclose a check payable to ACT Customer Care for the applicable fee.

For multiple-choice tests, ACT will verify that responses were checked against the correct score key. For writing tests, ACT will verify that the essay was scored by at least two independent, qualified readers and by a third reader in the event that the two scores differed by more than one point in any domain. ACT will also verify that the essay was properly captured and displayed to readers. If errors are discovered during score verification, ACT will rescore the essay.

ACT will inform the examinee by letter of the results of the score verification about 3–5 weeks after receiving their request. If a scoring error is discovered, the scores will be changed and corrected reports will be released to the examinee and all previous score report recipients at no charge. In addition, the score verification fee will be refunded.
The examinee may also request to be present for verification of their multiple-choice responses—without access to the test questions—at an ACT-designated location. **Additional fees will apply.**

**Correction of Errors**

If an examinee thinks there is an error in information other than their scores or they want to change information (e.g., address change) within three months of receiving their scores, they may write to:

ACT Customer Care  
PO Box 414  
Iowa City, IA 52243-0414

If an error is found to have been made by ACT and requires the examinee to retest, it will be at the expense of ACT.

If an error is found to have been made by ACT and does not involve retesting, corrected score reports will be sent to the examinee and all previous score recipients at no charge. If an error is not found to be made by ACT and the examinee wishes to send corrected reports, they must request and pay for Additional Score Reports (ASRs).

**ACT Score Inquiries**

ACT routinely receives inquiries from high schools and colleges that have noticed discrepancies between an examinee's performance on the ACT and the examinee's high school grades.

Anyone who notices a significant discrepancy between an examinee's performance on the ACT and their grades, or is aware of information about irregularities during the test session, is urged to submit an inquiry at [www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry) as soon after the test date as possible.

ACT includes the examinee's photo in the upper-right corner of the paper high school report (for those tested at National test centers). If an exception was approved by ACT, text will appear in the photo area instead of a photo. The presence of the examinee photo provides high schools with an additional piece of information to confirm examinee identity. As the high school staff know the examinee best, ACT relies on and urges test staff to ensure that the photo matches the examinee named on the score report and that any ACT-authorized exceptions due to religious reasons are reasonable based on the school's knowledge of the examinee. If test staff notices an inconsistency, they should submit an inquiry at [www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry).

ACT will conduct a confidential investigation into any photo- or score-related inquiries submitted by a school.
These Terms and Conditions: Testing Rules and Policies for the ACT® Test ("Terms and Conditions") are a legal agreement between the person who will take the ACT® test ("you") and ACT, Inc. ("ACT"). They set out important policies and procedures related to your taking the ACT test, including policies and procedures relating to test security. By registering for and/or taking the ACT test, you are agreeing to these Terms and Conditions. Please read these Terms and Conditions carefully and discuss them with your parents or guardians if you have any questions. You should carefully review the Terms and Conditions each time you test (available on the ACT website at: www.act.org/the-act/terms.html).

All references to “test” or “tests” in these Terms and Conditions refer to the ACT test and test-related documents in paper or electronic form, including test booklets, test questions, test responses, and responses marked in answer documents.

NOTICE: By registering for and/or taking the ACT test, you represent and affirm the following to ACT:

1. The information you have provided to ACT is true;
2. You have read, understand, and agree to be bound by these Terms and Conditions and the ACT policies referenced in these Terms and Conditions;
3. You are not working for or on behalf of any test preparation provider(s); and
4. All disputes between you and ACT will be resolved through binding arbitration except as expressly provided in Section 14 below, and you understand that by agreeing to arbitration you are waiving your right to having any such dispute heard by a judge or jury.

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1. **Privacy Policy and Notice of Collection of Personally Identifying Information.** ACT collects personally identifying information from you when you register for or take one of our tests. Our processing of such information, including collection, use, transfer, and disclosure, is described in the ACT Privacy Policy found at: [www.act.org/privacy](http://www.act.org/privacy). When you register for or take an ACT test, you consent to the collection of your personally identifying information and its use and disclosure as provided in the ACT Privacy Policy.

   a. **Required Personally Identifying Information:** When registering for and taking an ACT test, you provide personally identifying information to us, some of which is mandatory. If you do not provide the mandatory personally identifying information, including but not limited to your name, address, and date of birth, you may not be able to register for or take the ACT test.

   b. **ACT Use of Personally Identifying Information:** We will share your personally identifiable information consistent with ACT’s Privacy Policy and (where applicable) your choices. For example, we send your score reports to the colleges you choose. Please note that when you ask us to send your score report to a college that is part of a college system, the college may share your scores with other colleges in that system. In addition, ACT provides your score report (including your photo) to your high school. As described in the “Automatic Score Reporting for Scholarship Purposes” Section 2 below, ACT will also automatically report your scores for scholarship purposes unless you opt out of this reporting. Your personally identifiable information may also be accessible to law enforcement and national security authorities, and as otherwise described in ACT’s Privacy Policy.

   c. **Notice to International Examinees:** As noted in ACT’s Privacy Policy, your personally identifying information may be transferred outside of your home country to the United States to ACT or a third-party service provider for processing and will be subject to use and disclosure under the laws of the United States.

   d. **Questions about Use of Personally Identifying Information:** If you have any questions about the ACT Privacy Policy, please contact our Data Protection Official at DPO@act.org.

2. **Automatic Score Reporting for Scholarship Purposes.** Some state and federal scholarship programs or education departments use ACT scores as one source of information to recognize student achievement. ACT reports your test scores and other information about you for this purpose without requiring you to use one of your college choices, and at no cost to you. If your mailing address or high school is in one of the states or other categories listed below, your test scores and other information about you will be reported automatically for consideration unless you specifically direct ACT, in writing, not to do so.

   a. **States with Scholarship Programs:** Alaska, Arizona, Arkansas, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, Montana, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington, and West Virginia. Additional participating programs include the League of Latin American Citizens and the John Gatling Grant Program. NOTE: Participating state and private scholarship programs may change at any time, and these Terms and Conditions may not always reflect the most current list of participants.


   c. **Opt-Out:** To direct ACT not to automatically report your scores for scholarship purposes, you must send a letter postmarked no later than the Monday immediately after the test date for which you do not want your scores reported. Address your letter to ACT Customer Care, PO Box 168, Iowa City, IA 52243-0168. NOTE: This will not affect any other uses of your scores, such as the reporting of scores to the colleges you list when you register for the test or to your high school, or the sending of information about you to Educational Opportunity Service recipients if you opted in to that Service.

   *This section does not apply to ACT Residual testing.

3. **Photo Submission Requirement for Registration.** During test registration, ACT may require you to submit a photo that meets ACT photo requirements [www.act.org/the-act/photo-requirements.html](http://www.act.org/the-act/photo-requirements.html). Your photo will be used for test security and other identification purposes. For example, ACT may place your photo on your admission ticket, provide it to test center staff, and/or include it on the score report that is sent to your high school. You must have the right to submit the photo to ACT, either because you own it or because you have permission to submit it from the person who does, and you agree that ACT may use your photo for all of the purposes described in this paragraph and in the ACT Photo Submission Requirements.

   a. **Consequences for Failure to Provide Photo:** If you fail to provide a required photo by the deadline for a given test, ACT may cancel your test registration and release your seat, and you will be subject to all test date change policies and fees. You must provide a photo by the photo deadline for any new test date. The Photo Upload Deadlines page at [www.act.org/the-act/photo-requirements.html](http://www.act.org/the-act/photo-requirements.html) provides more information. If you miss the deadline and do not request a test date change, your original registration fee will not be refunded.
b. Examinees Age 12 or under: Examinees who are 12 years old or younger do not have to submit a photo for registration but must bring acceptable identification to the test center.

4. Admission to Test Center. Unless otherwise stated in these Terms and Conditions, ACT requires that you show acceptable identification to be admitted to a test center.

a. Acceptable Forms of Identification: You are responsible for understanding ACT requirements for acceptable identification, found at www.act.org/the-act/id, and having acceptable identification with you on test day. ACT policies are updated from time to time, so make sure that you check for any updates to our identification requirements before the day of testing. You agree to be bound by the identification requirements in effect on the day you test.

b. Questions Regarding Forms of Identification: You should contact ACT Customer Care at www.actstudent.org/contactus before the day of testing with any questions about acceptable identification. Testing staff has sole discretion on test day to deny admission to the test if they conclude that you do not have an acceptable form of identification, and you may not challenge that decision.

c. Special Instructions: For State and District Testing, Special Testing, Arranged Testing, and Residual Testing, ACT requires that you show acceptable identification on the test day, unless testing staff personally recognize you.

5. Items Brought to Test Center. ACT may restrict the items you bring into the test center. All items you bring into the test center, such as hats, glasses, purses, backpacks, cell phones, calculators, other electronic devices, pre-approved medications or personal aids, and watches, may be searched at the discretion of ACT and testing staff. Searches may include the use of tools, such as handheld metal detectors, that detect prohibited items. ACT may confiscate and retain for a reasonable period any item suspected of having been used, or capable of being used, in violation of these Terms and Conditions. ACT may also provide such items to and permit searches of such items by third parties in connection with an investigation conducted by ACT or others. Neither ACT nor testing staff shall be responsible for loss or damage to any items that you bring to a test center. Your test center may also have additional procedures with which you must comply.

6. Prohibited Behaviors. You may not engage in any of the following behaviors in connection with taking the ACT:

- Filling in or altering responses to any multiple-choice questions or continuing to write or alter the essay after time has been called. This means that you cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark or accidental keystroke.
- Looking back at a test section on which time has already been called.
- Looking ahead in the test.
- Looking at another person’s test or answers.
- Giving or receiving assistance by any means.
- Discussing or sharing test questions, answers, or test form identification numbers at any time, including during test administration, during breaks, or after the test.
- Attempting to photograph, copy, or memorize test-related information or remove test materials, including questions or answers, from the test room in any way or at any time.
- Disclosing test questions or answers in any way or at any time, including through social media, in whole or in part.
- Using a prohibited calculator (www.act.org/calculator-policy.html).
- Using a calculator on any test section other than mathematics.
- Sharing a calculator with another person.
- Using a watch with recording, internet, communication, or calculator capabilities (e.g., a smart watch or fitness band).
- Accessing any electronic device other than an approved calculator or watch. All other electronic devices, including cell phones and other wearable devices, must be powered off and stored out of sight from the time you are admitted to test until you leave the test center.
- Using highlighter pens, colored pens or pencils, notes, dictionaries, or other aids.
- Using scratch paper. **
- Not following instructions or abiding by the rules of the test center.
- Exhibiting confrontational, threatening, or unruly behavior.
- Violating any laws. (If ACT suspects you have engaged in criminal activities in connection with a test, such activities may be reported to law enforcement agencies.)
- Allowing an alarm on a personal item to sound in the test room or creating any other disturbance.

** If you are taking the ACT online, some use of ACT-provided scratch paper or an ACT-provided white board may be permitted; all such use must be in accordance with ACT policies and procedures.
7. **Capturing Images, Video, or Voice Recordings at Test Centers.** ACT may capture and use images, video, or voice recordings of you at test centers for the purpose of protecting the integrity and security of the testing process, improving services, or other purposes as allowed under ACT’s Privacy Policy and/or applicable law.

8. **Prohibited Behavior Observed or Suspected by Onsite Testing Staff.** Testing staff may monitor you and others during the testing process. If they observe or suspect you of engaging in a prohibited behavior, they have the right to immediately discontinue your exam and direct you to leave the test center. In some cases, testing staff decide to not discontinue your exam but log their observations on an irregularity report and submit it to ACT. ACT reserves the right to review those irregularity reports and, in its sole discretion, take action in response, which may include not scoring your exam or cancelling a score previously reported. Any such decision by ACT is final. If your exam is cancelled pursuant to this Section 8, you forfeit your registration and no refund will be issued. Testing staff are not required to notify you or give you a warning of any observed or suspected prohibited behavior at a test center.

9. **Individual Score Reviews.** In some cases, testing staff do not suspect, observe or report prohibited behavior in the testing process, but other information comes to the attention of ACT that raises questions about the validity of your test scores. For example, ACT may find unusual similarities in the answers of you and another examinee, indicators that you may have falsified your identity or impersonated someone else, indicators of possible advance access to test questions or answers, or other indicators that your test scores may not be valid. In these cases, ACT may choose to conduct an Individual Score Review.

   a. **The Objective of an Individual Score Review:** The objective of an Individual Score Review is to determine whether your scores should be considered valid ACT scores -- not whether you engaged in misconduct. If ACT has a reasonable and good faith reason to believe that your scores are invalid, ACT reserves the right to cancel your scores. ACT conducts Individual Score Reviews to protect the fairness of the testing process and the integrity of ACT scores. This benefits examinees, colleges, universities, and other score recipients.

   b. **Notifying You of an Individual Score Review:** Generally, ACT initiates the Individual Score Review process by sending you a certified letter. The letter includes information about why ACT has opened the Individual Score Review and options available to you. If your mailing address is outside of the United States, we will send notice to the email address you provided to ACT. Email is used to avoid delays caused by international mailing, and you agree to receive unencrypted emails from ACT regarding Individual Score Reviews. It is extremely important that you maintain accurate and up-to-date contact information with ACT and that you respond to ACT’s correspondence in a timely manner. Failure to respond in a timely manner can result in the cancellation of your scores under review. You can update your mailing address by contacting ACT Customer Service at 319-337-1270 or updating your ACT Student web account.

   c. **Timing of Individual Score Reviews:** You agree that your scores may become the subject of an Individual Score Review at any time they are on file with ACT as valid and reportable ACT scores. While Individual Score Reviews are typically initiated within a year after the applicable test date, this is not always the case. Information may come to ACT’s attention at any time that causes a review of your scores. For example, investigations into recently reported scores or activities may cause ACT to reevaluate older scores; ACT may receive inquiries at any time from high schools, colleges, and other score recipients questioning scores they believe to be inconsistent with their observations of academic performance; or ACT may receive information through its Test Security hotline or from external investigations causing ACT to reexamine past scores. You acknowledge that your ACT scores have ongoing value even after they have been reported and agree that ACT has the right to review them at any time.

   d. **The Individual Score Review Process:** If your ACT scores become the subject of an Individual Score Review, ACT sends you a letter that gives you three options: (1) submit written information to ACT in support of your scores; (2) take a private retest at ACT’s expense to confirm the validity of your scores; or (3) voluntarily cancel your scores. Additional details regarding these options will be provided in ACT’s correspondence to you.

   - If you choose to submit written information to ACT in support of your scores, the information you submit is provided to a Test Security Review Panel, which will consider the totality of the evidence and will determine whether to recommend cancellation of the scores. If the Panel recommends that your scores be cancelled, you will again be given three options: (1) take a private retest at ACT’s expense to confirm the validity of your scores; (2) voluntarily cancel your scores; or (3) challenge the Review Panel’s cancellation decision in binding arbitration through written submissions to the American Arbitration Association pursuant to the AAA Consumer Arbitration Rules, as discussed in Section 14 below. Additional details regarding these options will be provided in ACT’s correspondence to you.

   - If you select either the private retest or voluntary score cancellation option at any point in the score review process, you waive the right to any other resolution option that may have been available to you, and you release and forever discharge ACT from any and all claims you may have relating to taking the applicable ACT test(s),
10. Compromises in the Registration, Testing, Scoring, or Score Reporting Processes, and Group Irregularities

ACT takes steps that are intended to provide you a fair, standardized testing process. However, circumstances may prevent this from occurring in some cases. Those circumstances include, but are not limited to:

- Deviations from standard testing procedures such as events that cause testing at a test center to be cancelled or interrupted, or a mistiming on any part of the test;
- Errors, delays or other non-standard circumstances in (a) processing test registrations, (b) administering tests, (c) preparing, handling, shipping, processing, or scoring tests, or (d) reporting scores;
- Circumstances that raise concerns about the possibility of prohibited behavior that may have affected a group of examinees (e.g., examinees who tested in the same room or center where the prohibited behavior occurred); such circumstances include but are not limited to evidence of advance access to test content or inappropriate conduct during an exam administration; or
- Any other events that disrupt or compromise any part of the testing process (i.e., registration, test distribution, testing, scoring, and score reporting).

In the unlikely event such a circumstance occurs, ACT will examine the situation and determine whether it needs to take any action, including but not limited to not scoring tests or cancelling scores. If ACT determines that it needs to take action, ACT will in its sole discretion: (a) correct the error (if an error occurred and ACT believes correction is feasible), (b) not score tests or cancel scores and offer each affected person the option to retest at no additional fee (normally on a future National test date), or (c) not score tests or cancel scores and offer a refund. If the impacted test event is a State Testing event (i.e., one where a state or district has paid for your exam), ACT may offer the option to retest you at no additional fee or it may cancel the test event without an option for retest.

The remedies listed in this Section 10 are the exclusive remedies available to examinees for the circumstances described in this Section 10.

ACT shall not be required to conduct Individual Score Reviews for each impacted group member or demonstrate the invalidity of specific scores in the circumstances described in this Section 10. Decisions made by ACT pursuant to this section are final. If ACT offers a retest and you select that option (or it is selected for you in State and District testing), you must retake all four multiple-choice tests to produce a valid Composite score. If you took the writing test on the original test date, you may also need to retake the writing test in addition to the four multiple-choice tests to produce a valid English Language Arts score.

11. Test Security Investigations

As part of its efforts to protect the fairness of the ACT exam and the integrity of ACT scores, ACT may conduct investigations into the security of its test materials and the testing process (collectively “Test Security Investigations”). You agree to cooperate with any Test Security Investigation. ACT reserves the right to hold
and not report scores pending the outcome of a Test Security Investigation. Sometimes, Test Security Investigations produce evidence that calls into question the validity of specific scores and cause ACT to initiate one or more Individual Score Reviews as outlined above in Section 9. In other cases, investigations may produce evidence that calls into question the validity of a group of scores (e.g., all scores achieved from a specific room, school, or district on a specific test date), and results in ACT taking action under Section 10, above.

In addition to taking action regarding examinee scores, ACT may, in its sole discretion, decide as part of a Test Security Investigation that additional steps are appropriate, such as when prohibited behavior is or might be ongoing or rises to the level of a criminal act (e.g., coordinated group efforts to steal and disseminate ACT’s secure test content; activities involving someone else taking the test for another person or altering test responses; theft, disclosure of, or access to test content or responses to secure test questions; or other serious or potentially ongoing misconduct). Those additional steps include, but are not limited to the following:

a. **Prohibiting You from Taking the ACT:** ACT may prohibit you from taking the ACT test, even if you have already registered, if ACT has reason to believe (1) you engaged in prohibited behavior in connection with a prior or future administration of the ACT test, (2) you intend to engage in prohibited behaviors in the future, (3) you have provided false or misleading information to ACT or to others relating to your taking the ACT test, or (4) you are working for a test preparation provider. This prohibition may be temporary or permanent.

b. **Disclosure of Investigative Information:** ACT reserves the right to disclose details of a Test Security Investigation to anyone who may be able to assist ACT in the investigation or who may have an interest in their own independent investigation, such as law enforcement, state departments of education, local school officials, and score recipients. These disclosure rights aid in protecting the integrity and fairness of the examination process and benefit examinees who properly obtain their ACT scores, as well as score recipients. You consent to these disclosures, and ACT will have no liability for exercising its right to make such disclosures.

c. **Disclosure of Misconduct Finding:** If you are found by a court or arbitrator to have engaged in any action prohibited under these Terms and Conditions that affected the validity of your scores on the ACT test or the scores of any other examinee(s) ("Misconduct Finding"), ACT may disclose that fact to any schools or scholarship entities that received your ACT scores and to other third-parties with a legitimate reason for knowing that information.

12. **Voluntary Cancellation of Scores by You.** Unless you tested under a State or District, Special, Arranged, or Residual Testing program, ACT will cancel your scores upon your request. If scores have already been sent to score recipients, ACT will notify the score recipients that the scores have been cancelled. ACT will not be required to reinstate cancelled scores, even if you later change your mind.

13. **Retest Restriction.** ACT may limit the number of times you take the ACT (the "Retest Limit"). The current Retest Limit Policy is set forth on our website at www.act.org/the-act/retestlimit. ACT may further adjust the Retest Limit in the future in its sole discretion.

a. **Cancellation for Violation of Retest Limit:** ACT may cancel your registration, rescind your admission ticket, or take any other steps necessary to enforce the Retest Limit. If you violate the Retest Limit, your scores will not be reported or will be cancelled, and your fees will not be refunded.

b. **Calculation of Test Attempts:** In calculating the number of times you have taken the test, ACT includes a test event even if your scores from it are cancelled by you or by ACT. ACT does not include testing required by your district or your state’s department of education or tests taken as part of an academic talent search. Other exceptions will be considered only if you submit a request via our online Retest Exception Request Form no later than the regular registration deadline for the test event that would exceed the Retest Limit. Exceptions are within ACT’s sole discretion. The Form is available at www.act.org/the-act/retestlimit.

14. **ARBITRATION AGREEMENT FOR DISPUTES WITH ACT.**

a. Other than disputes that solely involve infringement of ACT’s intellectual property rights, all disputes between you and ACT -- including but not limited to disputes that relate in any way to registering for the ACT test, taking the ACT test, requesting or receiving accommodations or supports on the ACT test, the reporting of ACT test scores, the use or disclosure of personal information by ACT, Individual Score Reviews, or the cancellation of ACT test scores -- shall be resolved by a single arbitrator through binding arbitration administered by the American Arbitration Association ("AAA"), under the AAA Consumer Arbitration Rules ("AAA Rules") in effect at the time a request for arbitration is filed with the AAA (unless the parties agree to an alternate arbitration body). Arbitration will be conducted as a documents-only arbitration (i.e., there will be no in-person or telephonic hearing and both parties will submit written arguments and evidence to the arbitrator in support of their position, unless otherwise agreed by the parties or the arbitrator). Both you and ACT agree to promptly comply with the AAA’s filing requirements. This
includes your obligation to pay AAA a non-refundable $200 filing fee (unless AAA agrees to waive the fee for you). Copies of the AAA Rules can be located on AAA’s website, currently at: www.adr.org/sites/default/files/Consumer_Rules_Web_0.pdf.

By registering for and/or taking the ACT, you agree that you are waiving your right to have any dispute with ACT (including disputes regarding statutory rights) brought before or decided by a judge or jury in state or federal court except as otherwise expressly provided in this section, and that any such dispute with ACT will instead be resolved through binding arbitration as provided in the AAA Rules.

The Federal Arbitration Act (“FAA”) governs this arbitration agreement. Any issues regarding the enforceability of this arbitration agreement and/or whether a dispute is subject to this arbitration agreement will be decided solely by the arbitrator. No arbitration may be brought or maintained as a class action, and the arbitrator shall not have the authority to combine or aggregate the disputes of more than one individual, conduct any class proceeding, make any class award, or make an award to any person or entity not a party to the arbitration. Each party will be responsible for its own attorney’s fees and expenses incurred in connection with the arbitration, regardless of the outcome of the arbitration, except as otherwise expressly provided in these Terms and Conditions or required by applicable law.

b. Additional Provisions Related to Individual Score Reviews: In all disputes related to score cancellation decisions made as part of an Individual Score Review, the sole issue for the arbitrator to decide is whether ACT acted reasonably and in good faith in deciding to cancel your scores. If the arbitrator finds that ACT has acted reasonably and in good faith in deciding to cancel your scores, your scores will be (or remain) cancelled. If the arbitrator finds that ACT did not act reasonably and in good faith in deciding to cancel your scores, your scores will not be cancelled (or they will be reinstated, if applicable). If you ask the arbitrator to decide any other issues or you assert any claims against ACT in the arbitration other than a request to have your challenged scores upheld, ACT may assert one or more counterclaims and may ask the arbitrator to make a Misconduct Finding against you (see Paragraph 11(c), above) if supported by the evidence.

c. Small Claims Court: Notwithstanding the foregoing arbitration agreement, either party may take a claim to small claims court instead of arbitration if the party’s claim is within the jurisdiction of the small claims court, as permitted in the AAA Rules. If either party institutes an action in small claims court as permitted in the AAA Rules, you and ACT agree to accept the findings of the small claims court as a final resolution of the parties’ dispute and not to appeal the small claims court’s decision or pursue any other claim (including a claim asserted in arbitration) relating to that dispute. PLEASE NOTE: If you initiate a small claims court action, ACT will have the right to assert a counterclaim against you and may ask the court to make a Misconduct Finding against you (see Paragraph 11(c) above) if supported by the evidence. Also, small claims courts often do not have the authority to award injunctive relief and thus -- unlike an arbitrator -- may not have the authority to order ACT not to cancel a challenged ACT test score in accordance with the parties’ contract.

15. Termination of Agreement. If you terminate your Agreement with ACT at any time after testing, ACT may immediately cancel your scores and notify score recipients that the scores have been cancelled.

16. LIMITATION OF LIABILITY AND DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, ACT’S TOTAL LIABILITY TO YOU, OR ANYONE CLAIMING BY OR THROUGH YOU OR ON YOUR BEHALF, FOR ANY CLAIMS, LOSSES, COSTS, OR DAMAGES ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THE ACT TEST, FROM ANY CAUSE, SHALL NOT EXCEED THE TEST REGISTRATION FEES YOU PAID TO ACT, OR $100, WHICHEVER IS GREATER. TO THE EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL ACT BE LIABLE TO YOU, OR ANYONE CLAIMING BY OR THROUGH YOU OR ON YOUR BEHALF, FOR ANY INDIRECT, SPECIAL, CONSEQUENTIAL, SPECULATIVE, INCIDENTAL, LOSS OF OPPORTUNITY (REGARDLESS OF WHETHER OR HOW THESE ARE CLASSIFIED AS DAMAGES), EXEMPLARY, OR PUNITIVE DAMAGES, OR FOR ATTORNEYS’ FEES, EXPENSES, EXPERT WITNESS FEES, OR COSTS, WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY, OR OTHERWISE AND REGARDLESS OF WHETHER SUCH LOSS OR DAMAGE WAS FORESEEABLE OR YOU HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH LOSS OR DAMAGE.

17. ACT Intellectual Property Rights. All ACT tests, test-related documents and materials, and test preparation materials are copyrighted works owned by ACT and protected by the laws of the United States and other countries. Secure ACT tests and test questions (i.e., tests and test questions that are not made available by ACT to the general public) may not be copied, shared, discussed, or disclosed at any time or in any manner whatsoever. Test-related materials that ACT has made available to the general public, such as materials designated by ACT as practice or sample tests, may not be copied, duplicated, or used in any other works, in whole or in part, without the prior written approval of ACT.
a. **Consequences for Violation of ACT Rights:** ACT may pursue all available civil and criminal remedies if its intellectual property rights are violated, including seeking damages and injunctive relief in a court of law and referring such violations to law enforcement authorities for criminal prosecution.

b. **ACT Ownership of Answer Documents and Use of Score Reports:** ACT owns all answers and answer documents you submit, including all essay responses, as well as all score-related data maintained by ACT. Score reports ACT provides you may not be altered, and, if ACT cancels the scores reflected on such score reports, you may not provide those scores or score reports to third parties.

18. **ACT Policies.** All ACT policies referenced in these Terms and Conditions, including but not limited to the ACT Privacy Policy available at [www.act.org/privacy](http://www.act.org/privacy) and the policies related to Registration (available at [www.act.org/the-act/registration](http://www.act.org/the-act/registration)), Test Day (available at [www.act.org/the-act/testday](http://www.act.org/the-act/testday)), and Scores (available at [www.act.org/the-act/scores](http://www.act.org/the-act/scores)) are part of these Terms and Conditions. ACT policies are subject to change until 48 hours prior to your test date and any subsequent test dates for which you register. Policies are periodically updated, and you have an obligation to read the policies before you take the test. If you do not agree to a change that has been made in the applicable policies that are in effect within 48 hours prior to your test date, you must notify ACT prior to the test of your intent to cancel your registration pursuant to this provision. ACT may provide a refund in the event of such cancellation in its sole discretion. Any questions should be directed to ACT Customer Care at [www.actstudent.org/contactus](http://www.actstudent.org/contactus) in advance of the applicable test date. Notification of your intent to cancel your registration pursuant to this provision should likewise be directed to ACT Customer Care.


20. **Severability.** If any provision or part of these Terms and Conditions is held by an arbitrator or court of competent jurisdiction to be invalid, illegal or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way; and, to the greatest extent possible, the invalid, illegal, or unenforceable provision shall be modified so that it is valid, legal, and enforceable and, to the fullest extent possible, reflects the intention of the parties.

21. **No Third-Party Beneficiary.** These Terms and Conditions do not create a third-party beneficiary relationship between ACT and any individual or entity other than you.

22. **Understanding These Terms and Conditions.** If you have any questions about or difficulty understanding these Terms and Conditions, you should discuss them with your parents or guardians before registering for the ACT test.

23. **Accessibility of these Terms and Conditions.** If you have difficulty accessing these Terms and Conditions and/or any of the ACT Policies referred to in the Terms and Conditions, please contact ACT Customer Care at [www.actstudent.org/contactus](http://www.actstudent.org/contactus) in advance of registering for or taking the ACT test. ACT will be happy to provide these Terms and Conditions in an alternative format, or to assist you in some other manner as reasonably necessary to enable you to access these Terms and Conditions.

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ACT Reports and Services

ACT Privacy Policy

Scope of this Notice
At ACT, Inc. we recognize the importance of protecting the privacy of personally identifying information and believe that use and sharing of it is important to our mission of “Helping people achieve education and workplace success.”

This Notice explains how ACT collects, uses, maintains, shares, and protects your information when you visit ACT websites that provide a link to this Privacy Notice (collectively, the “Site”), as well as when you provide your personally identifying information to us online and offline when you participate in ACT's assessments, programs, and services.

Children’s Privacy
The Site is intended for use by education and workforce development professionals, other adults, high school students engaged in college and career planning, and their parents. The portion of the Site that collects personally identifying information from high school students (www.actstudent.org) is intended for students 13 years old or older only. The Site is not intended to be used by children under the age of 13. If you are under the age of 13, please do not use this Site.

Information ACT Collects

Personally identifying information is information that can identify you, such as your name and address. It does not include anonymized, aggregate, or statistical information. Based on your relationship with us, you may be asked to provide certain personally identifying information as described below. Certain information is requested but not mandatory; ACT will identify which information is required.

- Assessment registration and services. When you register for or take an assessment from ACT, we ask you to provide certain information including your name, home address, email address, telephone number, date of birth, gender, race, ethnicity, citizenship status, year of high school graduation or equivalent, religious affiliation, whether you are right- or left-handed, grade in school, high school academic information, intended college major and occupational choice, college plans, extracurricular plans, and your background, credit card information, photograph, disability, and biometric data.

- International. If you are taking an assessment outside the United States, some of the information ACT requests could be classified in your home country as sensitive personal data or sensitive information according to your country’s data protection laws. This includes age, gender, biometric data, race, ethnicity, health data such as a physical or learning disability, credit card information, as well as information related to your background, including, political organizations and religious organizations.

- Website visitors. When you visit the Site ACT may collect and store your internet protocol address along with other non-personally identifiable information described below. When you are requesting materials or information from ACT, we may ask you to provide your name, job title, address, email address, birth date, and other personally identifying information, and your need for ACT materials. If you are purchasing materials, ACT may ask for your credit card information.

- Suppliers of services and goods to ACT. If you are a supplier of services or goods to ACT, such as a test proctor, ACT may request your name, address, email address, telephone number, tax identification number, date of birth, bank account information, and other personally identifying information.

- Job applicants. If you are applying for employment with ACT, we will request your name, address, email address, work and education history, as well as other personally identifying information necessary to evaluate your application.

Non-personally Identifying Information
When you visit the Site, ACT may collect and store general Internet data, including your browser type, date and time of access, which web pages on the Site you visited, the referring Uniform Resource Locator (URL), and how long you spent on each page. This information may be collected to assist us in administering and making improvements to the Site, to enhance security, and for statistical analysis. ACT may employ other companies and individuals to facilitate these services (e.g., maintenance, analysis, audit, development), who will have limited access to this data and only use it to perform those services on our behalf.

Non-personally identifying information also includes information collected through the Site, through online assessments, and offline that is maintained by ACT in aggregate or de-identified form(s). This information is collected and may be used for research purposes, to inform public policy and advocacy, and for reporting purposes such as to education institutions, state agencies, and businesses.

How ACT Uses Personally Identifying Information
Personally identifying information collected through the Site, online assessments, or offline may be used to:

- Administer ACT assessments, provide requested services to you, and communicate with you regarding assessments, programs, and services;
- Process requests for ACT assessments, programs, services, or information, and to communicate with you regarding such requests;
- Maintain your account, verify your identity, process payments, and collect debts you owe us;
- Administer, review and/or improve the Site, ACT assessments, programs or services;
- Conduct research and analysis consistent with ACT’s mission;
- Invite you to participate in surveys consistent with ACT’s mission, including surveys regarding ACT programs and services; and
- Provide you with marketing information about ACT assessments, programs, services, or special offers from ACT.

Information Sharing and Disclosure
Consistent with ACT’s mission, it is important to share information with those who have a legitimate reason to use it, or who can provide educational or career opportunities to you. ACT will not sell personally identifying information we collect through this Site, through online assessments, or offline without your explicit consent, nor disclose personally identifying information except as described in program or service specific terms and conditions, or as set forth below.

Generally
ACT may disclose personally identifying information:

- To ACT subsidiaries and affiliates;
- To others providing services to ACT or as necessary to deliver ACT’s assessments, programs, and services. This includes information needed to verify an individual’s identity or for security purposes.
- As required by law, for subpoena or other legal processes;
- As necessary to investigate, take action on, or prevent suspected or actual illegal activities, fraud, or potential threats to safety or personal physical safety; and
- To another company that acquires ACT or its assets, which will have responsibility for your personally identifying information, as described in this Privacy Notice.

ACT Assessments, Programs, and Services
When you participate in ACT’s assessments, programs, or services, ACT may disclose personally identifying information to:

- Others that pay for you to take an assessment, program, or service, or receive a certificate of achievement or credential relating to an assessment;
- Schools, school districts, state entities and/or their agents or representatives for educational, research, and reporting purposes;
- Parents or legal guardians of minors under the age of 18;
- Certain state and federal scholarship programs and agencies;
- In limited situations, researchers conducting research consistent with ACT’s mission. Researchers who receive any personally identifying information are required to protect the confidentiality and security of this information.
International – Onward Transfer of Personally Identifying Information

If you are participating in ACT’s assessments, programs, and services outside the United States, or requesting information about ACT assessments, programs, or services, note that your personally identifying information may be transferred outside of your home country to the United States to ACT or a third party service provider, and will be subject to use and disclosure under the laws of the United States. It may also be accessible to law enforcement and national security authorities in the United States. When you voluntarily register for or take an assessment, or access ACT programs and services, you provide personally identifying information to us. If you do not provide mandatory personally identifying information, such as name, gender, address and date of birth, you may not be able to complete certain online transactions, or access or benefit from certain ACT assessments, programs, or services.

Marketing by Others

ACT honors your preferences with regard to sharing your personally identifying information with other organizations for their marketing purposes. You will be given the choice prior to having your personally identifying information shared with these other organizations for their marketing purposes.

Cookies and Web Beacons

When you access the Site, certain non-personally identifying information is automatically logged. This information may include your operating system, screen settings, Web browser software, and referring website, if any. It is used for system improvement and administration, security, statistical analysis purposes, and other internal business purposes.

The Site uses service providers for analytics purposes. These providers collect information about you anonymously and report website trends without identifying individual visitors. These service providers use their own cookies to track visitor interactions. Website owners can view a variety of reports containing aggregate information about how visitors interact with their website so they can improve their website. ACT does not control the cookies and their use may be governed by the privacy policies of the service providers employing these cookies.

Cookies are small text files that a website can send to a user’s browser for storage on the hard drive. Cookies can make use of the Web easier by saving and administering status, preferences, and other user information. Cookies used by the Site do not contain your personally identifying information.

The Site also uses Web beacons, which are small strings of code that deliver a graphic image on a Web page or in an email message for the purpose of transferring data. ACT may use cookies and Web beacons to route users through the Site, customize users’ experiences on the Site, to help us send you information about programs and services, and to improve the Site.

Most browsers are set to accept cookies but users can change the setting to block cookies. Although disabling cookies will not interfere with your ability to access the Site, users will need to accept cookies to use certain services on the Site, including test registration. Users can disable the ability of Web beacons to capture information by blocking cookies.

Links and Websites

The Site may contain links to non-ACT affiliated websites. ACT does not control the privacy policies or practices of these websites. You should review the privacy policy of the non-ACT affiliated website before providing any information through these websites. ACT is not responsible for the content or practices of any linked non-ACT affiliated websites, and provides these links solely for the convenience and information of visitors to the Site.

Choice, Opt-Out, and How ACT Responds to Do Not Track Signals

ACT strives to provide you with choices about our use of your personally identifying information. As a user of the Site, as well as for offline purposes, you decide whether to proceed with activities that request personally identifying information.

However, if you do not provide the requested information you may not be able to complete certain online transactions, have access to, or benefit from certain ACT assessments, programs, or services.

ACT occasionally uses your personally identifying information to contact you regarding ACT assessments, programs, and services. You will be provided instructions on how to opt out of receiving further marketing communications by email. If you opt-out of receiving these marketing communications, note that you will still receive program-related messages and similar transactional communications by email about your registration for an ACT assessment or other services and programs in which you participate.

With respect to the Site and Do Not Track Signals, ACT conducts conversion tracking with other websites such as Twitter and Facebook to collect data for purposes of tracking your use of ACT advertisements on those websites. We also target ACT’s advertisements on social media websites, such as Facebook and Twitter. This means that after visiting our Site, if you later log into Facebook or Twitter, an ACT advertisement may appear. To learn more about your choices regarding online tracking, please visit these sites:


Access, Correction, and Deletion of Personally Identifying Information

If you need to update your contact information (address, email address and/or telephone number), please contact ACT Customer Service at 1-800-498-6065 or customerservices@act.org.

Depending on your country, state, or locality of residence you may have additional rights regarding your personal data. These rights may include the right to request deletion of some or all of your personal data, the right to request access to or correction of your personal data, the right to withdraw your consent to our use of your personal data, the right to request restrictions on how we use or share your personal data, and the right to lodge a complaint with your local supervisory authority. For requests of this type, please contact ACT’s Data Protection Official listed below.

ACT will seek to meet all requests to delete personally identifying information unless it is required to be retained for contractual or legal reasons as described in this Privacy Notice. Please be aware that all assessment scores are maintained by ACT indefinitely and closing your account does not delete your assessment scores.

ACT, Inc.
Attn: Vice President, Data Management
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
DPO@act.org

Retention of Information

ACT will retain your information for as long as is necessary to fulfill any of the uses identified in this Privacy Notice or to comply with applicable legal obligations.

Security and Confidentiality

Protecting the personally identifying information through the use of reasonable administrative, physical and technical safeguards is important to ACT. We use secure sockets layer (SSL) transmission, a protocol for establishing a secure connection for transmitting your personally identifying information. ACT has security protocols and measures in place to protect your personally identifying information from unauthorized access, alteration, and unlawful disclosure. When ACT disposes of personally identifying information, we take reasonable measures to protect against unauthorized access to the information.

Changes to this Notice

ACT reserves the right to modify this Privacy Notice at any time. If ACT makes material changes to this Privacy Notice, the changes will be posted on this Site to alert you.

Last Updated: November 1, 2018

Any questions about the ACT Privacy Policy or this notice should be directed to our Data Protection Official at DPO@act.org.
**Student Report**

A sample ACT Student Report is shown in Figure 3. The information on the report is presented in nine parts.

**Figure 3. Sample ACT Student Report**

**A**

**ANN C TAYLOR** (ACT ID: -54116290)

**WHEAT RIDGE SR HIGH SCHOOL (061-450)**

**TEST DATE:** APRIL 2020

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<td>ELA</td>
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</tbody>
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**C**

**Detailed Results**

**MATH**

- **19**
  - Preparing for Higher Math: 22 of 35 (63%)
    - Number & Quantity: 5 of 5 (100%)
    - Algebra: 5 of 8 (63%)
    - Functions: 6 of 8 (75%)
    - Geometry: 4 of 8 (50%)
    - Statistics & Probability: 2 of 6 (33%)

**SCIENCE**

- **18**
  - Interpretation of Data: 9 of 16 (56%)
  - Scientific Investigation: 7 of 10 (70%)
  - Evaluation of Models, Inferences & Experimental Results: 5 of 14 (36%)

**ENGLISH**

- **24**
  - Production of Writing: 16 of 23 (70%)
  - Knowledge of Language: 8 of 12 (67%)
  - Conventions of Standard English: 29 of 40 (73%)

**READING**

- **23**
  - Key Ideas & Details: 18 of 24 (75%)
  - Craft & Structure: 6 of 11 (55%)
  - Integration of Knowledge & Ideas: 3 of 5 (60%)

**WRITING**

- **08**
  - Ideas & Analysis:
  - Development & Support:
  - Organization:
  - Language Use & Conventions:

If you took the writing test, your essay was scored on a scale of 1 to 6 by two raters in each of the four writing domains. These domains represent essential skills and abilities that are necessary to meet the writing demands of college and career. Your domain scores, ranging from 2 to 12, are a sum of the two raters’ scores. Your writing score is the average of your four domain scores rounded to the nearest whole number. To learn more about your writing score, visit [www.act.org/the-act/writing-scores](http://www.act.org/the-act/writing-scores).
Sending Your Scores

A score report (including your photo) was automatically sent to the high school you reported when registration was completed for the test. Your school will use this information for counseling, evaluating the effectiveness of instruction, and planning changes and improvements in the curriculum.

At your direction, your scores from this test date are also being reported to the colleges shown. (Be aware that when you send a report to a college that is part of a school system, the college may share your score with other colleges in that system.) Institutions use your test scores along with high school grades, academic preparation, out-of-class accomplishments, future plans, and other factors to help identify applicants who can benefit most from their programs. In addition, colleges can use results on the ACT to assist scholarship/loan agencies in identifying qualified candidates, place students in first-year courses, and help students develop an appropriate program of study.

If you entered a college code incorrectly or forgot to include one, don’t worry! You can still send scores to other colleges. Visit www.act.org/the-act/scores to explore student resources or to order additional score reports.

College and Career Planning

Where are you going? Knowing your interests can help you find the kinds of majors and occupations that may be right for you. Occupations differ widely in how much they involve working with four basic work tasks: Data, Ideas, People, and Things. Before you took the ACT, you completed an interest inventory. Your results point to occupations that involve the kinds of basic work tasks you prefer. Visit www.act.org/collegeplanning to learn more.

According to your results, you enjoy working with People & Data. Here are a few examples of occupations involving this kind of work:

- Buyer
- FBI/CIA Agent
- Financial Manager
- Training/Education Manager
- Travel Guide

Interest–Major Fit

Do your interests fit the college major you plan to enter? Based on information you provided, you plan to enter Accounting.

![Interest-Major Fit Graph]

Your interests are fairly similar to the interests of college students in the major you plan to enter. Students in majors that fit their interests are often more satisfied with their major.

Progress Toward the ACT National Career Readiness Certificate®

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC®) that students with your ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. Visit https://www.act.org/research/ACTprogressNCRC-R1712 to learn more.

![Progress Toward the ACT NCRC Graph]

Students with your ACT Composite score are likely to obtain a Silver level on the ACT NCRC.

Figure 3. Sample ACT Student Report (continued)
A. Student Information
Student name, ACT ID, high school, and test date. Test location is also shown for State and DANTES testing.

B. Student ACT Scores
This section shows the student’s scores on each of the multiple-choice subject area tests (scale 1–36). If the student took the ACT with writing, a writing score ranging from 2–12 is reported. A student’s writing score is not included in the calculation of the Composite score. The writing test has a secondary score scale that ranges from 1–36. The 1–36 writing scale scores are only used for the calculation of the English Language Arts (ELA) score. The ELA score (derived from the student’s English, reading, and writing scores) and the STEM score (an average of the student’s mathematics and science scores) are reported when the student has all of the qualifying component scores. Both of these scores are on a scale of 1–36 and are rounded to the nearest whole number (0.5 is rounded up).

Information about score reports prior to fall 2016 can be found at www.actstudent.org.

There is a shaded score range around the actual score, which represents the fact that test scores are estimates of a student’s educational development. The true achievement level most likely falls within a range around the reported score.

The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in corresponding credit-bearing, first-year college courses. The student’s scores and the ACT College Readiness Benchmarks are graphed together on the Student Report. These benchmarks (see the High School Score Report, page 45) graphically indicate whether students are likely to be ready for the first-year college courses. There is currently no ACT College Readiness Benchmark for writing.

On the example score report (see page 45), Ann scored below the benchmark in both mathematics and science. If you have a counseling or mentoring relationship with Ann, you may want to visit with her about the courses she plans to take in science and mathematics to bolster her skills in these subjects. Increasing her knowledge and skills through rigorous courses will improve her readiness in science and mathematics and will help her if she were to retake the ACT.

The ACT STEM Benchmark provides additional insight on the ACT STEM score, which represents students’ overall performance on the ACT mathematics and science tests. ACT developed the STEM Benchmark because the first math and science courses taken by students enrolled as STEM majors differ from those taken by most college students. The
ACT STEM Benchmark was developed in a manner similar to the ACT College Readiness Benchmarks. The STEM Benchmark is based on students' chances of success in calculus, chemistry, biology, physics, and engineering courses. An ACT STEM score of 26 is associated with a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in these entry-level STEM courses.

Note that it is possible for a student to meet the benchmarks in both mathematics and science but not STEM. This occurs because the ACT College Readiness Benchmarks for mathematics and science are each based on success in a corresponding standard-level course, while the ACT STEM Benchmark is based on higher-level courses in both mathematics and science. Thus the STEM Benchmark (26) is higher than the benchmarks for mathematics (22) and science (23).

Meeting the ACT STEM Benchmark is also associated with greater chances of achieving longer-term outcomes, including:

• Earning a cumulative GPA of 3.0 or higher
• Persisting in a STEM major
• Completing a STEM-related degree

More information about the development of the ACT STEM Benchmark can be found in the following reports: Development of STEM Readiness Benchmarks to Assist Educational and Career Decision Making (PDF, 40 pages) and Development and Validation of a STEM Benchmark Based on the ACT STEM Score (PDF, 7 pages).

The ACT ELA Benchmark provides additional insight on the ACT ELA score, which provides students with an aggregate measure of their performance on the ACT English, reading, and optional writing tests. Given the importance of integrated literacy skills for education and workplace success, ACT developed the ELA Benchmark to provide students and educators with an estimate of the ELA skill level needed to succeed in English and social science courses commonly taken by first-year college students. The ACT ELA Benchmark was developed in a manner similar to the ACT College Readiness Benchmarks. The ELA Benchmark is based on students' chances of success in English Composition I, American History, Other History, Psychology, Sociology, Political Science, and Economics. These are the same English and social science courses that were used to develop the ACT College Readiness Benchmarks in English and reading, respectively. An ACT ELA score of 20 is associated with a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in these entry-level ELA-related courses.

Meeting the ACT ELA Benchmark is also associated with greater chances of achieving longer-term outcomes, including:

• Earning a cumulative GPA of 3.0 or higher
• Persisting in college
• Completing a college degree
More information about the development of the ACT ELA Benchmark can be found in the following report: Development and Validation of a Preliminary ELA Readiness Benchmark based on the ACT ELA Score (PDF, 42 pages).

C. US and State Rank
The student’s ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT test and received scores that are the same as or lower than the student’s scores. For example, a rank of 55 for the student’s Composite score means 55% of students earned that Composite score or below.

D. Detailed Results
To help students gain insights into possible directions for college and career, they want to understand their areas of strength and also those areas where they need to improve. To provide learners the most useful information, the new score reports incorporate a comprehensive set of reporting categories for each subject area of the test (see Figure 4). If the score report displays “N/A,” reporting categories are not available for that test.

Detailed Results

<table>
<thead>
<tr>
<th>MATH</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Higher Math</td>
<td>22 of 35</td>
</tr>
<tr>
<td>• Number &amp; Quantity</td>
<td>5 of 5</td>
</tr>
<tr>
<td>• Algebra</td>
<td>5 of 8</td>
</tr>
<tr>
<td>• Functions</td>
<td>6 of 8</td>
</tr>
<tr>
<td>• Geometry</td>
<td>4 of 8</td>
</tr>
<tr>
<td>• Statistics &amp; Probability</td>
<td>2 of 6</td>
</tr>
<tr>
<td>Integrating Essential Skills</td>
<td>11 of 25</td>
</tr>
<tr>
<td>Modeling</td>
<td>9 of 22</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of Data</td>
<td>5 of 16</td>
</tr>
<tr>
<td>Scientific Investigation</td>
<td>7 of 10</td>
</tr>
<tr>
<td>Evaluation of Models, Inferences &amp; Experimental Results</td>
<td>5 of 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production of Writing</td>
<td>16 of 23</td>
</tr>
<tr>
<td>Knowledge of Language</td>
<td>8 of 12</td>
</tr>
<tr>
<td>Conventions of Standard English</td>
<td>20 of 40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas &amp; Details</td>
<td>18 of 24</td>
</tr>
<tr>
<td>Craft &amp; Structure</td>
<td>6 of 11</td>
</tr>
<tr>
<td>Integration of Knowledge &amp; Ideas</td>
<td>3 of 5</td>
</tr>
</tbody>
</table>

ACT Readiness Range shows where a student who has met the ACT College Readiness Benchmark on the subject test would typically perform in that reporting category. Students can more easily determine what areas require the most additional assistance.

Student performance is described in terms of reporting categories to represent different groups of knowledge/skills.

ACT Readiness Range shows where a student who has met the ACT College Readiness Benchmark on the subject test would typically perform in that reporting category. Students can more easily determine what areas require the most additional assistance.

Figure 4. Student Report detailed results

These categories make it easier for students, parents, and educators to gain deeper insight into students' performance by better understanding strengths and areas for improvement in each subject. Reporting categories group and report on similar skills to provide students with more detailed information within each subject.
Each reporting category includes the total number of points possible, the total number of points a student achieved, and the percentage of points correct. ACT reporting categories are aligned with ACT College and Career Readiness Standards and other standards that target college and career readiness.

Each reporting category also shows the ACT Readiness Range, which enables students to see how their performance on each reporting category compares to students who have met the ACT College Readiness Benchmark for that specific subject. The minimum of the range corresponds to the predicted percentage of points that would be achieved by a student whose score is at the ACT College Readiness Benchmark on the subject test. The maximum value of the range corresponds to answering all questions in that reporting category accurately.

The combination of reporting category scores and the ACT Readiness Ranges provides educators and students with information to more clearly show which areas require the most additional assistance for further learning and intervention.

The ACT Readiness Ranges appear on the Student and High School Score Reports.

The following text covers the content of the subject tests and is produced verbatim from Preparing for the ACT Test:

Content Covered by the English Test

Four scores are reported for the English test: a total test score based on all 75 questions, and three reporting category scores based on specific knowledge and skills. The approximate percentage of the test devoted to each reporting category is:

Production of Writing (29–32%)

This category requires you to apply your understanding of the purpose and focus of a piece of writing.

- **Topic Development:** Demonstrate an understanding of, and control over, the rhetorical aspects of texts. Identify the purposes of parts of texts, determine whether a text or part of a text has met its intended goal, and evaluate the relevance of material in terms of a text’s focus.

- **Organization, Unity, and Cohesion:** Use various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Knowledge of Language (13–19%)

These questions require you to demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.
Conventions of Standard English (51–56%)
These questions require you to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

- **Sentence Structure and Formation**: Apply understanding of sentence structure and formation in a text and make revisions to improve the writing.
- **Punctuation**: Recognize common problems with standard English punctuation and make revisions to improve the writing.
- **Usage**: Recognize common problems with standard English usage in a text and make revisions to improve the writing.

Content Covered by the Mathematics Test
Nine scores are reported for the mathematics test: a total test score based on all 60 questions and eight reporting category scores based on specific mathematical knowledge and skills. The approximate percentage of the test devoted to each reporting category is:

**Preparing for Higher Mathematics (57–60%)**
This category covers the more recent mathematics that students are learning, starting when they began using algebra as a general way of expressing and solving equations. This category is divided into five subcategories:

- **Number and Quantity (7–10%)**: Demonstrate knowledge of real and complex number systems. Reason with numerical quantities in many forms, including expressions with integer and rational exponents, and vectors and matrices.
- **Algebra (12–15%)**: Solve, graph, and model multiple types of expressions. Interpret and use many different kinds of equations, such as linear, polynomial, radical, and exponential relationships. Find solutions to systems of equations, even when represented by a simple matrix equation, and apply results to real-world contexts.
- **Functions (12–15%)**: Demonstrate knowledge of function: definition, notation, representation, and application. Use functions including linear, radical, piecewise, polynomial, and logarithmic. Manipulate and translate functions, as well as interpret and use important features of graphs.
- **Geometry (12–15%)**: Apply your knowledge of shapes and solids, using concepts such as congruence and similarity relationships or surface area and volume measurements. Apply your understanding to composite objects, and solve for missing values in triangles, circles, and other figures. Use trigonometric ratios and equations of conic sections.
- **Statistics and Probability (8–12%)**: Describe center and spread of distributions. Apply and analyze data collection methods. Understand and model relationships in bivariate data. Calculate probabilities by recognizing the related sample spaces.
Integrating Essential Skills (40–43%)
This category focuses on measuring how well you can synthesize and apply your understandings and skills to solve more complex problems. The questions ask you to address concepts such as rates and percentages; proportional relationships; area, surface area, and volume; average and median; and expressing numbers in different ways. Solve non-routine problems that involve combining skills in chains of steps; applying skills in varied contexts; understanding connections; and demonstrating fluency.

Modeling
This category represents all questions that involve producing, interpreting, understanding, evaluating, and improving models. Each question is also counted in other appropriate reporting categories above. This category is an overall measure of how well you use modeling skills across mathematical topics.

Content Covered by the Reading Test
Five scores are reported for the reading test: a total test score based on all 40 questions; three reporting category scores based on specific knowledge and skills; and an Understanding Complex Texts indicator. The approximate percentage of the test devoted to each reporting category is:

Key Ideas and Details (55–60%)
This category requires you to read texts closely to determine central ideas and themes. Summarize information and ideas accurately. Understand relationships and draw logical inferences and conclusions, including understanding sequential, comparative, and cause-effect relationships.

Craft and Structure (25–30%)
These questions ask you to determine word and phrase meanings; analyze an author’s word choice rhetorically; analyze text structure; understand the author’s purpose and perspective; and analyze characters’ points of view. Interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.

Integration of Knowledge and Ideas (13–18%)
This category requires you to understand authors’ claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Some questions will require you to analyze how authors construct arguments, and to evaluate reasoning and evidence from various sources.

Content Covered by the Science Test
The scientific information appears in one of three formats:

- Data Representation (30–40%): This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such
as recognizing relationships among data in tables and graphs; interpolation and extrapolation; and translating tabular data into graphs.

• **Research Summaries (45–55%)**: This format provides descriptions of one or more related experiments. The questions focus on the design of the experiments and the interpretation of experimental results.

• **Conflicting Viewpoints (15–20%)**: This format presents two or more explanations for the same scientific phenomena that, because they are based on differing premises or incomplete data, are inconsistent with one another. The questions focus on the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

Four scores are reported for the science test: a total test score based on all 40 questions and three reporting category scores based on scientific knowledge, skills, and practices. The approximate percentage of the test devoted to each reporting category is:

**Interpretation of Data (45–55%)**
This category asks you to manipulate and analyze scientific data presented in scientific tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically).

**Scientific Investigation (20–30%)**
This category requires you to understand experimental tools, procedures, and design (e.g., identify controls and variables) and compare, extend, and modify experiments (e.g., predict the results of additional trials).

**Evaluation of Models, Inferences, and Experimental Results (25–35%)**
These questions ask you to judge the validity of scientific information and formulate conclusions and predictions based on that information (e.g., determine which explanation for a scientific phenomenon is supported by new findings).

**Writing Skills Measured by the Writing Test**
Five scores are reported for the writing test: a single subject-level writing score reported on a scale of 2–12, and four domain scores that are based on an analytic scoring rubric. The subject score is the rounded average of the four domain scores. The four writing domains are:

**Ideas and Analysis**
Scores in this domain reflect the ability to generate productive ideas and engage critically with multiple perspectives on the given issue. Competent writers understand the issue they are invited to address, the purpose for writing, and the audience. They generate ideas that are relevant to the situation.
Development and Support
Scores in this domain reflect the ability to discuss ideas, offer rationale, and bolster an argument. Competent writers explain and explore their ideas, discuss implications, and illustrate through examples. They help the reader understand their thinking about the issue.

Organization
Scores in this domain reflect the ability to organize ideas with clarity and purpose. Organizational choices are integral to effective writing. Competent writers arrange their essay in a way that clearly shows the relationship between ideas, and they guide the reader through their discussion.

Language Use and Conventions
Scores in this domain reflect the ability to use written language to convey arguments with clarity. Competent writers make use of the conventions of grammar, syntax, word usage, and mechanics. They are also aware of their audience and adjust the style and tone of their writing to communicate effectively.

E. Sending Your Scores
A score report (including photo, if applicable) is automatically sent to the high school the student reported when registration was completed for the test. The school will use this information for counseling, evaluating the effectiveness of instruction, and planning changes and improvements in the curriculum.

At the student’s direction, scores from this test date are also being reported to the colleges shown. (Be aware that when a student sends a report to a college that is part of a school system, the college may share that score with other colleges in that system.) Institutions use student test scores along with high school grades, academic preparation, out-of-class accomplishments, future plans, and other factors to help identify applicants who can benefit most from their programs. In addition, colleges can use results on the ACT to assist scholarship/loan agencies in identifying qualified candidates, place students in first-year courses, and help students develop an appropriate program of study.

If a student entered a college code incorrectly or forgot to include one, they can still send scores to other colleges. Visit http://www.act.org/the-act/scores to explore student resources or to order additional score reports.

F. College and Career Planning
This section of the report provides information to help the student begin to consider occupations and college majors. The Career Connector visually summarizes the student’s ACT Interest Inventory results and lists occupations that align with the student’s interests.

This section, and the subsequent section on Interest-Major Fit, are displayed only when the student has interpretable interest inventory
results and a choice of major they plan to enter. When either is missing, text is displayed encouraging students to visit www.act.org/collegeplanning to find answers to commonly asked college and career planning concerns.

G. **Interest-Major Fit Level Score**
The student’s level of interest-major fit is displayed on an Interest-Major Fit bar. Interest-Major Fit measures the strength of the relationship between the student’s profile of ACT Interest Inventory scores and the interest profiles of others in the student’s planned major.

H. **Progress toward the ACT National Career Readiness Certificate**
This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC) that students who share this score are likely to obtain on the ACT NCRC assessments. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. Visit workforce.act.org/credential to learn more.

I. **Student Resources**
Information about college and career planning, Retesting with the ACT, and the Test Security Hotline.

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**High School Reporting**

**High School Score Label**
The high school receives two score labels (Figure 5) for each student. One label is provided for the student’s permanent record; one is for the counselor’s files.

Scores may be included on transcripts (using the score label or electronically) according to local policies and with student and/or parent permission.

Colleges and scholarship agencies receiving scores via high school transcripts should be aware that such scores are considered unofficial. Score changes and/or cancellations may occur after the time scores have been placed on the transcript.

Score labels show the student’s name, ACT-assigned ID beginning with a dash, date of birth, four multiple-choice test scores, Composite score, cumulative percent for the Composite score, and test date. Test location is also shown for State and DANTES testing. If the student took the ACT with writing, the label also includes a writing score.
**ACT REPORTS AND SERVICES**

**Figure 5. Sample ACT high school score label**

**High School Report Checklist**

A checklist accompanies each group of reports mailed to the high school (Figure 6). The checklist provides a high-level summary of scores in an alternate format that allows you to see scores for all students in one place. You can use this checklist to verify reports included in your package or quickly check student scores. You can also use this checklist to enter ACT data into your student information system for quick access. The checklist reflects the order in which that group of reports is shipped—alphabetically within the grade levels reported by the students when they registered. Checklists are not cumulative.

The checklist includes the four multiple-choice test scores, STEM and ELA scores, Composite score, writing score, four writing domain scores, and test date. In addition, test location is also reported for State and DANTES testing. US ranks are provided for all scores.

**Figure 6. Sample ACT High School Report Checklist**

**Reporting Options**

Students’ ACT records, as shown on the High School Report, are available to high schools or districts on CD-ROM as an extra-cost reporting service. Schools that order CD-ROM reporting first receive the standard paper copies of the High School Report for use in counseling individual students. Order forms with specifications, schedules, and prices are available at [www.act.org/the-act/hreportingservices](http://www.act.org/the-act/hreportingservices).
In July 2019, ACT began incrementally rolling out access to an online reporting platform. With online reporting, schools will be able to search, view, and analyze student records from the ACT testing programs. It provides a convenient alternative to paper reports because all information is stored online for easy access.

With online reporting, schools can:

- Gather specific data for either an individual or all students within a school or district
- Review data using common analytics such as summary statistics, frequencies, cross-tabs, and scatterplots
- Create graphical views of summary-level information
- Save custom reports
- Print deliverables such as labels and full student reports

Rollout of access to online reporting will continue well into the 2020 calendar year.

**High School Profile Service**

Each fall, schools with ACT-tested graduates receive a free copy of their high school's ACT Profile Report. This report focuses on the performance, course selection, and college readiness of the most recent ACT-tested graduating class.

Schools also have the option of ordering a data file containing individual student records for their graduating students.

**High School Report**

A High School Report is generated if the student provides a valid high school when registering or testing.

A sample ACT High School Report is shown in Figure 7. The main data elements not already described in the Student Report are described in the following pages.
High School Report

Ranking Results

The student’s ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT® test and received scores that are the same as or lower than the student’s scores. For example, a rank of 56 for the student’s Composite score means 56% of students earned that Composite score or below.

US Rank
- Composite: 56%
- Math: 49%
- Science: 33%
- STEM: 43%
- English: 74%
- Reading: 66%
- Writing: 90%
- ELA: 82%

State Rank
- Composite: 58%
- Math: 52%
- Science: 34%
- STEM: 46%
- English: 75%
- Reading: 68%
- Writing: 91%
- ELA: 84%

Progress Toward the ACT National Career Readiness Certificate®

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC) that students with this ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. Visit www.act.org/NCRC-indicator to learn more.
At the student's direction, scores from this test date are being reported to the colleges shown below. College planning information is provided for the choices listed when registered or tested. Check with colleges for recent changes in information. Note: GPA was calculated from the grades the student reported. For more information, see the ACT User Handbook at www.act.org/the-act/resources.

<table>
<thead>
<tr>
<th>College Choices</th>
<th>Chance of &quot;B&quot; or Higher GPA based on Composite score and GPA</th>
<th>ACT Composite Scores of the middle 50% of current students</th>
<th>Average High School GPA of current students</th>
<th>Average High School Class Rank of current students</th>
<th>Percentage of First-Year Students Receiving Financial Aid Need</th>
<th>Melt</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY OF OMEGA</td>
<td>61%</td>
<td>12-24</td>
<td>3.26</td>
<td>Majority in Top 50%</td>
<td>67%</td>
<td>20%</td>
</tr>
<tr>
<td>ALPHA UNIVERSITY</td>
<td>43%</td>
<td>21-39</td>
<td>3.38</td>
<td>Majority in Top 50%</td>
<td>85%</td>
<td>27%</td>
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<tr>
<td>BETA COMMUNITY COLL</td>
<td>72%</td>
<td>29-36</td>
<td>2.85</td>
<td>Majority in Top 50%</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>MAGNA COLLEGE</td>
<td>56%</td>
<td>21-36</td>
<td>3.23</td>
<td>Majority in Top 50%</td>
<td>90%</td>
<td>35%</td>
</tr>
</tbody>
</table>

| ANN C TAYLOR            | 21                                                          | 329                                                       | Top 25%                                     |

### Educational and Occupational Plans

#### Interest Inventory Scores

<table>
<thead>
<tr>
<th>Interest Area</th>
<th>Standard Score</th>
</tr>
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<tbody>
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<td>Science &amp; Tech.</td>
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</tr>
<tr>
<td>Arts</td>
<td>41</td>
</tr>
<tr>
<td>Social Service</td>
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</tr>
<tr>
<td>Admin. &amp; Sales</td>
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</tr>
<tr>
<td>Business Oper.</td>
<td>51</td>
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</table>

#### Major*

<table>
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<th>Fairly Sure</th>
<th>Very Sure</th>
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<tr>
<td>Economics</td>
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#### Interest–Major Fit

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
</table>

#### Examples of Related Majors

- Banking & Financial Support Services
- Business Administration/Mgmt, General Finance
- Financial Planning & Services
- Insurance
- Investments & Securities
- Purchasing/Procurement/Contract Mgmt
- Entrepreneurship

#### Examples of Related Occupations

- Anthropologist
- Criminologist
- Gerontologist
- Historian
- Political Scientist
- Psychologist, Experimental
- Sociologist
- Urban Planner

#### Needs Help With*

Educational/Occupational Plans, Writing, Reading, Study Skills, Math

*Information provided by the student. If major and occupation boxes are not shaded, data was incomplete.
A. **Student Information**
   This section provides personal identifying information about the student and includes name, mailing address, graduation year, date of birth, gender, test date, high school code, and high school name provided at the time of registration or testing. In addition, test location is shown for State and DANTES testing.

B. **Student ACT Scores**
   See the Student Report section, item B (page 47).

C. **Detailed Results**
   Each reporting category also shows the **ACT Readiness Range**, which will enable students to see at a glance how their performance on each reporting category compares to students who have met the ACT College Readiness Benchmark for that specific subject. The maximum score on the Range corresponds to answering all questions in that reporting category accurately.

   The combination of reporting category scores and the ACT Readiness Ranges provide educators and students with information to more clearly show which areas require the most additional attention for additional learning and intervention.

   The ACT Readiness Ranges will appear on the Student, High School, and College Score Reports. For more complete information, see the Student Report section, item D: Detailed Results—Reporting Categories, Scores, Readiness Ranges, Items Correct, and Percentages (page 49).

D. **Student Photo**
   This area will display one of the following:
   - A photo of the student
   - A silhouette with text reading: **ACT-Approved Exception Photo Not Required.**
   - No photo with text reading: **Intentionally Left Blank**

   The presence of the student photo provides high schools with an additional piece of information to confirm student identity. As the high school staff know students best, ACT relies on and urges high schools to ensure that the photo matches the student named on the score report and that any ACT-approved exceptions due to seriously held religious convictions are reasonable based on the school's knowledge of the student. Please report any inconsistencies at [www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry)

E. **Ranking Results**
   See the Student Report section, item C (page 49).
F. **Progress toward the ACT National Career Readiness Certificate**  
See the Student Report section, item H (page 55).

G. **College Fit**  
The student's college choices are reported in this section along with information indicating how good a fit the particular choice might be for the student. Fit is based on the student’s chance of a B or higher GPA based on the ACT Composite score and self-reported high school GPA. Dashes indicate the chances of success could not be calculated or the college did not participate in the ACT Admissions Service. A blank indicates that the college code is invalid.

The student's Composite score is compared to the Composite score range of the middle 50% of current students at each institution. Average high school GPA and high school class rank are noted for each school so that the student can compare themselves to students currently enrolled at the institution that interests them. Merit and need-based scholarship data may also help the student determine which college would be the best fit for them. The student shown in the sample report would have the best chance of achieving a B or higher GPA at Beta Community College, while she would find Alpha University and Magna College more challenging.

H. **ACT Interest Inventory Scores**  
ACT Interest Inventory results reported as standard scores, with a mean of 50 and a standard deviation of 10. These scores are listed and displayed on a bar graph.

This section, and the two sections that follow, are displayed only when the student has interpretable interest inventory results and a choice of major they plan to enter. When either are missing, text describes ACT’s free college and career planning website (www.act.org/collegeplanning), designed to provide students with college and career information.

I. **Self-Reported Planned Educational Major and Occupation**  
Selected by student from a list of nearly three hundred major and occupation titles, as well as self-reported level of certainty of these plans.

J. **Interest-Major Fit Level Score**  
Interest-Major Fit measures the strength of the relationship between the student’s profile of ACT Interest Inventory scores and the interest profiles of others in the student’s planned major.

To help students consider a wider range of personally relevant options, this part of the score report lists several majors and occupations related to the major and occupation the student is considering.

K. **Needs Help With**  
Self-reported educational needs and interests.
College Reporting

Reporting Options
Students’ ACT records, as shown on the College Report, are also available to colleges three times weekly via the ACT Internet Reporting Option (AIRO) service, or every two weeks via encrypted CD-ROM. Details about these reporting options and associated fees are provided by email to colleges each summer or by contacting ACT. Please visit www.act.org/the-act/collegereportingservices for more information.

In the coming months, ACT | NRCCUA® is changing the way institutions receive these reports. The new ACT Score Report service will be delivered via Encoura™ Data Lab – higher ed’s app-based technology for enrolling the best fit students. All other delivery methods including paper mail, CD-ROM, and the ACT Internet Reporting Option (AIRO) will no longer be available.

To help us continue to provide this valuable service to students and institutions, please view Frequently Asked Questions and register for complimentary access to Encoura Data Lab via the form on this page: https://encoura.org/get-my-login.

AIRO service is expected to continue until November 22, 2019. Paper and CD-ROM service is expected to transition in early 2020.

If you have any questions about this transition, please contact our team via support@nrccua.org for more information.

ACT Research Services
ACT Research Services are designed to aid colleges in research, self-study, and planning by providing analyses of student data through a variety of descriptive, predictive, and evaluative report options. For participating colleges, Research Services reports simplify the tasks of developing normative data, examining and evaluating current programs and practices, and comparing findings with those from other colleges. Any college that meets the eligibility criteria may participate free of charge in the Class Profile, Admissions, and Retention/Attrition research services. The Course Placement Service is available for an additional fee. Registration information is sent to colleges in early September. Information is also available from the ACT Research Services department and at www.act.org/research/services.

Class Profile Service
The Class Profile Service report provides a comprehensive description of a college’s first-time entering students and a parallel description of students who reported ACT scores to the college but did not enroll. Comparisons with two separate college-defined groups of ACT-tested students who authorized ACT to send their scores to the college may also be shown.
Drawing on test scores, high school grades, and other educational information collected on the ACT, a series of tables describes the following characteristics of first-year students:

- Academic abilities, goals, and aspirations
- Selected needs for student services
- College selection considerations
- Demographic characteristics

Other tables provide cross-tabulations among student characteristics and highlight year-to-year trends. The tables are preceded by a summary of major findings.

**Admissions Service**

The Admissions Service describes the academic achievement of previous first-year students and provides information that can help predict the academic performance of future applicants. Academic performance is reported as the chance of succeeding in college, where success is defined by first-year college GPA and/or specific course grades of B or higher and C or higher. Estimates of applicants’ chances of success are based on previous years’ enrolled student groups defined by each college.

Uses of this report include:
- Advising and counseling individual students
- Identifying students for scholarships and honors programs
- Comparing grading practices of different academic departments
- Evaluating the predictive effectiveness of ACT data
- Comparing different student groups

**Retention/Attrition Service**

The Retention/Attrition Service helps institutions to understand the differences between groups of students who, after enrolling, do and do not return for a second year. The report summarizes ACT-tested, first-time entering students’ academic and demographic information, and compares similar summary information for students who returned for a second year with those who did not return.

Information in the report includes:
- Overview: first-year college GPA category by high school GPA category
- Academic characteristics: gender, first-year college GPA, HS class rank, and ACT score ranges
- Demographic characteristics: college choices, current residence (in-state/out-of-state), family income, ethnicity, and preferred college characteristics (campus housing, financial aid, work plans)
- High school academic course preparation: English, math, social science, and natural science course patterns
• Second-year return rates: feeder high schools with the highest and lowest rates

Course Placement Service
The Course Placement Service (additional fee applies) provides practical information to help postsecondary institutions evaluate the effectiveness of their course placement systems. Information in the CPS report can be used to judge the effectiveness of ACT scores for identifying underprepared students. You can also use the report to validate your current cutoff scores, to select new cutoff scores, or to study local placement test scores.

Using your student’s ACT scores and specific course grades, three key placement indices are derived:
• Accuracy rate—percentage of students in the placement group for whom a correct placement decision would be made using a particular cutoff score.
• Success rate—percentage of successful students among those placed into the course using a particular cutoff score.
• Percent placed in a lower-level course—percentage of students in the placement group who are below the cutoff score and would be placed into a lower-level course.

College Report
A sample College Report is shown in Figure 8. The main data elements are described on the following pages.
### Information Reported by the Student

#### High School Information
- Year H.S. graduation or equivalent: 2020
- Size of senior class: 200–399
- Type of school: Public
- Type of program studied: College Prep

#### Background Information
- Racial/Ethnic background: White
- Religious preference: Prefer not to respond
- English most frequently spoken in home: Yes
- Mother/Guardian 1 ed. level: Bachelor's Degree (4 yrs)
- Father/Guardian 2 ed. level: Some college, no degree

#### Subjects Studied

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
<th>GPA</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>3.7</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td>3.1</td>
<td>No</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3.5</td>
<td>Yes</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3</td>
<td>2.9</td>
<td>No</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Financial Aid Information
- Plans to work: Yes
- Financial aid needed to find work: Yes
- Hours per week: 11–20

#### Admissions Enrollment Data
- Full-time: Yes
- Housing plans: Residence Hall

#### Extracurricular Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Music</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Student Government</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Publications</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Debate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dramatics</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Religious Organizations</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Varsity Athletics</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Politcal Organizations</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Radio/TV</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Fraternity/Sorority/Social</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Service Organizations</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Interests
- First-year honors courses: Yes
- Independent study: No
- ROTC: Yes

#### Needs Help With
- Educational/Occupational plans: Yes
- Writing: No
- Reading: No
- Study skills: No
- Math: Yes
A. **Student Information.**

This section shows student-identifying information provided at the time of registration or testing (student name, graduation year, test date, date of birth, gender, ACT ID, phone number, home address, student email, high school code, and high school name). In addition, test location is shown for State, DANTES, and Residual testing.

B. **Student ACT Scores**

See the Student Report section, item B (page 47).

C. **US and Institutional Rank**

The student’s ranks tell you the approximate percentages of recent high school graduates in the US and at your institution who took the ACT test and received scores that are the same as or lower than the student’s scores. For example, a rank of 55 for a Composite score means 55% of students earned that Composite score or below. For your Institutional Ranks to be available, you must participate in ACT Research Services (no cost).

D. **Detailed Results**

See the Student Report section, item D: Detailed Results—Reporting Categories, Scores, Items Correct, and Percentages (page 49).

E. **Progress Toward the ACT National Career Readiness Certificate**

See the Student Report section, item H (page 55).

F. **Information Reported by the Student**

This includes college choice, rank of college selection criteria, self-reported high school rank and range of grade point average on an unweighted 4.0 scale, major choice and Interest-Major Fit, high school information, subjects studied, extracurricular activities, personal background information*, financial aid information, admissions enrollment data, interests in special college programs, and areas in which the student feels they need help.

*The first three background items can be released only to colleges that authorize ACT to report them. Racial/ethnic background is reported in compliance with USDOE categories.

G. **Chances of Success**

Predictive information is provided for colleges that participate in the ACT Admissions Service.

The overall GPA chances of success section contains the student’s estimated chance of earning a first-year college GPA of B or higher and C or higher. The chances are an indication of the level of success a student may achieve if they were a member of the specified group (e.g., all first-
time entering freshmen, education majors, or first generation attending college).

The **specific course chances of success** section contains the student’s estimated chance of earning a course grade of B or higher and C or higher in college courses selected by the institution.

Both types of chances are based on a student’s ACT score and high school grade point average, and provide information to help determine if a student is academically prepared to succeed in your institution as a member of a certain group and/or in specific college courses.

**Note About Test Security:** College admissions officers are an important part of the ACT test security process. ACT welcomes and appreciates inquiries from admissions officers who have noticed discrepancies between an examinee’s performance on the ACT and other aspects of the student’s academic profile. If you see ACT scores that appear inconsistent, please report your concerns at [www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry).
CHAPTER 4

Uses of ACT Data

Confidentiality
All recipients of ACT data and student information are reminded that they are responsible for protecting the confidentiality of that information in accordance with applicable laws and institutional policies.

High School Uses of ACT Data
Administrators, teachers, and counselors have developed many innovative ways to help students use their ACT results in planning for college and careers. ACT scores are estimates of an examinee's true performance levels on the tests. These scores should be treated, on an individual and group basis, as general indicators of strength and weakness. Students should be reminded that colleges use other information in addition to ACT scores to make selection, placement, and scholarship decisions, and that all of this information, taken together, provides a good picture of their performance.

Discussing ACT Results in Educational and Career Counseling
From the ACT student record, district and school personnel will find valuable information to assist them in their duties.

Group sessions can be offered for students considering similar vocations, colleges, or educational programs. Other group sessions might be offered for students interested in special topics, such as choosing a major.

Students should consider many factors as they choose a college major or eventual occupation. Interests and educational development are important, but so are work values, length of time the student is willing to spend in training, the likelihood that the student will be able to find employment in the chosen field, etc.
Since every student and every counselor is unique, there is no single, right way to use ACT results. However, there are questions the ACT Student Report can help answer to provide guidelines for group and individual discussions, such as:

- Has the student read the score report, including the information not related to test results? Does the student seem to understand the information and how to use it?
- Has the student shared their ACT scores and other results with parents, sought parents’ advice about making plans for the future, or discussed financing further education, etc.?

**Career Planning**

Has the student made tentative educational and career plans? If so:

- Are the plans based on realistic factors such as educational development and interests, or are they influenced by factors such as parental expectations and gender-role stereotypes?
- Are the student’s educational major, degree objective, and career plans consistent?
- Do the student’s levels of educational development (as indicated by high school grades and ACT scores) support the educational and career plans?
- Do the student’s interests support the educational and career plans?

Are more possibilities for educational and career plans suggested by:

- Differential levels of educational development, as indicated by grades, test scores, and reporting categories?
- ACT Interest Inventory scores?
- Actual or planned extracurricular activities?

Side 2 of the ACT High School Report is based on the student’s self-reported plans and ACT Interest Inventory results. If there is reason to believe that plans or interests have changed, students should be encouraged to update their information through their free ACT web account and incorporate these changes into the decision-making process.

**College Planning**

Has the student identified colleges appropriate for their level of educational development, as indicated by high school performance and ACT scores?

- Do the chosen colleges offer the student’s preferred program of study? What percentage of each college’s students are enrolled in that area? If the program is not available, how does the student plan to resolve this discrepancy?
- Is the student aware of any inconsistencies between the stated preferences for type of college and the characteristics of the schools considered such as location, type, cost, size?
• What cost limitation does the student indicate? Is the student aware of hidden costs, such as the cost of travel to a college distant from home? If a selected school costs more than the student and family can pay, does the student plan to seek financial aid? If so, does time remain to do so, and are application materials needed?

Using ACT College Readiness Benchmark Scores in College Planning

ACT works with colleges to help them develop guidelines to place students in courses that are appropriate for their level of achievement as measured by the ACT tests. In doing this work, ACT has gathered course grade and test score data from a large number of first-year students and across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in a standard first-year college course. Data from 214 institutions and more than 230,000 students were used to establish the ACT College Readiness Benchmark Scores, which are median course placement scores that are directly reflective of student success in a college course.

Success is defined as a 50% chance that an examinee will earn a grade of B or higher or about a 75% chance of earning a grade of C or higher. The courses are the ones most commonly taken by first-year students in the areas of English, mathematics, social sciences, and science, namely English composition, college algebra, entry-level social science courses, and college biology. ACT College Readiness Benchmark scores are 18 on the English test, 22 on the mathematics test, 22 on the reading test, and 23 on the science test. The College Readiness Benchmarks are based upon a sample of postsecondary institutions from across the United States. The data from the institutions were weighted to reflect postsecondary institutions nationally. The benchmark scores are median course placement values for these institutions and as such represent a typical set of expectations.

Benchmarks for the ACT STEM and ELA scores were developed separately from the other benchmarks because these scores each incorporate multiple subject areas and academic skills – math and science for STEM, and English, reading, and writing for ELA. The STEM benchmark was based on a combination of typical first-year math and science college courses taken by students majoring in STEM fields, specifically, calculus, biology, chemistry, physics and engineering. Data came from nearly 80 institutions and included more than 84,000 students. The ELA benchmark was based on a combination of typical first-year English and social science college courses, specifically, English composition, American history, other history, psychology, sociology, political science, and economics. Data came from 233 institutions and included more than 198,000 students. Using the medians values, the STEM and ELA Benchmarks were 26 and 20, respectively.
Information About Colleges
ACT surveys colleges each year to obtain the data on which College Fit (High School Report) is based (see Figure 9).

Except as noted, all college information is for the most recently completed academic year. Although this section is based on data provided by colleges, students should check the latest college catalogs for possible changes. Where information is missing (–), the college either did not respond to ACT’s Institutional Data Questionnaire, did not provide that particular data item, or does not participate in ACT Research Services.

A. College ACT Code, Name, and City/State location.

B. The student’s chance in 100 of attaining a first-year GPA of B or higher at the college. The chance values are based on college-specific regression equations generated by the ACT Admissions Service. Only colleges that participate in the service will have this information.

C. A comparison of the student’s ACT Composite score to the Composite scores of current students at each college. The shaded bar represents the 1–36 ACT score scale, with a darker shaded section showing the score range of the middle 50% of current students. The vertical dashed line indicates the position of the student’s score on the scale.

D. GPAs are reported on a four-point scale.

E. Average high school class rank of current students for each of the student’s college choices, reported in percentiles.

F. Percentages of first-year students receiving need-based and merit-based financial aid.
## College Fit

At the student's direction, scores from this test date are being reported to the colleges shown below. College planning information is provided for the choices listed when registered or tested. Check with colleges for recent changes in information. Note: GPA was calculated from the grades the student reported. For more information, see the ACT User Handbook at [www.act.org/the-act/resources](http://www.act.org/the-act/resources).

<table>
<thead>
<tr>
<th>College Choices</th>
<th>Chance of “B” or Higher GPA based on Composite score and GPA</th>
<th>ACT Composite Scores of the middle 50% of current students</th>
<th>Average High School GPA of current students</th>
<th>Average High School Class Rank of current students</th>
<th>Percentage of First-Year Students Receiving Financial Aid Need</th>
<th>Merit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9521 UNIVERSITY OF OMEGA</td>
<td>61%</td>
<td>16–24</td>
<td>3.26</td>
<td>Majority in Top 50%</td>
<td>67%</td>
<td>20%</td>
</tr>
<tr>
<td>9059 ALPHA UNIVERSITY</td>
<td>43%</td>
<td>21–26</td>
<td>3.38</td>
<td>Majority in Top 50%</td>
<td>85%</td>
<td>27%</td>
</tr>
<tr>
<td>8866 BETA COMMUNITY COLLEGE</td>
<td>72%</td>
<td>16–21</td>
<td>2.85</td>
<td>Majority in Top 50%</td>
<td>58%</td>
<td>18%</td>
</tr>
<tr>
<td>8905 MAGNA COLLEGE</td>
<td>56%</td>
<td>21–24</td>
<td>3.23</td>
<td>Majority in Top 50%</td>
<td>90%</td>
<td>35%</td>
</tr>
</tbody>
</table>

| ANN C TAYLOR | 21 | 3.29 | Top 25% |

**Figure 9.** College Fit—High School Report
College Uses of ACT Data

Most ACT College Report data is sent electronically to colleges and agencies. This information can be used in a variety of ways to help students in the transition from high school to college.

ACT information can be a valuable tool in admissions and orientation, course sectioning and student placement, allocation of financial aid, academic advising, student retention and tracking, and other student personnel services. Some of these uses of ACT data are discussed on the following pages.

Dissemination of Data to Campus Offices

The electronic ACT record for an examinee contains information of interest to virtually all college offices and departments. Because few offices or departments need the entire student record, it is common practice for the college's designated "score recipient" to pull certain data elements from the record for use by other college officials.

From the ACT student records, a variety of reports can be prepared for campus offices that need to know about the characteristics and enrollment plans of prospective applicants. For instance, residence life officials might need first-year housing plans of students who designated the college their first or second choice. Admissions personnel, on the other hand, might want a list of students who had their scores sent to the college. Other campus offices might need to identify students who expressed a need for assistance in a particular area.

Scores of Older Students

According to research done at ACT, the ACT scores of older students (adult learners) predict their performance in college, but their scores should be interpreted differently from the scores of high school students (ACT Research Report No. 2000-9, available at www.act.org). The reason is that older students tend to be more motivated and tend to earn better grades in college than younger students. Colleges should bear in mind that scores obtained more than five years earlier almost certainly do not reflect the student's current level of educational development.

Educational Opportunity Service (EOS)

Educational Opportunity Service (EOS) offers certain information about students to colleges, universities, financial aid/scholarship agencies and organizations that offer educational programs. They can use the ACT Enroll platform to specify student search criteria, purchase the resulting data set, and download selected records, only for the purpose of sharing information about their educational, scholarship, or financial aid programs with the students. Only students who authorize ACT to release their information are included in the EOS student pool. For more information, go to www.act.org/eos.
Other ACT Data Services

Enrollment Information Service (EIS)
EIS is a unique system of information about ACT-tested students that allows campuses to identify market potential, market penetration and yield, and market overlap and competition. Markets may be identified geographically (for example, state, county, school district, high school, or ZIP code) or they may be identified using student characteristics such as race/ethnicity, ACT scores, family income, and preferred size and type of college. Campuses use EIS to:

- Better manage existing markets
- Identify new markets likely to yield results
- More effectively target students from highly desired target populations
- Better explain market realities to campus leadership
- Provide admissions staff the information they need to effectively manage their territories
- Export data to mapping software for effective presentations

For more information about EIS, go to www.act.org/eis.

ACT Information Manager (AIM)
AIM® is a database software for customizing and personalizing enrollment management efforts using student-level information in the ACT. With AIM, users access and analyze about 300 data elements contained in each ACT College Report, in categories such as:

- Student college enrollment preferences
- Factors influencing college choice
- Educational plans, interests, and needs
- Family income, financial aid, and work
- Extracurricular activities and plans
- Out-of-class accomplishments

AIM organizes and presents ACT electronic College Reports in ways that meet the needs of recruitment and retention practitioners. Through a simple, intuitive interface, you can view data on individual students or aggregate data on targeted groups of students. You can print reports and forms, export data for further analysis, or share data electronically with other offices on your campus. The information AIM provides will help you personalize your recruitment and retention efforts, enhance your strategic planning and territory management, and get the best return from your recruitment and retention dollars. For more information, go to www.act.org/aim.
Recruitment and Admissions

Most colleges are interested in recruiting students with desired characteristics and find the ACT College Report data helpful. Such ACT information as test scores and predictive data, or planned college major, might be helpful in identifying and contacting students with desired characteristics.

A college may use ACT data to prepare a series of communications to prospective students. These communications can be personalized by relating specific information from the student's ACT record to programs and opportunities offered by the college. By using the High School Course/Grade Information, the communications can pinpoint specific curricular weaknesses in the student's academic preparation and encourage the student to take the coursework necessary to overcome these weaknesses. The communications can be designed to appeal to an examinee's interest in particular educational opportunities and to maintain that interest during the admission cycle.

Predictive Modeling Indexes

Predictive modeling data from four behavioral indexes are available in the ACT electronic record. A fifth index, the Interest-Major Fit score, can also be found in the student record. The predictive modeling data elements do not predict that an examinee will enroll at a specific institution; however, they predict four enrollment behaviors:

- The Mobility Index predicts the likelihood of an examinee enrolling out of state. Mobility Index scores range from 0.01 (low) to 0.99 (high). The higher the score, the more likely the student will enroll out of state.
- The Institution Type Index predicts the likelihood of an examinee enrolling at a private college or university. Institution Type Index scores range from 0.01 (low) to 0.99 (high). The higher the score, the more likely the student will enroll at a private institution.
- The Selectivity Index predicts the selectivity of the institution at which an examinee is most likely to enroll. Selectivity Index scores range from 0.0 (low) to 5.0 (high), in increments of 0.1. A higher Selectivity Index corresponds to a greater likelihood the student will attend a more selective school.
- The Institution Size Index predicts the size of the institution at which the student is most likely to enroll. Institution Size Index scores range from 0.0 (low) to 4.0 (high), in increments of 0.1. A higher Institution Size Index score corresponds to a greater likelihood the student will attend a larger school.

Percentile ranks for each index are available on the ACT website.

Simplifying the Admissions Process

The ACT data collection method has been carefully designed and structured to include the information typically used by colleges in the admissions process. Many colleges find it beneficial to establish a prospective student admission record as soon as the ACT College Report data arrive. The extensive data
provided by ACT have led many institutions to use the ACT student data to populate a personalized application for admission for each student.

The Admission Decision

With curriculum-based test scores in English, mathematics, reading, science, and STEM score, the ACT can provide data useful for evaluating an examinee’s educational development. The availability of both US and institutional ranks and probability estimates for academic success enhances the utility of these data.

Presented as cumulative percents (the percent of students scoring at or below a given score), two sets of ranks are reported for the multiple-choice tests. The US ranks are based on the most recent ACT scores of high school seniors who graduated during the previous three years and who tested as 10th, 11th, or 12th graders on a national or state test date. Institutional ranks, based on enrolled students at a particular college who have taken the ACT, are also provided if the college has participated in any of the free ACT Research Services.

A more precise method of evaluating an examinee’s probable chance for success at a given college is to examine the data in the Chances of Success area of the College Report and in the College Fit area of the High School Report. These data are dependent on the college’s participation in the Admissions Service and are based on the statistical relationship between college outcomes and measures of previous academic achievement, specifically, ACT scores and high school grades.

Course Placement

Few factors are more crucial to success in college than appropriate course placement. Placing students into courses for which they are academically prepared fosters success. Underprepared students who are incorrectly placed in standard-level courses often find themselves on a downward spiral of frustration and failure, while better-prepared students who are incorrectly placed in developmental courses not only waste time and money, but can miss out on the intellectual excitement that college has to offer.

An effective placement test should measure the skills and knowledge necessary to succeed in a particular course. By design, the ACT fits this description. The ACT tests measure the skills and knowledge that have been identified by curriculum experts as essential for success in postsecondary education, and that are typically taught in college preparatory courses in high school. Research using grades from over 250 institutions has shown that ACT scores can provide accurate placement in a wide variety of course types.

Using ACT scores for placement can reduce the amount of time and expense in administering, scoring, and reporting local tests. For example, ACT scores can be used as an initial screen to determine the students who are likely to succeed
in a course and those who will likely need more academic preparation. Local tests could then provide more information for the subset of students who are near the cutoff score or decision point.

Selecting cutoff scores that lead to accurate placement is not an easy task. Using college course grade data, ACT has identified cutoff scores (see Table 2) that typically give the highest percentage of correct decisions in several subject areas. These cutoff scores can be used as guidelines for setting initial cutoff scores at an institution. Because course content and grading policies can differ across institutions, the effectiveness of the initial cutoff scores should be evaluated at some point. ACT has developed a Course Placement Service designed to assist institutions in evaluating their course placement systems and setting cutoff scores. Visit www.act.org/research/services.

**Table 2. ACT Cutoff Score Guide for Placement in First-Year College Courses**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>ACT Test</th>
<th>Score Needed for 50% Chance of B or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Composition</td>
<td>English</td>
<td>18</td>
</tr>
<tr>
<td>Advanced Composition</td>
<td>English</td>
<td>19</td>
</tr>
<tr>
<td><strong>Mathematics Courses</strong></td>
<td></td>
<td></td>
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<tr>
<td>College Algebra</td>
<td>Mathematics</td>
<td>22</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>Mathematics</td>
<td>24</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Mathematics</td>
<td>24</td>
</tr>
<tr>
<td>Calculus</td>
<td>Mathematics</td>
<td>27</td>
</tr>
<tr>
<td><strong>Social Science Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td>Reading</td>
<td>23</td>
</tr>
<tr>
<td>Other History</td>
<td>Reading</td>
<td>23</td>
</tr>
<tr>
<td>Psychology</td>
<td>Reading</td>
<td>22</td>
</tr>
<tr>
<td>Sociology</td>
<td>Reading</td>
<td>21</td>
</tr>
<tr>
<td>Political Science</td>
<td>Reading</td>
<td>22</td>
</tr>
<tr>
<td><strong>Natural Science Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Science</td>
<td>23</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Science</td>
<td>26</td>
</tr>
</tbody>
</table>

*Note:* Cutoff scores have been weighted to reflect the national population of high school graduates. This table summarizes ACT cutoff scores for placement in different types of first-year courses. A cutoff score is the minimum score for which ACT estimates that an examinee has a 50% chance of earning a B or higher in a particular type of course. These cutoff scores are typical results from ACT user institutions that participated in the Course Placement Service or other ACT Research Services through the 2013–2014 academic year. You can use the scores as initial estimates for your own institution. ACT recommends that you then participate in the Course Placement Service to obtain more accurate cutoff scores from your own data.
English Course Placement

English is a subject area that often requires placement of first-year students into one of three levels: advanced, standard, or developmental. The ACT English test has been shown to provide useful information for this purpose, and the ACT writing test can augment the ACT English test for making placement decisions.

Placement in Other Courses

ACT scores can also be used for placement into other courses. Institutions have used the ACT mathematics test for placement into courses ranging from elementary algebra to calculus, and the ACT science test for biology, chemistry, and physics. The ACT reading test has been used for placement into college-level courses with substantial reading loads such as American or world history, psychology, and sociology.

Academic Advising

One of the most important elements of a successful academic advising program is a good information base. ACT data are an excellent source of information about advisees. Available before the student’s enrollment and advising conference, the data present a comprehensive picture of an examinee’s needs, interests, academic background, and educational development. Meant to provide advising leads and points of departure, ACT data are easy to use and interpret and especially helpful in identifying patterns of consistency and inconsistency.

Helping students plan academic programs, select curricula, and make other educational and vocational decisions is a challenge to those who advise students. Because ACT data relate to common advising concerns, an understanding of the information provided can contribute to the effectiveness of even the most experienced advisor. ACT data can help answer the questions that first-year students are likely to ask:

• Can I succeed in college?
• In which subjects might I expect to do well?
• In which courses might I expect to have trouble?
• How heavy an academic load should I carry?
• What should I major in?
• What occupations emphasize work activities similar to those I prefer?
• In what areas do I need help?

By studying the scores and predictive data on the report and ACT Interest Inventory results, the advisor can analyze the educational development of the student and relate it to the local college situation. The student’s high school grades, ACT test scores, and US and institutional ranks should be examined. Low grades in high school and low ACT scores show the student and the advisor a consistent pattern of low achievement and signal academic difficulties ahead. Conversely, if high school grades are superior and ACT scores
are high, the student should be encouraged to maintain their present level of accomplishment.

High school grades, ACT test scores, and the number of years each subject was studied in high school should be checked for consistency. If, for example, an examinee has studied mathematics in high school for only one year and received a grade of C, it is not realistic to expect the ACT mathematics test score to be high. On the other hand, if an examinee has studied mathematics for four years in high school and reports a high school grade of A, it would be expected that the ACT mathematics test score would be high. If the three indices mentioned above are not consistent, possible explanations should be explored with the student.

Such information is provided to students to encourage them to look at their educational development in a realistic manner and then to focus on activities holding some promise for success. Three important cautions:

- The ACT tests measure educational development and do not reflect innate ability or aptitude. Performance is influenced by the student’s educational experience up to the time of testing.
- ACT scores and high school grades are not the only factors related to academic success in college. Interest, motivation, values, and study habits are other variables.
- Minor differences among scores should not be overinterpreted.

If the college participates in ACT Research Services, predictive information useful in student advising may be provided as Overall GPA Predictions and Specific Course Predictions.

**Interest-Major Fit**

The Interest-Major Fit level is shown by shading in one of the three (Low, Medium, High) sections of the Interest-Major Fit bar. This fit level is derived from two data elements collected from students during ACT registration: (1) the student’s ACT Interest Inventory scores and (2) the student’s planned college major chosen from a list of nearly 300 major titles. These elements are used to calculate an Interest-Major Fit score, which is converted to one of three fit levels to summarize the strength of the relationship between the student’s interests and the interests of college students in the planned major. Although not shown on the score reports, fit scores range from 00 to 99. The higher the score, the better the interest-major fit.

A major that displays a medium or high level of fit may be more rewarding because it opens more opportunities to engage in preferred activities and to interact with people who share similar preferences and personalities. This is supported by research involving the ACT Interest Inventory showing that students are more likely to persist in college, remain in their major, and complete their college degree in a timely manner when their measured interests (i.e., patterns of scores on interest inventories) are similar to the interests of people in their chosen college major. More generally, research has
repeatedly shown that interest-environment fit is related to persistence and performance in both academic and work settings.

Interest-Major Fit results may sometimes encourage students to reconsider their current college major plans. If so, this sets the stage for further exploration of college major options. The ACT Student Report refers students to information about college and career planning (www.act.org/collegeplanning), which supports college major exploration by helping students find numerous good-fit majors and by providing extensive information on a wide range of college majors. Students can use this information to identify additional majors to consider.

For the high school counselor, the student's Interest-Major Fit results can provide a starting point for discussing issues involving the transition to college. If the student's planned major is in line with their interests, counselors can use these results to start a discussion of the student's near-term goals (such as coursework options that will help the student prepare for this major) and long-term goals (such as reviewing the types of occupations this major typically prepares people for). If the student’s planned major is not in line with their interests, it may be helpful to discuss the meaning of these results for the student, and possibly suggest alternative majors or educational pathways that meet the student’s needs and will help them achieve their career goals. In either case, Interest-Major Fit results provide counselors with opportunities to support informed decisions and plans that will have an impact on the lives of their students now and in the future.

**US and Institutional Ranks**

The Scores and Predictive Data section of the College Score Report contains ACT test scores and US ranks based on the most recent scores of high school seniors who graduated during the previous three years and tested in 10th, 11th, or 12th grade on a national or state test date. US ranks for writing are based on students who took the writing test between September 2017 and June 2018. Most, if not all, of these students were seniors.

Institutional ranks can be reported for colleges that have participated in either the ACT Class Profile Service or ACT Admissions Service within the previous three years. All ranks are expressed as the percentage of students at or below a given score. These ranks show how the prospective student’s performance on the ACT compares to that of first-year students who were previously enrolled in the college.
Predictive Data

Overall GPA and Specific Course Grades

The percentages in this section represent estimates of an examinee’s academic prospects based on data from previous years’ first-time entering students. These estimates are derived from the relationship between ACT test scores, high school grades, and college outcomes, and are expressed as the chance of receiving an overall college GPA or a specific college course grade of B or higher and C or higher. Because they are based on a particular college’s data, the chances of success are meaningful to that college only.

The chances of success can be reported on ACT College Score Reports for colleges that participate in ACT’s Admissions Service. The report will always include the chance of success for all first-time entering students and a college may request chances for four other student groups and five specific courses. In Figure 10 (below), Omega College requested chances of success for students with different majors (business administration, liberal arts, engineering, and education) and for the first-year courses of English composition, college algebra, history, chemistry, and psychology.

The chance of success provides information about whether an examinee, given their previous academic achievement, is prepared for college-level coursework. The chances can be interpreted as the number of times an examinee would be successful in 100 attempts. In Figure 10, the student has a middling chance of an overall college GPA of B or higher (49%) but a good chance of C or higher (83%). For specific courses, the student has a very good chance of a B or higher in English composition (89%) and a poor chance of a B or higher in chemistry (11%).

<table>
<thead>
<tr>
<th>Overall GPA</th>
<th>Chance ≥ B</th>
<th>Chance ≥ C</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time Students</td>
<td>49%</td>
<td>83%</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>45%</td>
<td>81%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>46%</td>
<td>86%</td>
</tr>
<tr>
<td>Education</td>
<td>57%</td>
<td>88%</td>
</tr>
<tr>
<td>Engineering</td>
<td>38%</td>
<td>79%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Course Grade</th>
<th>Chance ≥ B</th>
<th>Chance ≥ C</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td>College Algebra</td>
<td>20%</td>
<td>62%</td>
</tr>
<tr>
<td>History</td>
<td>67%</td>
<td>87%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>11%</td>
<td>39%</td>
</tr>
<tr>
<td>Psychology</td>
<td>72%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Chances of success are reported for ACT Research Services participants.

For more information about Chances of Success and how your institution can participate, please visit [www.act.org/research](http://www.act.org/research) or email research.services@act.org.

Figure 10. Chances of Success report
References


Request for Waiver or Deferral of College Admission Application Fee

This form must be signed by both the student and an authorized high school official.

**Directions to High School Official:** Photocopy this page and complete the form for individual students for whom payment of the admission application fee will be a hardship.

**Directions to Student:** Send this completed form along with your college application to the institutions to which you wish to apply. Keep in mind that individual institutions may consider the request but are not obligated to waive or defer payment.

**TO:** Director of Admissions

---

**Printed name of college/university**

---

**RE:** printed name of student

---

**High School Official’s Statement:** Please consider waiving or deferring payment of the college admission application fee for the student named above. This student has applied for a waiver of the ACT test fee on the basis of one or more of the indicators of economic need adopted by ACT. Based on my knowledge of the student’s circumstances, I believe that payment of the college admission application fee would be a hardship.

Signature of high school official

Printed name of high school

---

Printed name of high school official

High school telephone number

---

**Student’s Statement:** Please consider waiving or deferring payment of my college admission application fee. I certify that I meet the guidelines for economic need required for a waiver of the ACT test fee. Furthermore, I agree to adhere to all policies your institution may have related to waiving or deferring the college admission application fee.

Signature of student

Student’s ID number (optional)

---

Student’s street address

Student’s city, state, and ZIP code

---

Student’s email address

---

*(Do not use this form to request waiver of ACT test fees; do not send this form to ACT.)*
# How to Contact ACT

## Areas of Operation

Use the table below to determine whom to contact with your questions.

<table>
<thead>
<tr>
<th>If you are calling about …</th>
<th>Then you’re calling this area at ACT …</th>
<th>And their hours are …</th>
<th>And their phone number is …</th>
<th>And their email address is …</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and high school yearly profile reporting</td>
<td>Research Services</td>
<td>8:30 a.m.–5:00 p.m.</td>
<td>319.337.1111</td>
<td>N/A</td>
</tr>
<tr>
<td>Student registration and scores, photos, or policy questions</td>
<td>Customer Care</td>
<td>8:00 a.m.–8:00 p.m.</td>
<td>319.337.1270</td>
<td><a href="http://www.actstudent.org/contactus">www.actstudent.org/contactus</a></td>
</tr>
<tr>
<td>How to sign up for an account or questions about recruitment</td>
<td>Educational Opportunity Service (EOS)</td>
<td>8:30 a.m.–5:00 p.m.</td>
<td>319.337.1350</td>
<td><a href="mailto:ACT-EOS@act.org">ACT-EOS@act.org</a></td>
</tr>
</tbody>
</table>
| Questions or complaints about a test center or conditions | • To submit a complaint, tell us what happened by email before calling.  
• We will automatically initiate an investigation upon receiving your message if sent within two weeks of test experience. |  |  | [www.actstudent.org/contactus](http://www.actstudent.org/contactus) |
| Ordering test materials, or administering a residual test with accommodations | Residual Testing (colleges only, on-campus) | 8:00 a.m.–5:00 p.m. | 800.553.6244, ext. 1536 | ACT-Residual@act.org |
| Student scores for college admissions | Institutional Services | 8:30 a.m.–5:00 p.m. | 319.337.1360 | [ACT-Report@act.org](mailto:ACT-Report@act.org) |
| Student scores for high school counselors |  |  | 319.337.1320 | [HS.Reporting@act.org](mailto:HS.Reporting@act.org) |
| Suspected irregularity related to ACT score integrity, someone having access to tests in advance, sending another person to test in his/her place, or copying someone else’s answers (concerns may be reported anonymously) | Test Security | 8:30 a.m.–5:00 p.m. | 855.382.2645 (US and Canada only) | [www.act.ethicspoint.com](http://www.act.ethicspoint.com) |
| Students testing with accommodations | Test Accommodations | 8:30 a.m.–5:00 p.m. | 319.337.1332 | actaccom@act.org |

*Note: All hours of operation are Monday–Friday, Central time.*
## TEST DATES

**United States, US Territories, and Puerto Rico**

### 2019|2020

<table>
<thead>
<tr>
<th>TEST DATE</th>
<th>Regular Deadline</th>
<th>Late Fee Required**</th>
<th>Photo Upload/Standby Deadline</th>
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</thead>
<tbody>
<tr>
<td>September 14, 2019</td>
<td>August 16</td>
<td>August 17-30</td>
<td>September 6</td>
</tr>
<tr>
<td>October 26, 2019</td>
<td>September 20</td>
<td>Sept. 21-Oct. 4</td>
<td>October 18</td>
</tr>
<tr>
<td>December 14, 2019</td>
<td>November 8</td>
<td>November 9-22</td>
<td>December 6</td>
</tr>
<tr>
<td>February 8, 2020*</td>
<td>January 10</td>
<td>January 11-17</td>
<td>January 31</td>
</tr>
<tr>
<td>April 4, 2020</td>
<td>February 28</td>
<td>Feb. 29-March 13</td>
<td>March 27</td>
</tr>
<tr>
<td>June 13, 2020</td>
<td>May 8</td>
<td>May 9-12</td>
<td>June 5</td>
</tr>
<tr>
<td>July 18, 2020*</td>
<td>June 19</td>
<td>June 20-26</td>
<td>July 10</td>
</tr>
</tbody>
</table>

*No test centers are scheduled in New York for the July test date.*

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