How to Contact ACT

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

**Address**

ACT WorkKeys Operations
301 ACT Drive
PO Box 168
Iowa City, IA 52243-0168

**Hours of Operation**

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

<table>
<thead>
<tr>
<th>If you are calling on ...</th>
<th>Then the hours are ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Friday</td>
<td>7:00 a.m. – 7:00 p.m.</td>
</tr>
</tbody>
</table>

*Note: All hours of operation are central time and subject to change.*

**Phone**

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

<table>
<thead>
<tr>
<th>If you are in ...</th>
<th>Then call ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States or Canada</td>
<td>800.967.5539</td>
</tr>
</tbody>
</table>

*Note: Emergency support is available by following the recorded instructions.*

**Email**

For questions:  workkeys@act.org
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# Verbal Instructions for Administering Assessments

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

When you become an ACT WorkKeys test coordinator, you are agreeing to read and follow all the policies described in this manual, as well as additional manuals for administering the test, and any supplements provided. As a test coordinator, room supervisor, proctor, or other person assisting on test day (e.g., interpreter), you must also read and agree to follow the same policies.

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

Relationship with ACT
Test coordinators, substitute test coordinators, room supervisors, and proctors are required to complete online training. You can access this training at www.act.org/content/act/en/products-and-services/workforce-solutions/act-workkeys/administer.html. Click on the Administration Training button and you will see training options available to you. Once completed, submit a Test Site Staff WorkKeys Manual Verification form. The online form is located under the Training Plan section of the webpage.

Standardized Procedures
Throughout this administration manual, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.
Adherence to these standardized procedures is mandatory.

Test Dates and Times
You may administer all of the tests in one session with breaks between tests, administer each test separately on different days, or administer the tests in a combination of these two options. Be sure to allow examinees the appropriate amount of time to complete each test. See Table 9, page 26, for timing of accommodated testing.

Investigations
In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with ACT and respond to requests for information in a timely manner.
In cases where an examinee disputes an ACT decision or communication regarding the administration, the examinee and/or the examinee’s representatives may contact you directly and request information.
Confidentiality
Information about examinees is confidential, including their names. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information to use for any purpose other than administering the tests. Questions concerning attendance or test day procedures from examinees can be answered within the normal confines of examinee confidentiality policies at your site. However, all forms and information contained in the manual are the property of ACT and must not be shared with any person who is not part of the testing staff. Requests for copies of test date documentation (e.g., irregularity reports) from any source other than ACT are to be referred directly to ACT.

Equal Treatment
All staff are required to administer and supervise the administration in a non-discriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act (ADA).

Fair Testing Practices
ACT endorses the Code of Fair Testing Practices in Education and the Code of Professional Responsibilities in Educational Measurement, which guide the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code.

You may locate copies of these Codes through the following organizations:


Facilities and Staff
The test coordinator is obligated to provide both acceptable facilities and qualified staff. Only qualified staff and authorized observers can be in the test rooms during testing.

Authorized Observers
An observer authorized by ACT may visit the test site on test day. The visit is normally not announced in advance.

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

**Table 1. Identifying an Observer**

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | Check credentials. An observer must have all of the following:  
|      | • Photo ID (driver’s license, employer ID, etc.)  
|      | • Employer ID, business card, or other documentation showing company/agency affiliation  
|      | • Written authorization from ACT  
|      | *Note: If an employer ID has a photo, separate photo ID is not needed.* |
| 2    | Did the observer provide the necessary credentials?  
|      | • If yes, allow the observer access to the testing area and test materials, and give the observer your full cooperation.  
|      | • If no, deny the observer access to the testing area and test materials. |
| 3    | Submit an Irregularity Report that includes:  
|      | • The observer’s name  
|      | • Agency/company  
|      | • Whether or not the observer was admitted |

If you have concerns, call ACT.

*Note: The visit may include conducting enhanced test security procedures, including but not limited to collecting images of examinees during check-in or other security activities on test day.*
Unauthorized Observers and Media
To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, school board members, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under no circumstances are cameras of any type allowed in test rooms.

Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms. Please inform ACT of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is answered uniformly.

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

Prohibited Use of Cell Phones and Electronic Devices
Examinees may not handle or access a cell phone or electronic device at any time in the testing room or during breaks unless authorized by ACT for medical purposes (e.g., cell phone use with an insulin pump). This includes smart watches, fitness bands, and any other devices with recording, internet, or communications capabilities.

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

Right to Terminate
ACT reserves the right to terminate its relationship with any testing site without advance notice if ACT determines, in its sole discretion and for any reason, that such termination is appropriate.

Expiration Date and Return Policy
There is an expiration date printed on the front cover of each test booklet.

Return all test booklets within one week of testing or immediately after the expiration date, whichever comes first.

Return all corresponding answer documents to be scored on or before the expiration date in order to ensure that ACT will be able to score them.

Test/Retest Policy
For a subsequent administration of a test in the same skill area:

• If testing sooner than 30 days after the previous administration, an alternate form must be used.
• It is strongly recommended that an examinee receive intervention/training before retesting.
• If an examinee becomes ill during testing and has completed less than one-third of the test, the second administration with an alternate form may take place as soon as the person is recovered.
Testing Facility Requirements

The test coordinator is responsible for selecting and reserving test rooms that meet all requirements for testing. Plan your center to allow an efficient administration and a secure and comfortable testing environment.

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

Selecting Facilities
Select facilities that:
• Allow testing staff to control access to the testing areas
• Have a phone that staff can use on test day
You may also want to have:
• A room to use as test day headquarters for staff and materials
• Security personnel

Selecting Rooms
Select test rooms that:
• Can be reserved to allow time for the entire test session, plus any potential delays
• Can be rearranged, if needed, to meet testing requirements
• Are quiet and as free as possible from potential distractions
• Have good lighting, temperature, and ventilation
• Have convenient and adequate access to restrooms
Avoid rooms with multiple levels or graduated seating unless you have no alternative. Such rooms make security more difficult.
Room Setup
To ensure a fair and secure testing environment:
- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Ensure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Arrange the room so that:
  - The room supervisor will be facing the examinees during testing
  - Testing staff can freely circulate the room and reach each examinee
  - Testing staff will have a clear view of all examinees and materials—seating that restricts staff’s view, such as seating with study carrels or other dividers, partitions, or booths, is prohibited
  - Seating minimizes the possibility of prohibited behavior (see “Prohibited Behavior,” page 40)

Ensuring Quiet Test Sessions
Take the following actions to help ensure quiet test sessions:
- Ask the building’s administration to turn off audible signals that normally sound at the beginning and end of classes or shifts.
- Ensure that announcements are not made on the public address system during test sessions.
- Post signs outside the test rooms to warn others that testing is in progress and that quiet is required.

Seating Arrangements
Seating arrangements must minimize any possibility of prohibited behavior. Examinees must be:
- Facing the same direction
- Spaced as far apart as possible and seated no closer than is specified in the following table.

Table 2. Examinee Spacing

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Minimum Examinee Spacing (in feet)</th>
<th>Shoulder-to-Shoulder</th>
<th>Head-to-Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Level</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Multiple Level</td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

- Seated in straight rows and columns, directly in line with each other
- Seated so that aisle space allows room for staff to circulate throughout the room without disturbing examinees
- Able to see the room supervisor without difficulty
- Able to see the room clock, if there is one, without looking around
Seating at Tables
See the requirements in the following graphic for the use of tables:

### Table 3. Examinees per Table

<table>
<thead>
<tr>
<th>Table Type</th>
<th>Maximum Number of Examinees per Table</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round (any size)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rectangular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 ft long</td>
<td>1</td>
<td>Examinees must be seated on the same side of the table, and minimum spacing requirements must be met.</td>
</tr>
<tr>
<td>6–9 ft long*</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>More than 9 ft long</td>
<td>3+</td>
<td></td>
</tr>
</tbody>
</table>

*If 6-foot tables are used to seat two examinees, a 3-foot space is required between tables.

Note: Do not seat examinees where two tables join.

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

Note: For left-handed examinees, use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so that left-handed examinees can use both surfaces. See Figure 1, page 7, for an illustration.
Acceptable
Seating Arrangement Examples

Unacceptable
Seating Arrangement Examples

Examinee Spacing

Table Spacing

Figure 1. Seating arrangement examples
Testing Staff Requirements

Selecting Testing Staff
Test coordinators are responsible for selecting their test day staff.

Who May Act as Staff
Members of the staff must be people of integrity. Room supervisors and proctors may be current or retired faculty members, human resources staff, trainers, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals.

Who May Not Act as Staff
The following people may not act as testing staff:

• High school students, volunteers, and lower-division undergraduates.
• Anyone who intends to take ACT WorkKeys tests within the next 12 months.
• Anyone involved in ACT WorkKeys test preparation activities at any time during the previous 90 days, due to potential conflict of interest.

Note: ACT recognizes that the normal duties of a counselor or trainer may involve some responsibilities for test preparation. These activities are not a conflict of interest, provided they are part of job responsibilities specifically defined by one’s employer and the employer is not a commercial enterprise.

In addition, to protect you and your relatives or wards from allegations of impropriety, if any relative or ward will test at your site:

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

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

Staff must remain attentive to their testing responsibilities throughout the entire administration. Reading (except this manual or supplemental policy information), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in any activity in the test room not directly related to the test administration is not allowed. No one, including testing staff, may eat or drink in the test room (unless authorized for medical reasons). See “Prohibited Items in the Test Room,” page 30.

Move around the test room as it discourages prohibited behavior and also makes you available to answer questions, respond to illness, or replace defective test materials.

Test Coordinator

The test coordinator ensures that examinees testing at your site test under the same conditions as examinees at every other site.

Specific responsibilities are outlined in Table 4.

Table 4. Specific Test Coordinator Responsibilities

<table>
<thead>
<tr>
<th>Category</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities and Staffing</td>
<td>• Selecting and reserving test rooms</td>
</tr>
<tr>
<td></td>
<td>• Preparing test rooms for test day according to ACT guidelines</td>
</tr>
<tr>
<td></td>
<td>• Selecting and training qualified testing staff</td>
</tr>
<tr>
<td>Before Testing</td>
<td>• Reading this manual and following its policies and procedures</td>
</tr>
<tr>
<td></td>
<td>• Viewing and participating in training provided by ACT</td>
</tr>
<tr>
<td></td>
<td>• Ordering materials</td>
</tr>
<tr>
<td></td>
<td>• Determining and documenting ACT WorkKeys accommodations and/or supports</td>
</tr>
<tr>
<td></td>
<td>• Receiving, checking in, and securely storing test materials</td>
</tr>
<tr>
<td></td>
<td>• Arranging for examinees to complete the non-test portions of their answer documents</td>
</tr>
<tr>
<td></td>
<td>• Preparing rosters and organizing test materials</td>
</tr>
<tr>
<td>On Test Day</td>
<td>• Conducting a briefing session for testing staff</td>
</tr>
<tr>
<td></td>
<td>• Counting and distributing test materials to staff</td>
</tr>
<tr>
<td></td>
<td>• Supervising and assisting staff during testing</td>
</tr>
<tr>
<td></td>
<td>• Arranging for transfer of test responses to answer documents for examinees authorized for alternate response modes</td>
</tr>
<tr>
<td></td>
<td>• Serving as room supervisor as needed</td>
</tr>
<tr>
<td>After Testing</td>
<td>• Collecting and accounting for all test materials</td>
</tr>
<tr>
<td></td>
<td>• Ensuring completeness and accuracy of all forms</td>
</tr>
<tr>
<td></td>
<td>• Returning answer documents, forms, and test materials used for testing</td>
</tr>
<tr>
<td></td>
<td>• Cooperating with ACT in resolving irregularities</td>
</tr>
</tbody>
</table>

Substitute Test Coordinator

The test coordinator should select a substitute test coordinator. If the test coordinator becomes ill or is otherwise unable to be present on test day, the substitute serves as test coordinator. The substitute is encouraged to assist the test coordinator prior to, during, and after testing.
Room Supervisor

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

Specific responsibilities are outlined in Table 5.

**Table 5. Specific Room Supervisor Responsibilities**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Test Day</td>
<td>• Assisting the test coordinator as needed</td>
</tr>
<tr>
<td></td>
<td>• Reading this manual and following its policies and procedures</td>
</tr>
<tr>
<td></td>
<td>• Attending the training and briefing sessions conducted by the test coordinator</td>
</tr>
<tr>
<td>Check-In Activities</td>
<td>• Checking ID or personally recognizing examinees</td>
</tr>
<tr>
<td></td>
<td>• Marking attendance/ID on the roster</td>
</tr>
<tr>
<td></td>
<td>• Admitting examinees into the test room and directing them to seats</td>
</tr>
<tr>
<td></td>
<td>• Ensuring all examinees admitted to a room are assigned to the same test timing code</td>
</tr>
<tr>
<td></td>
<td>• Ensuring that any examinees using readers or responding orally are testing individually in separate rooms</td>
</tr>
<tr>
<td>Administering the Tests</td>
<td>• Taking responsibility for a test room and providing an environment conducive to testing</td>
</tr>
<tr>
<td></td>
<td>• Counting test booklets upon receipt from the test coordinator</td>
</tr>
<tr>
<td></td>
<td>• Distributing test materials, keeping the test booklets in sequential serial number order</td>
</tr>
<tr>
<td></td>
<td>• Reading verbal instructions verbatim to examinees</td>
</tr>
<tr>
<td></td>
<td>• Moving around the test room during testing to replace defective materials and monitoring testing progress</td>
</tr>
<tr>
<td></td>
<td>• Properly timing tests and recording start, five-minutes remaining, and stop times in the manual</td>
</tr>
<tr>
<td>Maintaining Security</td>
<td>• Monitoring examinees and materials at all times</td>
</tr>
<tr>
<td></td>
<td>• Monitoring for prohibited behavior</td>
</tr>
<tr>
<td></td>
<td>• Collecting and accounting for all answer documents and tests before dismissing examinees</td>
</tr>
<tr>
<td>Ensuring Complete</td>
<td>• Completing all information on the Seating Diagram and Test Materials Tracking Log</td>
</tr>
<tr>
<td>Documentation</td>
<td>• Recording detailed documentation of any irregularities and, as required, voiding examinees’ tests</td>
</tr>
<tr>
<td></td>
<td>• Returning all test materials and forms to the test coordinator after testing</td>
</tr>
</tbody>
</table>

Proctor

A proctor may be used to assist a room supervisor or the test coordinator if 30 or fewer examinees are testing. A proctor is required (in addition to the room supervisor) if 31 or more examinees are testing in a room.

Use the scale in Table 6 to determine the minimum number of proctors required in each room.

**Table 6. Determining Number of Proctors Per Room**

<table>
<thead>
<tr>
<th>Number of Examinees Per Room</th>
<th>1-30</th>
<th>31-60</th>
<th>61-100</th>
<th>each additional 50 (or portion thereof)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Proctors Per Room</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>+1</td>
</tr>
</tbody>
</table>
Proctor responsibilities are outlined in Table 7.

**Table 7. Specific Proctor Responsibilities**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Test Day</td>
<td>• Assisting the test coordinator as needed&lt;br&gt;• Reading this manual and following its policies and procedures&lt;br&gt;• Attending the training and briefing sessions conducted by the test coordinator</td>
</tr>
<tr>
<td>Check-In Activities</td>
<td>• Helping the room supervisor identify and admit examinees&lt;br&gt;• Helping direct examinees to their seats</td>
</tr>
<tr>
<td>Administering the Tests</td>
<td>• Helping distribute test materials, keeping the test booklets in sequential serial number order&lt;br&gt;• Moving around the test room during testing to replace defective materials and monitoring testing progress&lt;br&gt;• Verifying the timing of tests using a different timepiece than the room supervisor</td>
</tr>
<tr>
<td>Maintaining Security</td>
<td>• Monitoring for prohibited behavior&lt;br&gt;• Reporting any irregularities to the room supervisor immediately&lt;br&gt;• Accompanying examinees to the restroom if more than one is allowed to leave during the timed tests&lt;br&gt;• Helping the room supervisor collect and account for all test materials before dismissing examinees</td>
</tr>
</tbody>
</table>

**Purpose of Training Staff**

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

**Administration Manual**

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

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

**Training Session**

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

**Supplements**

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

Security of Test Materials
Secure test materials include all ACT WorkKeys tests and all answer documents with examinee identifying information.

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

ACT WorkKeys tests are copyrighted and cannot be photocopied, used for any purpose other than testing, or opened by any person other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test questions or response choices to anyone. Scores earned by examinees who may have had advance access to test content will be canceled. These scores will not be reported to examinees or testing locations, and will be ineligible for ACT® WorkKeys® National Career Readiness Certificates® (NCRCs®).

Authorized Access
Staff access to materials must be limited to only those activities necessary to prepare for test day, the test administration itself, and counting and packing materials for return. Access to test materials prior to test day is restricted to the test coordinator and substitute test coordinator. A designated staff member may assist with materials if the test coordinator or substitute test coordinator is present and if that individual does not have a relative or ward testing on test day. Do not permit unauthorized personnel to access the materials. Examinees and anyone who may test within the next 12 months are not permitted access to the materials.

Unauthorized Transfer of Materials
Materials shipped to you may not be transferred to any other location without prior authorization from ACT. Use only the test materials assigned and shipped to your site. If examinees use materials that have been transferred from another site the answer documents will NOT be scored.

Receipt and Check-In of Test Materials
Within 24 hours of receipt, the test coordinator must:
- Examine the carton(s) for signs of tampering
- Open the carton(s) and count all the test booklets
- Check the serial numbers of the test booklets against the numbers shown on the WKEYM Pack/Return Slip
- Count each booklet; do not assume that the groups of booklets are complete
- Check the rest of the shipment to be sure it is complete
In the Event of a Security Breach
Call ACT immediately if any of the following occurs:

- Any test booklet seals are broken at any time except by examinees as instructed on test day
- The cartons or materials appear to have been tampered with in any way
- A test booklet or pre-recorded audio is lost, stolen, or otherwise missing (even if only temporarily) at any time
- You have reason to believe someone has had unauthorized access to the materials
- A test booklet is discovered missing during testing. If this happens, do not permit examinees to leave without calling ACT for instructions.

Test Materials Shipping Carton(s)
Be sure to keep the carton(s) in which the test materials were shipped to you. These cartons, which have reversible address flaps, will be used to return test booklets (used and unused) after each test date.

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

When delivered, carton will be sealed as above. After check-in of test materials, reseal as on right. Do not reopen until test day.

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

Figure 2. Diagram for Resealing Cartons

Secure Storage
Materials must be kept inside a locked safe or vault to which only the test coordinator and substitute test coordinator have access. If a safe or vault is not available, materials may be stored inside a locked file cabinet or closet that is inside a locked room, with the following stipulations:

- Only the test coordinator and the substitute test coordinator may have access to the cabinet or closet.
  The cabinet or closet must have a built-in lock or a heavy-duty padlock. The keys must always be kept secure and should not be part of a master key system.
- The door to the room in which materials are stored must be kept locked when not in authorized use.
- The secure location must not be accessible through a window or a dropped ceiling.
Removal from Storage and Assignment to Rooms
Before test day, sort booklets and other test materials for distribution to individual rooms, and then return them to locked storage. Do not remove the checked-in and sorted test materials from the security of locked storage until test day.

On test day, the test coordinator must personally hand test booklets to room supervisors. The test coordinator and each room supervisor must record the number and sequence(s) of test booklets received by the room supervisor on the Test Booklet Count Form. After the test, they must also reconcile test booklet counts using the same form.

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

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

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

After Testing
After accounting for all materials, prepare them for return after each test date (see “How to Prepare Test Materials for Return to the Test Coordinator,” page 61). Return all used and unused test booklets to your locked storage area immediately after each test administration.
Preparing for Test Day

Test Materials from ACT
ACT provides the following materials, as needed, for testing:
- Administration Manuals
- Test Booklets
- Answer Documents
- Site Header
- Envelopes for returning answer documents
- Carton(s) for returning test materials

Materials Provided by Your Site
The site is responsible for providing the following items for each test room:
- A supply of soft-lead No. 2 pencils with erasers to lend to examinees who do not bring pencils (no mechanical pencils or ink pens)
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, interval timer, or wall clock
- Signs, cards, or other materials used in admissions procedures
- Permissible calculators to lend to examinees for the Applied Math test, if needed

Instructions Before Test Day
Before test day, inform examinees to bring the following:
- Acceptable identification
- A watch if they wish to pace themselves (alarms cannot be set on the watch during the test).
- Two soft lead No. 2 pencils with erasers (no mechanical pencils or ink pens)
- A permissible calculator for the Applied Math test

Examinees are responsible for ensuring their calculators meet ACT standards. They are advised to check www.act.org/calculator-policy.html for the latest list of prohibited calculators.

Inform examinees that no food or drink will be allowed in the test rooms unless authorized for medical reasons. Cell phones and other unauthorized electronic devices may not be accessed from the time the examinee is admitted to the test room until they are dismissed from testing for the day (unless authorized for medical reasons).
Local Items

All answer documents have a block on page 2 titled “LOCAL ITEMS.” This block can be used to record answers of up to 20 questions on an examinee survey created by your site. Each question may have up to five responses, numbered 1 to 5. This block offers a cost-effective way to collect and store information unique to your site that can extend and improve your understanding of the examinees and their interests and experiences.

The answer documents also have a block labeled “LOCAL USE ONLY” at the end of each test section on pages 3 and 4. These blocks allow for responses to 10 questions created by your site. Each question can have up to five responses lettered A to E.

ACT will not score these items; however, you may purchase a data file for your own analyses.

Roster

It is required that an “ACT WorkKeys Roster,” page 67, be created for each test room prior to the test day. Write on the roster the name of each examinee scheduled to test.

If your site provides a readable list of all examinees scheduled to test, by test room, you may use it in lieu of the roster as long as attendance and the type of ID accepted are marked on that list on test day.

Breaks

If you are administering several sessions, back-to-back, in a continuous schedule, you should provide breaks between sessions. If you are giving only two tests, allow for a 10-minute break. For longer continuous schedules, allow for a 15 minute break after every two sessions or tests.

The time used to collect and verify materials can be used as a break if examinees simply stand and stretch in place. Be sure examinees turn their test materials face down. However, if examinees are moving around the room or going outside of the room for a break, you must collect all of the test materials, for security reasons, before allowing examinees to leave their seats.
Testing Processes

Table 8 outlines the processes that will occur during a usual test administration.

*Note: You might be delivering only a few of the assessment types shown in the table. You might also be delivering them on multiple days. If you administer them on multiple days, collect answer documents where a break is indicated and redistribute them during the verbal instructions for the next test.*

Table 8. Testing Processes

<table>
<thead>
<tr>
<th>Stage</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in and prep</td>
<td>• Identification of examinees&lt;br&gt;• Checking for prohibited items and unauthorized testing aids&lt;br&gt;• Seating of examinees&lt;br&gt;• Check expiration date on test booklets (see “Expiration Date and Return Policy,” page 3)</td>
</tr>
<tr>
<td>Demographics and instructions</td>
<td>• Answer document distribution&lt;br&gt;• Answer document demographics (completed by examinees)</td>
</tr>
<tr>
<td>Testing</td>
<td>Multiple-Choice Tests&lt;br&gt;• Verbal instructions and distribution of test booklets&lt;br&gt;• Testing&lt;br&gt;• Collection of test booklets&lt;br&gt;• Break—Repeat for any other multiple-choice tests</td>
</tr>
<tr>
<td>After all testing</td>
<td>• Collection of answer documents and other materials provided to examinees&lt;br&gt;• Completion of Irregularity Reports as necessary&lt;br&gt;• Dismissal of examinees</td>
</tr>
</tbody>
</table>
Accessibility Supports

Accessibility Support Levels
All examinees have tools they need and use every day to communicate effectively what they have learned and can do. There are different levels of support that examinees may need in order to demonstrate what they know and can do on academic tests. The ACT WorkKeys NCRC assessments make several possible levels of support available. All these levels of support taken together create a system that can meet the communication needs of all examinees. Accessibility supports do nothing for the examinee academically that the examinee should be doing independently; they just make interaction and communication possible and fair for each examinee.

The four levels of support are:
1. Embedded Supports (available to all examinees)
2. Open Access Tools (must be planned in advance; available to all examinees)
3. Accommodations (examinees must meet qualification requirements)
4. Modifications (change what the test measures and therefore result in ineligible "non-reportable" scores)

The first two levels of support are discussed in this section. The third and fourth levels of support are discussed in "General Accommodations and English Learner Supports Information," page 20.

Testing with embedded or open access supports only (without using any accommodation-level supports) is a standard test administration.

For a complete list and further explanation of the accessibility supports available within the four levels of support, please go to the ACT WorkKeys Accessibility Support Guide located at www.act.org/content/act/en/products-and-services/workkeys-for-educators/assessments/administration.html.

Embedded and Open Access Accessibility Supports
Examples of embedded and open access accessibility supports include but are not limited to:
• Special seating/grouping—individual administration or other setting (not home)
  ~ This support includes all requests for individual administration as well as those situations where not providing a 1:1 testing would cause disturbance to other examinees. Examples of where others may be disturbed could include: when access to food, drink, and medication for examinees with medical needs is provided; or when a talking calculator is used during the Applied Math test but no headphones are available.

• Responses in test booklet or on separate paper
  ~ Testing staff may mark the answer document as the examinee indicates the responses.
  ~ Testing staff may transfer responses to the answer document after time has expired. The test coordinator must arrange to transfer the responses to an answer document in the examinee’s presence after testing.
• Translated verbal directions* or an interpreter for the directions*
  ~ Translated directions must be locally provided, including any verbal and/or written directions (the verbal instructions) provided in the examinee’s native language and/or clarified for the examinee. The translator may also translate any questions from the examinee to testing staff and translate staff responses back to the examinee, but may not translate test questions or answer any test questions for the examinee.
  ~ Use of Mexican Sign Language, Spanish Sign Language, Signed Exact Spanish, or Cued Speech for directions only. Seat an examinee using an interpreter at the front of the room. The interpreter, who must not be a relative, will sign all verbal instructions. The interpreter may also translate any questions from the examinee to testing staff and sign the staff responses to those questions, but may not translate or sign the test questions or answer any test questions for the examinee.

• Visual environment (enhanced lighting or otherwise adjusted lighting)
• Audio—acoustic environment (audio amplification or quiet environment)
• Physical/motor equipment—includes wheelchair access and all motor support equipment, such as balance or positioning supports, pencil grips, special seat cushions, and other motor or mobility supports.
• Color contrast (color overlays)

For a complete list and further explanation of the accessibility supports available, go to the Accessibility Support Guide located at [www.act.org/content/act/en/products-and-services/workkeys-for-educators/assessments/administration.html](http://www.act.org/content/act/en/products-and-services/workkeys-for-educators/assessments/administration.html).

Note: Scores achieved using these test arrangements are fully reportable and eligible for an ACT WorkKeys NCRC.

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*The term “directions” refers to only those directions and verbal instructions in this manual that are provided to all examinees before the test begins.*
General Accommodations and English Learner Supports Information

In accordance with Title III of the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973, ACT supports the use of test accommodations for individuals with disabilities who need accommodations. The ACT WorkKeys tests also support the accessibility needs of identified English learners.

Determining and Documenting Accommodations
The test coordinator is responsible for determining and documenting use of ACT WorkKeys accommodations. See “Written Documentation,” page 23.

Examples of ACT WorkKeys Accommodations
Examples of ACT WorkKeys accommodations include but are not limited to:

- **Extended time**
  - The extended time testing options are time-and-a-half, double time, or three hours. Extended time alone may be provided, or extended time may be provided in conjunction with another accommodation or embedded and open access supports.

- **Use of a reader/sign language interpreter for test items. For test items, the sign language interpreter:**
  - Must use Signed Exact Spanish and/or Cued Speech for the reader script
  - Cued Speech under this definition means providing visual phonemic access to the sounds of words using the official set of phoneme signs. This functions like an exact read-aloud; it does not add meaning cues to the communication.
  - See the Administration Codes, Table 9, page 26. Grid the “Reader” administration code 293.
  - Serves as the room supervisor and administers the test to only one examinee
  - Must meet the qualifications in “Reader or Interpreter Qualifications,” page 27
Use of accessible keyboard or AAC device, locally print

If the examinee uses word processing software, spell check and grammar check tools must be disabled. After test time has expired, testing staff must, in the examinee’s presence, transfer responses to a standard answer document for scoring.

Alternate-format materials provided by ACT (available formats may vary):

- Examinees with visual impairments, who read braille, may be given tests with braille materials available from ACT. Examinees with severe visual impairments or blindness and who do not read braille may make use of a reader or other pre-recorded audio.
  - Braille and tactile graphic materials
  - Pre-recorded audio
  - Reader script (for the reader or sign language interpreter to use)
  - Large-print test booklets and answer documents are also available. These may be used for those with visual impairments or for examinees who need assistance in recording responses. The examinee may mark responses directly on a large-print answer document, with testing staff transferring responses to the regular-print answer document after time has expired.

**ACT WorkKeys English Learner Supports**

English learners may use embedded and open access-level supports as needed. Additionally, English learners may access ACT WorkKeys English learner supports listed below. English learners with disabilities may also request use of accommodation-level supports by providing the documentation of qualification as described in “Written Documentation,” page 23.

**ACT WorkKeys English learner supports include:**

- Extended time testing, not to exceed time-and-a-half (requires qualification)
- Use of an ACT-authorized word-to-word bilingual dictionary (requires qualification)
- Use of a verbal translator for directions only, locally provided (not an accommodation-level support)
- Testing in a familiar environment or small group (no qualification needed)

Note: Local arrangements for a verbal translator to translate verbal directions into other languages are allowed.

**ACT WorkKeys English learner supports do not include:**

- Translated test questions
- Translated pre-recorded audio
- Translated reader scripts (a human translator can translate the instructions and verbal instructions if reader scripts are needed)
- Use of an electronic translation device

ACT WorkKeys—Modifications

If any supports of any kind other than or in addition to ACT WorkKeys allowed supports are used, these supports are treated as modifications, meaning they violate the construct the test is designed to measure. (The term “modification” replaces the old term “ineligible accommodation.”) The resulting scores are ineligible for an ACT WorkKeys NCRC. These ineligible scores are not reported to examinees or to the testing site.

Examples of ACT WorkKeys—Modifications

Examples of ACT WorkKeys modifications include but are not limited to:


• Translation of test items

• Use of dictionaries with word definitions

• Use of any word-to-word dictionary that does not meet ACT approval. A list of authorized word-to-word dictionaries can be found at [www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf](http://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf)

• Use of manipulatives or arithmetic tables

• Use of a testing aid not already listed as allowed

Reporting of Accommodations

ACT does not identify use of accommodations on score reports. However, that information is stored in the database.

ACT WorkKeys scores reported for the ACT WorkKeys NCRC are equivalent no matter if the tests are administered using standard time or with accommodations.

Scores achieved using ACT WorkKeys accommodations are fully reportable and ACT WorkKeys NCRC-eligible. Scores achieved using ACT WorkKeys-ineligible accommodations are not reportable and are not ACT WorkKeys NCRC-eligible.
Written Documentation

Documentation of Qualification for Use of Accommodations

Note: These procedures apply to all examinees requesting accommodations or accommodation-level English learner supports that require qualification.

ACT is committed to ensuring that official ACT WorkKeys scores reported for the ACT WorkKeys NCRC are valid and comparable in all forms of ACT testing involving standardized conditions. Such conditions also include those ACT-specified and authorized accommodations and accessibility supports that:
1. Have been determined to honor the constructs being tested
2. Are implemented according to the required controlled administration procedures

Valid Test Scores and Equal Benefit for All Examinees

ACT ensures that all examinees may benefit equally from this test. Accommodations, English learner supports, and accessibility supports administered under these standardized conditions will result in a valid and fully reportable NCRC score. Use of supports that are not specified by ACT or not properly administered will violate what the test is designed to measure and will therefore result in a score that is invalid and non-comparable for the stated purposes of the test.

Documentation Cases

Case A: Governing Educational Authority Document of Accommodation Plan is Available

Approval for accommodation-level supports requires that the local governing educational (or other similar) authority determine who meets the qualifications required. The governing authority is often the state education agency but in certain states this authority is delegated to the local district level. ACT honors and respects the professional integrity and authority of the local governing educational agency to make decisions regarding examinees who qualify for the use of certain accommodation-level supports. Local governing authorities that may provide such documentation of qualification for use of accommodations include a current or prior:

- School or school district
- Employer
- Vocational training or employment support agency
- Federal government agency, such as the military or other service organization

Case A: Required Documentation

To qualify for requested allowable accommodations under Case A, the examinee must provide:

- A copy of the current or the most recent accommodation plan used by the examinee and authorized for use by a school, by a place of employment, by a vocational training facility or other employment support agency, or by a federal government agency (e.g., through a branch of the military or other government service agency).
Case B: Governing Educational Authority Document is NOT Available

This circumstance represents an examinee who falls into one of the two categories below, but not longer has a copy of the plan or the document is not available:

- The individual routinely did (or still does) receive and use the allowable accommodations being requested at a school, at a vocational training site, at an employer’s workplace, or while serving in the military or other government service
- The individual had a prior school accommodation plan or a transition plan specifying accommodations needed

Case B: Required Documentation

To qualify for requested authorized accommodations under Case B, the examinee must provide:

- In lieu of the most recent plan, the required the required “ACT WorkKeys NCRC Assessments Examinee Affidavit of Qualification for Requested Allowable Accommodations,” page 75, attesting to the fact that the requested ACT allowed accommodations were previously identified as needed by this examinee, were personally used by the examinee, and were authorized for use by either a prior school, a prior employer, by a vocational training or employment support agency, or by another federal government agency, such as the military or other service organization.

Documentation Examples

Documentation Example 1: An English learner who is new to US schools may not yet know how to read English well. This examinee may need to use an authorized bilingual word-to-word dictionary and extended time during certain tests not measuring knowledge of English, and may even request additional allowed accommodations. If the learner has a copy of a plan, then Case A applies; if learner has had or is using this accommodations but has no written plan, then Case B applies.

Documentation Example 2: An examinee participating in a local Response to Intervention (RTI) program may have no identified disability but has a locally documented accommodation plan to receive extended time or additional allowed accommodations. Case A applies.

Documentation Example 3: An adult with dyslexia who is enrolled in a vocational technical training program has a transition plan that permits the use of audio presentation of information as well as extended time (both are allowed accommodations). Case A applies.

Documentation Example 4: An adult with writing difficulties who is currently or was employed who received writing accommodations within his workplace environment, but has no written plan—and never did, but was treated by his employer as if he qualified for the use of these supports. Case B applies.

Test Coordinator Guidance

For accommodation-level supports to be used effectively:

1. Examinees who use accommodation-level supports must have prior experience using these intensive tools. Test coordinators should speak with examinees to confirm this experience.
2. The test coordinator must obtain the required documentation described above. This documentation verifies that the use of the support matches an identified need and is deemed to be effective for the individual examinee.
3. Collected documentation (i.e., accommodation plans and/or affidavits) must be kept securely and confidentially on file by the test site for at least one year. Do not return to ACT. No diagnostic material is required.

Determining who qualifies for ACT-allowed accommodation-level supports requires well informed educational judgment and documentation (as defined above) of a personalized accommodation plan, transition plan, or signed affidavit attesting that they have, in fact, been treated as if such a need exists by other governing educational authorities (as listed). An individual who requests ineligible supports not specifically listed as allowed may not receive them under any circumstance.
Guidelines for Accommodated Testing

Test Booklets
When administering an accommodated exam, use only those test booklets shipped with your accommodated materials. Test booklets may not be copied.

Administration Codes
Every individual test administered with accommodations must have the corresponding administration code gridded on the answer document. The test coordinator must coordinate with the room supervisors to grid these codes on the answer documents.

Administration Codes and Descriptions
Available formats depend on the test being administered. Some accommodated formats are only available for certain tests. Likewise, some accommodations (braille materials or a reader script) may only be administered using the triple-time allotment. Table 9, page 26, summarizes the available timings and formats and shows the Administration Code that must be gridded on the answer document for each.

Policies for Administering Accommodated Testing
When you are administering an accommodated testing session, the following policies apply:

• **Braille**: Examinees may not write in the braille materials.

• **Readers**: If an examinee uses a reader, administer the test one-on-one in a separate room to avoid disturbing other examinees. Prior to the exam, the reader must sign the “ACT WorkKeys Reader’s Agreement,” page 79. Readers must read from the reader script exactly as it is printed, with no interpretation or additional information provided.
• **Pre-Recorded Audio:** Examinees using pre-recorded audio may all test in the same room as long as they wear headphones and are in control of their materials and machine. As with all testing materials, pre-recorded audio may not be copied.

• **Large-Print Materials:** If the examinee is marking responses on a large-print answer document, then testing staff must, in the examinee’s presence, transfer responses to a standard answer document for scoring. Transfer responses only after all tests are completed.*

• **Sign Language Interpreters:** As previously stated on page 20, Signed Exact Spanish from the reader script must be used for test items. Mexican Sign Language and Spanish Sign Language may only be used for directions. Prior to the exam, the interpreter must sign the “Interpreter’s Agreement,” page 81.

• **Assistance in Recording Responses:** If the examinee is giving verbal responses, administer the test in a separate room. If the examinee is marking responses in the test book, then testing staff must, in the examinee’s presence, transfer responses to an answer document for scoring. This must be done after all tests are completed.*

• **Testing with Extended Time:** All examinees testing in the same room must test with the same timing and begin each test at the same time. Examinees must sit quietly until everyone has completed each test or until stop is called—if all examinees in a room complete a test before time is called, you may begin the next test or dismiss them if it is the last test of the day. In addition, any examinees being tested with any of the administration codes may not test in a standard time room. If they do, the answer documents from that room will not be scored or scores will be canceled.

*ACT is not responsible for transferring responses. If the responses are not transferred by the testing staff, the examinee will need to retest.

### Table 9. Accommodated Testing

<table>
<thead>
<tr>
<th>Format</th>
<th>Timing</th>
<th>Admin. Code</th>
<th>Timing per Test (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Applied Math</td>
</tr>
<tr>
<td>Regular-print materials</td>
<td>Standard Time</td>
<td>400</td>
<td>70 min</td>
</tr>
<tr>
<td></td>
<td>Time-and-a-Half</td>
<td>150</td>
<td>105 min</td>
</tr>
<tr>
<td></td>
<td>Double Time</td>
<td>200</td>
<td>140 min</td>
</tr>
<tr>
<td></td>
<td>Triple Time</td>
<td>300</td>
<td>210 min</td>
</tr>
<tr>
<td>Large-print materials</td>
<td>Standard Time</td>
<td>400</td>
<td>70 min</td>
</tr>
<tr>
<td></td>
<td>Time-and-a-Half</td>
<td>130</td>
<td>105 min</td>
</tr>
<tr>
<td></td>
<td>Double Time</td>
<td>235</td>
<td>140 min</td>
</tr>
<tr>
<td></td>
<td>Triple Time</td>
<td>291</td>
<td>210 min</td>
</tr>
<tr>
<td>Pre-Recorded Audio*</td>
<td>Triple Time</td>
<td>294</td>
<td>210 min</td>
</tr>
<tr>
<td>American Spanish Braille</td>
<td>Triple Time</td>
<td>292</td>
<td>210 min</td>
</tr>
<tr>
<td>Reader*</td>
<td>Triple Time</td>
<td>293</td>
<td>210 min</td>
</tr>
<tr>
<td>ACT WorkKeys—Modifications</td>
<td>Standard Time</td>
<td>900**</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Time-and-a-Half</td>
<td>910**</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Double Time</td>
<td>920**</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Triple Time</td>
<td>930**</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Any pre-recorded audio provided to an examinee with blindness must also receive a companion braille form with tactile graphics.

**Ineligible for ACT WorkKeys scores and the ACT WorkKeys NCRC (see “ACT WorkKeys—Modifications,” page 22)
Reader or Interpreter Qualifications

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

1. Be proficient in Spanish and English and, if applicable, Signed Exact Spanish
2. Be experienced in testing
3. Be employed by the school district where the examinee attends school (only applies if the examinee is taking ACT WorkKeys tests at their school—not required if the examinee is taking ACT WorkKeys tests at a national test center)
4. Agree to administer the tests in compliance with the policies and procedures in this manual
5. Read and sign the appropriate agreement in the back of this manual

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

- Not be a relative or guardian of the examinee
- Not be engaged in test preparation activities for ACT WorkKeys during the current academic year (see "Testing Staff Requirements," page 8)

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

The directions in this section are designed to help ensure a smooth administration of ACT WorkKeys. If you have problems, many of the solutions are listed in this section, but if additional information is needed, call ACT.

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

Be sure every room supervisor has a complete administration manual in order to verify procedures for any situation that may occur.

Admitting Examinees to the Test Room

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

1. Admit examinees by checking them in, one-by-one, at the door of the test room.
2. Verify that the identification is acceptable per ACT requirements (see "Acceptable Identification," page 29). Use Table 10 to determine your next steps.

Table 10. Verifying if ID is Acceptable

<table>
<thead>
<tr>
<th>If the ID is...</th>
<th>Then...</th>
</tr>
</thead>
</table>
| Not presented or not acceptable and examinee cannot be recognized by site staff | 1. Do not admit the examinee.  
2. If examinee cannot present proper identification before test booklets have been distributed, dismiss the examinee.  
3. Write “denied” on the roster beside the examinee’s name. Use the following notation: D = Denied  
| Acceptable or examinee can be recognized by site staff | 1. Compare the photo on the ID to the examinee.  
2. Mark on the roster the type of ID accepted using the following notations as a guide:  
P = Photo ID  
F = ID Form (Notarized)  
R plus staff initials = Personal Recognition by Staff  
− = Absent (Absence must be indicated to verify an examinee was not present.)  
3. Direct the examinee to the examinee’s seat in the test room and instruct the examinee to wait patiently until testing begins. |

Important! Do not delay testing waiting for an examinee to bring identification or allow testing of late examinees.
Late Arrivals
If an examinee is personally recognized or can present acceptable ID before the test booklets have been distributed, admit the examinee.

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

Absent Examinees
If an examinee was absent, mark a dash beside the examinee’s name on the roster.

Denying Admission
If an examinee arrived too late to be admitted, deny admission, and write “denied” beside the examinee’s name on the roster.

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

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

Table 11. Acceptable Forms of Identification and their Roster Notations

<table>
<thead>
<tr>
<th>Roster Notation</th>
<th>Type of ID</th>
<th>Criteria for Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Current Official Photo ID</td>
<td>• Current (not expired); and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Issued by a school, employer, or city/state/federal government agency; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Show the examinee’s first and last names; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current photo clearly recognizable as the examinee.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signature not required. Examples: driver’s license, passport, school ID</td>
</tr>
<tr>
<td>R</td>
<td>Recent Published Individual Photo</td>
<td>• Must be original, not a photocopy or reproduction; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Published within the last two years; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• An individual (not a group) photo, clearly recognizable as the examinee; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examinee’s first and last names in the caption.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signature not required. Examples: newspaper, school yearbook</td>
</tr>
<tr>
<td>F</td>
<td>Notarized Statement with Photo</td>
<td>• Sworn statement by a notary public—who must not be a relative—identifying the examinee by name; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attached, recent (within two years), recognizable photograph with the notary seal or stamp across a portion of the photo; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Signed by the examinee, in ink, in the presence of the notary public.</td>
</tr>
<tr>
<td>R</td>
<td>Staff Recognition</td>
<td>• Examinees without any ID may be admitted only if they are personally recognized, face-to-face, by a member of the staff who is not a relative of the examinee; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• That staff member’s initials must be printed legibly beside the examinee’s name on the roster (Note: without staff initials, personal recognition is invalid).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If all examinees in a room were recognized by the same staff member, you may state that on the roster, indicating the name of the staff member (e.g., “all examinees in this room were recognized by _______”).</td>
</tr>
</tbody>
</table>
Examples of Unacceptable Identification

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check-cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is printed on the photo
- Fishing or hunting license
- Nonphoto ID issued by an employer
- Learner’s driving permit, temporary or replacement driver’s license, if it does not include a photo
- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified
- Personal recognition by anyone not employed by your site or not a member of test day staff
- Photo ID belonging to a parent
- Photo with examinee’s name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Report card
- Social Security card
- Telephone calls to the sites to identify the examinee
- Traffic ticket, even with a physical description and signature
- Web page with photo

Prohibited Items in the Test Room

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

Items That May Not Be Accessed in the Test Room

Examinees must not use or access the following items at any time while in the test room:

- Cell phones and other electronic devices must be turned off and placed out of sight (Do not collect cell phones or other electronic devices from examinees; examinees should retain responsibility for them.)
- Textbooks, foreign language or other unauthorized dictionaries, notes, or other aids
- Highlight pens, colored pens or pencils, correction fluid/tape
- Reading material
- Tobacco in any form
- Food and beverages, including water, unless authorized for medical reasons

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

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

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

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

- On the desk
- A distraction to others
- A prohibited device
Directing Examinees to Seats

After an examinee has been identified and the roster marked, direct the examinee to a specific seat. Do not allow examinees to choose their own seats. Seating examinees alphabetically is acceptable, or you may want to direct the first examinee to the extreme left side of the room, the second examinee to the middle of the room, the third to the right side, and so on. Separate friends and relatives or examinees who arrive together.

Proctors can direct the examinees by standing beside the desks to be used or at the front of rows to be filled. If you are using tables large enough for more than one examinee, direct the first examinee to the first table, the second to the second table, and so on. After one examinee has been seated at each table, seat a second examinee at each table.

Left-Handed Examinees

Determine who will need a left-handed writing surface if you are not using tables. Either ask examinees as they are checked into the test room if they require left-handed desks or write a statement on the board telling left-handed examinees to report to the proctors for proper seating assignments.
Administering the Tests

Test Room Starting Time
Testing may begin as soon as all examinees have been identified and seated. Testing begins when the room supervisor begins reading the verbal instructions.

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

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

- **Cell phones and electronic devices:** All devices must be powered off and stored away from the time the examinee is admitted to the test room until they are dismissed from testing for the day (including during the break). If an examinee handles or accesses a device, or if a device activates, the examinee must be dismissed and the examinee’s test will not be scored.

- **Calculators:** Read the current list of prohibited calculators. You can find the list at [www.act.org/calculator-policy.html](http://www.act.org/calculator-policy.html).

- **Hats:** Some hats may obstruct your view of examinees’ eyes and may allow examinees to conceal prohibited behavior, such as using a cell phone, earpiece, or other electronic device. Because not all hats may hinder your ability to monitor the examinees, and some examinees may wear hats due to religious convictions or medical reasons, the announcement to remove hats is left to your discretion.

- **Institutional requirements:** You may dismiss an examinee who purposefully disregards a posted regulation of your site policy and mark the front of the answer document VOID. Some sites, for example, do not allow smoking on the grounds. Explain to the examinee the reason for the dismissal and document in full on the Irregularity Report.

- **Nervous noise:** Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.

- **Restrooms:** Describe the location of restrooms and drinking fountains available during the break.
Get the attention of examinees and make the following announcement:

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

If you have a cell phone or electronic device, power it off now and store it away in a backpack, purse, pocket, or other area where it will be out of sight.

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

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

Checking Calculators During Applied Math

Check for prohibited calculators during the Applied Math test. Check periodically to make sure examinees did not switch calculators after the first check. If you discover an examinee using a prohibited calculator, follow the procedures in “Dismissal for Prohibited Behavior,” page 40, to dismiss the examinee and void the answer document. Document this dismissal on the “ACT WorkKeys Irregularity Report,” page 71.

Calculators

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

- All problems on the Applied Math test can be solved without a calculator.
- Examinees may only use a permitted calculator on the Applied Math test.
- The calculator must be turned off and put away during all other tests.
  - Each room supervisor is responsible for printing the ACT Calculator Policy.
  - Post the printed ACT Calculator Policy for examinees to see (e.g., at check-in stations, test rooms, etc.).
  - This document may be read to examinees as a general announcement before testing begins.

- Examinee responsibilities:
  - Bring—and use—a permitted calculator.
  - Check [www.act.org/calculator-policy.html](http://www.act.org/calculator-policy.html) for the current ACT Calculator Policy.
- If a calculator has characters one-inch-high or higher, or a raised display, seat the examinee where no others can see the display.
Formula Sheet
A formula sheet that includes all formulas required for the \textit{Applied Math} test is provided in the \textit{Applied Math} test booklets. \textbf{If these sheets are torn out of the test booklet, they should be placed inside the test booklet and collected at the end of the test.}

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

- Move around the room during testing to discourage and detect prohibited behaviors. Moving around the test room discourages prohibited behavior and makes staff available to answer questions, respond to illness, etc.
- During the test, do not read, correct papers, or engage in any tasks not related to the administration of the test.
- Do not engage in conversation during testing or allow unauthorized personnel in the test room.
- Be attentive to examinees trying to access cell phones or electronic devices. Dismiss any examinees who violate the cell phone and electronic device policy.
- Do not leave a test room unattended at any time.
- Complete detailed documentation of any irregularities of which you are aware.

Checking for Prohibited Behavior
Throughout testing, move quietly around the room to discourage and detect prohibited behavior. Staff attentiveness is a very effective deterrent.

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

Working Behind/Working Ahead
Examinees may look at or work on the current test only.

Giving or Receiving Assistance
Make sure examinees are keeping their eyes on their own work and not communicating with others. Watch for tapping or other signaling, displays on a calculator screen, written notes, texting out of sight (hand in pocket with phone), and earbuds or other devices, as well as verbal communication. If you suspect communication or copying is taking place, but are uncertain, move the suspect to another seat and continue to observe closely. If you are certain, dismiss the examinee(s). In all cases, document carefully which examinees are involved.

Marking Ovals After Time is Called
Examinees are not permitted to mark, erase, darken, or otherwise alter their responses in any way once time is called on each test. This is perhaps the most common prohibited behavior. When you call Stop, look up at the examinees—all pencils must be put down immediately. Anyone continuing to work must be dismissed.
After each test or at the beginning of the next test, move around the room and note which examinees have unfinished ovals. Use a suitable method to keep track such as making notes on the Seating Diagram or scratch paper. If you then see any of the previously incomplete ovals filled in, dismiss the examinee. Examinees may not “undo” their behavior by erasing marks they made after time was called.

**Removing Test Materials**

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

**Using Notes or Aids**

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

**Timing the Tests**

The testing times range from 70-210 minutes, depending on the test. Additional time of 15–30 minutes is required for completing demographic information on the answer documents, and the administration of local items further extends this time. To verify the time given for each test, write the Start, 5-minutes-remaining, and Stop times in the appropriate place in this manual and check computations carefully before time is called.

**Announcement of Time Remaining**

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

**Posting Times on the Board (Optional)**

You may post the start and stop times or time allowed for the test on the board, if one is available, at the start of the test.

**Examinees Who Leave During a Test and Return**

Examinees may go to the restroom during testing, but it is best not to announce it. Collect test booklets and answer documents from examinees who go to the restroom. Return test materials to examinees when they are readmitted. Be sure the same examinee returns after leaving. If you have doubts, recheck the identification.

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

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

**Guessing**

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

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

Avoiding Common Errors in Completing Answer Documents

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

When completing the demographic information:
- Grid only one oval per column.
- Start with the first box and first column of ovals in the block.
- Grid name and address in addition to writing them in the spaces.

When completing each test section:
- Grid the appropriate Test Form in addition to writing the number in the boxes and the name in the space provided.
- Emphasize that examinees mark their responses on the answer document, and not in the test booklet. No additional time will be allowed for transferring answers marked in test booklets unless an accommodation is used.

It is very important that all testing personnel be familiar with the instructions on completing the personal demographic information, Test Form, and Booklet Numbers on the answer documents. The Test Form indicates which answer key ACT will use in scoring the test. Therefore, if a Test Form is not entered correctly or an expired test booklet was used, ACT cannot score the answer document.
Irregularities

Irregularity Report
Complete an “ACT WorkKeys Irregularity Report,” page 71, for each room in which an individual or group irregularity is observed, and return it with your answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from or who left the test site without completing the tests. If there are no irregularities in any rooms at your test site, it is not necessary to return a report.

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

Disturbances and Distractions
If a disturbance or distraction occurs that affects examinees’ concentration and it cannot be stopped, or the examinees cannot be moved to a quieter location, immediately call ACT. Do not dismiss examinees until you have received instructions. If you do not have a proctor to assist you, stop the test and collect the tests and answer documents before leaving the room to call ACT.

Report all disturbances and distractions, however minor (including examinee illness), on the Irregularity Report.

Emergency Evacuation
In the event of an emergency evacuation, your first concern must be for the safety of your examinees and your testing staff. If an emergency occurs, note the testing time that has elapsed and—if time permits—have examinees close their test booklets and place their answer documents inside them. If the test does not require a test booklet, have the examinees turn their answer documents face down.

Collect the test materials only if time permits. Instruct the examinees and staff to leave the building. If it is safe to do so, lock the test room. Call ACT as soon as you can safely reach a telephone.

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

Missing or Stolen Test Materials
Missing or stolen tests are the most serious irregularity that can occur at a test site, excluding those affecting the health or safety of your examinees or staff.

If—at any time—you cannot account for tests, call ACT immediately. We will advise you regarding what actions you must take.
Mistiming
Any deviation from timing the tests exactly is a mistiming. A mistimed test constitutes a serious irregularity that is difficult to resolve. **Mistimings can be prevented by careful supervision.** Scores cannot be adjusted to compensate for a mistiming. If a retest is necessary, examinees must transfer all non-test information to new answer documents and must retake the test.

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

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

Power Failure
If a power failure occurs and examinees cannot be moved to another location with adequate heat, ventilation, light, and examinee spacing, collect the tests and answer documents, then call ACT for instructions.

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

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

Defective Test Materials
Replace defective tests or answer documents as quickly as possible so the examinee does not lose time.

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

Duplicating Test Materials
Testing personnel and examinees are not permitted to duplicate or record any part of the ACT WorkKeys tests by copying, taking notes, photographing, scanning, or using any other means. All answer documents and tests must be returned to test site personnel. No portion of these materials may be retained by examinees.
If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in "Dismissal for Prohibited Behavior," page 40, or "Refusal to Turn In Test Materials," page 41.

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

**Failure to Follow Directions**

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

**Unauthorized Marking of Responses in the Test Booklet Instead of on Answer Document**

Unless the examinee has been authorized to mark in the test booklet or on a large-type answer document, only responses marked on the answer document during the time allowed for the test will be scored. If an examinee, without authorization, has mistakenly marked responses in the test booklet and has not transferred them to the answer document, follow these instructions:

1. If time remains on the current test, instruct the examinee to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers may be transferred.

2. The examinee may then continue testing by marking answers only on the answer document.

3. Only responses marked on the answer document during the time allowed for a particular test will be scored. Therefore, do not allow examinee to transfer responses from tests for which time has already been called, and do not allow the examinee to transfer responses during the break or after testing.


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

**Examinees Who Become Ill**

If an examinee becomes ill, dismiss the examinee from the test room and mark the test section VOID. If you wish to receive a score report for the tests the examinee completed, send the answer document with your other completed answer documents. If the entire answer document should not be scored, write VOID ALL TESTS (see “Voiding Answer Documents,” page 41) in red across the answer document and attach the voided answer document to a completed Irregularity Report.

**Irrational Behavior**

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

- Try to prevent other examinees from being interrupted, affected, or involved.
- Collect and retain the examinee’s test materials without physical force.
- Dismiss the examinee from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other examinees’ safety.
- Inform the examinee that the answer document will not be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document VOID ALL TESTS, and attach the examinee’s test materials to the report.
Prohibited Behavior
If an examinee is engaging in prohibited behavior, proceed in a way that does not cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in Dismissal for Prohibited Behavior (below) and continue testing.

Prohibited behaviors include:
- Filling in or altering ovals on a test or continuing to work after time has been called
- Looking at another examinee’s test booklet or answer document
- Giving or receiving assistance by any means
- Using a prohibited calculator
- Using a calculator on any test other than the Applied Math test
- Sharing a calculator with another examinee
- Sharing or exchanging information about the test by any means during the tests, during break(s), or after the test
- Accessing a cell phone or any electronic device at any time between being admitted to the test room to being dismissed for the day from testing (other than an authorized calculator, an authorized accommodation device, or an assistive device that does not require approval, such as a hearing aid)
- Attempting to remove test materials, including test questions or answers, from the test room by any means
- Using highlight pens, colored pens or pencils, notes, unauthorized dictionaries, or any unauthorized testing aids
- Not following instructions or abiding by the rules of the test site
- Exhibiting confrontational, threatening, or unruly behavior
- Creating a disturbance or allowing an alarm to sound in the test room

If you suspect an examinee is engaged in prohibited behavior, discreetly warn the examinee that these activities are prohibited and continue close observation. To discourage looking at someone else’s answer document, or giving or receiving assistance, move the examinee to another seat and note the move on the seating diagram.

Have a colleague verify your observation if possible. However, if you are certain an examinee is engaging in prohibited behavior and are supervising a room without assistance, dismiss the examinee based upon your own observation. The test coordinator does not have to be called to the room to verify the activity.

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

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

7. Attach the voided answer document to the Irregularity Report and return it with the other documentation for this test date. (Return the test booklet with other used test booklets.)

**Voiding Answer Documents**

Do not void an answer document for any other reason (for example, if an examinee finishes early, does not return after break, does not take testing seriously but is not disturbing others or engaging in prohibited behavior). Report and document the reason for voiding all answer documents on the Irregularity Report. No portion of the answer document will be scored after it is marked VOID ALL TESTS.

Mark an answer document VOID ALL TESTS and attach it to the Irregularity Report for the following reasons:

- An examinee has been dismissed for prohibited behavior and has been told the answer document will not be scored
- An answer document is defective

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

**Refusal to Turn In Test Materials**

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

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

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

Completing Demographics on the Answer Document
1. When everyone is seated and you have everyone’s attention, say:

   Please clear your desks of everything except your pencils. The answer documents will be distributed. Do not mark on the answer document until you are told to do so. . . .

2. Distribute the answer documents and continue:

   The information that you provide when you fill out your answer document will be used to prepare all reports. Follow my instructions carefully.
Your answer document will be scanned by a machine. It is essential to follow directions and to accurately grid the information to ensure that the responses recorded for you are the ones you intend.

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

There are five match criteria used to match examinee records to create a transcript of scores or to create an A-C-T WorkKeys National Career Readiness Certificate. The five match criteria are:

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

Remember what these are and always use the same five match criteria when taking an A-C-T WorkKeys test.

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

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

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

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

Look at block 3. Beginning in the first box, enter your ID number and fill in the corresponding oval in each column. (ACT will assign an ID number if an examinee does not provide one, but ACT will not be able to provide a certificate based on the ACT-assigned ID number.)
Completing demographics

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

Fill in the appropriate oval in block 5.

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

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

In block 8, fill in the oval that best describes your program of study during high school.

Look at block 9. Fill in the oval that best describes your current level of education and training status.

Fill in the appropriate oval in block 10.

In block 11, fill in the ovals that describe any other education or training you are currently attending. Be sure to mark all the situations that apply to you.

When you are finished, look up at me.

3. When you have everyone's attention, continue:

Turn your answer document to page 2. In block 12, print the house number and street of your mailing address. Include your apartment number if you have one. If you use a post office box, print “PO Box” and your number. If you have a rural route number, print “RR” and your number. If you also have a box number, print “Box” and your number after your rural route number.

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

In block 13, print the name of the city or town you use in your mailing address. Do not enter your state in this block. Fill in the corresponding oval beneath each letter and the blank oval beneath each empty box.

The examinees will need their state code number for block 14. See Table 12, page 45, to find the correct code for each state. Write the appropriate state code(s) on the board while examinees complete block 13.
Table 12. State Codes

<table>
<thead>
<tr>
<th>State</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>01</td>
</tr>
<tr>
<td>Alaska</td>
<td>02</td>
</tr>
<tr>
<td>Arizona</td>
<td>03</td>
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<tr>
<td>Arkansas</td>
<td>04</td>
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<tr>
<td>California</td>
<td>05</td>
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<tr>
<td>Colorado</td>
<td>06</td>
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<td>Connecticut</td>
<td>07</td>
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<td>Delaware</td>
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<td>D.C.</td>
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<tr>
<td>Florida</td>
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<td>Georgia</td>
<td>11</td>
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<td>Hawaii</td>
<td>12</td>
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<td>Idaho</td>
<td>13</td>
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<td>Illinois</td>
<td>14</td>
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<tr>
<td>Indiana</td>
<td>15</td>
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<td>Iowa</td>
<td>16</td>
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<td>Kansas</td>
<td>17</td>
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<td>Kentucky</td>
<td>18</td>
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<td>Louisiana</td>
<td>19</td>
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<tr>
<td>Maine</td>
<td>20</td>
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<td>Maryland</td>
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<td>Massachusetts</td>
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<td>Michigan</td>
<td>23</td>
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<td>Minnesota</td>
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<td>Mississippi</td>
<td>25</td>
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<td>Missouri</td>
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<td>Montana</td>
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<td>Nebraska</td>
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<td>Nevada</td>
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<td>New Hampshire</td>
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<td>New Jersey</td>
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<td>New Mexico</td>
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<td>New York</td>
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<td>North Carolina</td>
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<td>Ohio</td>
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<td>Oklahoma</td>
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<td>Oregon</td>
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<td>Pennsylvania</td>
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<td>Rhode Island</td>
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<td>South Carolina</td>
<td>41</td>
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<td>South Dakota</td>
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<td>Tennessee</td>
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<td>Texas</td>
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<td>Utah</td>
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<td>Vermont</td>
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<td>Virginia</td>
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<td>Washington</td>
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<td>West Virginia</td>
<td>49</td>
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<tr>
<td>Wisconsin</td>
<td>50</td>
</tr>
<tr>
<td>Wyoming</td>
<td>51</td>
</tr>
</tbody>
</table>

4. When it appears that all examinees have finished block 13, say:

In block 14, enter the state code of (announce the number). Fill in the corresponding oval in each column.

In block 15, enter your ZIP code and fill in the corresponding oval in each column. Enter all nine digits if you know them.

Read the question and fill in the appropriate oval in blocks 16, 17, 18, 19, and 20. When you are finished, look up at me.

The examinees will need their permanent county of residence code for block 21. Refer to the United States and US Territories County FIPS [Federal Information Processing Standards] Codes Manual received in the material shipment.

Write the appropriate county of residence code(s) on the board while examinees complete blocks 16–20.

In block 21, enter the five-digit code for your permanent county of residence. The county of residence is where you have your permanent home. If you are a college student living in on- or off-campus housing, active duty military personnel currently deployed or living outside of the country, a seasonal worker in temporary housing, an inmate, or are in any other similar housing situation, select your county of residence as the county where your permanent—not temporary—home is located. If your county of residence is not on the board, please raise your hand and I will list your county code. Fill in the corresponding oval in each column.
Completing demographics
In block 22, choose only one option that best describes your current situation. If more than one applies, please select the one best answer to describe your current status. Fill in the corresponding oval. . . .
Leave blocks 23 and 24 blank.
Leave block 25 blank at this time. We will go back to block 25 later.
Leave block 26 blank at this time.

5. If your site is using Local Items...
   Distribute the local item questions now and say:
   Return to block 26. In this block, respond to the questions just distributed. When you are finished, put your pencils down and look up at me. . . .

   If your site is NOT using Local Items...
   Go to step 6.

6. If you are ready to begin testing...
   Go to “Verbal Instructions for Administering Assessments,”
   page 48.

   If NO testing will take place at this time...
   Go to step 7.

7. Say:
   We will now collect your answer documents. There should be no talking.

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

9. After the answer documents have been collected and counted, say:
   Thank you for your cooperation. This is the end of this session.

10. Return the assessment materials to secure storage until they are needed for the next testing session. Be sure to maintain security of the assessment materials until they are prepared for return to ACT. When you are ready to test, go to “Verbal Instructions for Handing out Answer Documents,” page 47.
Verbal Instructions for Handing out Answer Documents

Make certain that all examinees are seated in the same seats as the previous session when they filled out their answer documents. It is very important that each examinee uses the answer document they used for the previous testing session.

1. Say:

   Please clear your desks of everything except your pencils. The answer documents will now be distributed. Do not mark on them until I give you instructions.

   Distribute the answer documents in the same order as they were picked up from the previous testing session.

2. After the examinees have received the answer documents, say:

   Do you have your own answer document? Look at the name. Make certain it is yours. Raise your hand if you do not have your own answer document. . . .

   Make certain all the examinees have their own answer documents.

Verbal Instructions for Administering Assessments

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

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

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

General Verbal Instructions
1. Read the following:

All items brought into the test site may be searched. Items suspected of being used to engage in misconduct may be confiscated and retained. Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. Devices such as cell phones and smart watches are prohibited. You may not handle or access these devices, even if they are powered off, from the time you arrive at the test room until you are dismissed from all testing for the day.

Please ensure that all electronic devices are powered off and stored away. If you brought a calculator, put it away now; you may use it only during the Applied Math test. Word-to-word foreign language glossaries are permitted for those whose first language is other than English.

Please listen carefully to the following instructions. If you need to do any figuring or scratch work, write in your test booklet. If you have difficulty with writing and cannot use the test booklet in this way, let me know and authorized scratch paper will be provided.
Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will move around the room during testing. If you have a question or need another pencil, raise your hand. Do not look around.

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

2. Then say: (Do not read if administering the Observation test.)

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

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

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

- Accessing a cell phone or any electronic device at any time between being admitted to the test room to being dismissed for the day from testing (other than an authorized calculator, an authorized accommodation device, or an assistive device that does not require approval, such as a hearing aid).
- Looking at another examinee’s test booklet or answer document
- Giving or receiving assistance
- Using a prohibited calculator
- Using any device to share or exchange information at any time during testing or during breaks
- Sharing a calculator with another examinee
- Using a calculator on any test other than the Applied Math test
- Attempting to remove test materials, including test questions or answers, from the test room by any means including social media
- Using highlight pens, colored pens or pencils, notes, unauthorized dictionaries, or any unauthorized testing aids
- Not following instructions or abiding by the rules of the test site
- Exhibiting confrontational, threatening, or unruly behavior
- Creating a disturbance
• Filling in or altering ovals on a test after time has been called. Filling in ovals on a previous test during a later test or filling in ovals even with the test booklet closed is prohibited. If I notice that a test has not been completed and later notice that it has been, I will dismiss you and your answer document will not be scored.

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

4. Then say:

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

5. Go to the Verbal Instructions page for the first test that you will be administering:

   Workplace Documents test  51
   Applied Math test  54
   Graphic Literacy test  58
Verbal Instructions for Administering Workplace Documents

Before You Begin

Prior to handing out the Workplace Documents test booklets, check the expiration date on the front cover. If a test booklet has expired, it cannot be used for testing. Do not distribute the expired test booklets.

Verbal Instructions

1. Say:

   I will now distribute the Workplace Documents test booklets. Do not break the seal or open it until I tell you to do so. There should be no talking.

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

3. If this is NOT the first test of the day
   Go to step 6.

   If this IS the first test of the day...
   Say:

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

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

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

5. Move around the room to be sure all examinees have signed the Examinee Agreement.

6. Then say:

   Now, turn your test booklet so the front cover faces up. Look at your answer document and go to the section labeled Workplace Documents on page 3.
A Test Form number is printed in the upper-right corner of the cover of your test booklet. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. . . .

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

Leave the Admin Code column blank.

7. Move around the room to be sure examinees are entering the Test Form and Booklet Number correctly on their answer documents.

8. Then say:

Break the seal of your test booklet now. Open the cover and read the directions silently. Then, look up at me. Do not turn the page until you are told to do so. . . .

9. Set your stopwatch or interval timers to exactly 70 minutes and say:

We are now ready to begin the test. You will have 70 minutes to work on this test.

Do not mark beyond item 35. Leave the rest of the spaces on the answer document blank. I will announce when you have five minutes left to work. Go to the next page and begin working. . . .


As you begin testing, enter the actual time of day you announce START below (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of five minutes remaining (subtract five minutes from the STOP time). Before you announce five minutes remaining and before you call STOP, check your timepieces carefully against the time you have written down and verify it with the proctor, if one is in the room.

Workplace Documents—70 Minutes

Start 5 minutes remaining Stop

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. DO not post the time remaining.
11. When your watch or timer indicates **exactly 65 minutes** have passed, and you have checked the time, say:

   There are five minutes left.

12. When your watch or timer indicates **exactly 70 minutes** have passed, and you have checked the time, say:

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

13. When you have everyone’s attention, say:

   We will now collect your test booklets. Do not put your answer document in your test booklet. Please remain quietly in your seats.

14. Collect the test booklets individually from each examinee and count them. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed.

15. **If you are testing in a continuous session...**

   Go directly to the verbal instructions for the test you plan to administer next.

   **If you are ending your testing session...**

   Go to step 16.

16. Now say:

   We will now collect your answer documents. Please remain quietly in your seats.

17. Collect and count the answer documents **individually** from each examinee. Turn all the answer documents one way and make certain you have a signed answer document for each examinee.

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

18. After the test booklets and answer documents have been collected and counted, say:

   Thank you for your cooperation. Remember, discussing or sharing test content, test form identification numbers, or answers is prohibited, including on social media. This ends today’s testing.

19. Return the assessment materials to secure storage until they are needed for the next testing session.

   Ensure that assessment materials remain secure until they are returned to ACT.

   When you are ready to test again, go to “Verbal Instructions for Handing out Answer Documents,” page 47.
Verbal Instructions for Administering
Applied Math

Before You Begin

Prior to handing out the Applied Math test booklets, check the expiration date on the front cover. If a test booklet has expired, it cannot be used for testing. Do not distribute the expired test booklets.

Verbal Instructions

1. Say:

   I will now distribute the Applied Math test booklets. Do not break the seal or open it until I tell you to do so. There should be no talking.

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

3. If this is NOT the first test of the day
   Go to step 6.

   If this IS the first test of the day...
   Say:

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

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

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

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

5. Move around the room to be sure all examinees have signed the Examinee Agreement.

6. Then say:

   Now, turn your test booklet so the front cover faces up. Look at your answer document and go to the section labeled Applied Math on page 3.

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

Leave the Admin Code column blank.

7. Move around the room to be sure examinees are entering the Test Form and Booklet Number correctly on their answer documents.

8. Say:

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

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

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

9. Then say:

Break the seal of your test booklet now. Open the cover and read the directions silently. Then, look up at me. Do not turn the page until you are told to do so. . . .

10. Set your stopwatch or interval timers to exactly 70 minutes and say:

We are now ready to begin the test. You will have 70 minutes to work on this test.

Do not mark beyond item 34. Leave the rest of the spaces on the answer document blank. I will announce when you have five minutes left to work. Go to the next page and begin working. . . .
   - As you begin testing, enter the actual time of day you announce START below (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of five minutes remaining (subtract five minutes from the STOP time). Before you announce five minutes remaining and before you call STOP, check your timepieces carefully against the time you have written down and verify it with the proctor, if one is in the room.

**Applied Math—70 Minutes**

<table>
<thead>
<tr>
<th>Start</th>
<th>5 minutes remaining</th>
<th>Stop</th>
</tr>
</thead>
</table>

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. DO NOT post the time remaining.

12. When your watch or timer indicates **exactly 65 minutes** have passed, and you have checked the time, say:

   There are five minutes left.

13. When your watch or timer indicates **exactly 70 minutes** have passed, and you have checked the time, say:

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

14. When you have everyone’s attention, say:

   If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. We will now collect your test booklets. Do not put your answer document inside your test booklet. Please remain quietly in your seats.

15. Collect the test booklets individually from each examinee and count them. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed. Make sure all formula sheets are returned in the test booklets.

16. Then say:

   Put your calculator away.

17. **If you are testing in a continuous session…**
   Go directly to the verbal instructions for the test you plan to administer next.

   Workplace Documents test 51    Graphic Literacy test 58

   **If you are ending your testing session…**
   Go to step 18.
18. Now say:

We will now collect your answer documents. Please remain quietly in your seats.

19. Collect and count the answer documents **individually** from each examinee. Turn all the answer documents one way and make certain you have a signed answer document for each examinee.

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

20. After the test booklets and answer documents have been collected and counted, say:

Thank you for your cooperation. Remember, discussing or sharing test content, test form identification numbers, or answers is prohibited, including on social media. This ends today’s testing.

21. Return the assessment materials to secure storage until they are needed for the next testing session. Ensure that assessment materials remain secure until they are returned to ACT.

When you are ready to test again, go to “Verbal Instructions for Handing out Answer Documents,” page 47.
Verbal Instructions for Administering *Graphic Literacy*

**Before You Begin**

Prior to handing out the *Graphic Literacy* test booklets, check the expiration date on the front cover. If a test booklet has expired, it cannot be used for testing. Do not distribute the expired test booklets.

**Verbal Instructions**

1. Say:

   I will now distribute the *Graphic Literacy* test booklets. Do not break the seal or open it until I tell you to do so. There should be no talking.

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

3. **If this is NOT the first test of the day**
   
   Go to step 6.

   **If this IS the first test of the day…**
   
   Say:

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

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

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

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

5. Move around the room to be sure all examinees have signed the Examinee Agreement.

6. Then say:

   Now, turn your test booklet so the front cover faces up. Look at your answer document and go to the section labeled *Graphic Literacy* on page 3.

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

Leave the Admin Code column blank.

7. Move around the room to be sure examinees are entering the Test Form and Booklet Number correctly on their answer documents.

8. Then say:

Break the seal of your test booklet now. Open the cover and read the directions silently. Then, look up at me. **Do not turn the page until you are told to do so.**

9. Set your stopwatch or interval timers to **exactly 70 minutes** and say:

We are now ready to begin the test. You will have 70 minutes to work on this test.

Do not mark beyond item 38. Leave the rest of the spaces on the answer document blank. I will announce when you have five minutes left to work. Go to the next page and begin working.


As you begin testing, enter the actual time of day you announce START below (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of five minutes remaining (subtract five minutes from the STOP time). Before you announce five minutes remaining and before you call STOP, check your timepieces carefully against the time you have written down and **verify it with the proctor**, if one is in the room.

<table>
<thead>
<tr>
<th>Graphic Literacy—70 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start</strong></td>
</tr>
<tr>
<td>5 minutes remaining</td>
</tr>
<tr>
<td><strong>Stop</strong></td>
</tr>
</tbody>
</table>

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. **DO NOT** post the time remaining.

11. When your watch or timer indicates **exactly 65 minutes** have passed, and you have checked the time, say:

There are five minutes left.
12. When your watch or timer indicates exactly 70 minutes have passed, and you have checked the time, say:

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

13. When you have everyone’s attention, say:

We will now collect your test booklets. Do not put your answer document in your test booklet. Please remain quietly in your seats.

14. Collect the test booklets individually from each examinee and count them. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed. Make sure all formula sheets are returned in the test booklets.

15. **If you are testing in a continuous session...**

   Go directly to the verbal instructions for the test you plan to administer next.

   *Workplace Documents test 51*  *Applied Math test 54*

   **If you are ending your testing session...**

   Go to step 16.

16. Now say:

   We will now collect your answer documents. Please remain quietly in your seats.

17. Collect and count the answer documents individually from each examinee. Turn all the answer documents one way and make certain you have a signed answer document for each examinee.

   • Do not dismiss examinees until you have verified that you collected all the test booklets you distributed and that you have an answer document for each examinee.

   • Make certain that examinees cannot access the assessment materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or room supervisor.

18. After the test booklets and answer documents have been collected and counted, say:

   Thank you for your cooperation. Remember, discussing or sharing test content, test form identification numbers, or answers is prohibited, including on social media. This ends today’s testing.

19. Return the assessment materials to secure storage until they are needed for the next testing session. Ensure that assessment materials remain secure until they are returned to ACT.

   When you are ready to test again, go to “Verbal Instructions for Handing out Answer Documents,” page 47.
After the Tests

How to Prepare Test Materials for Return to the Test Coordinator

To ensure that each examinee’s test results are reported as accurately and quickly as possible, each room supervisor must carefully prepare the test materials in that room for the test coordinator.

Take the following steps to prepare the test materials for the test coordinator.

1. Sort test materials into five stacks.
   - Completed answer documents
   - Used test booklets
   - Completed required forms (roster, seating diagram)
   - Any accommodated testing forms that were used (Report of Accommodated Tests, Reader’s Agreement, Interpreter’s Agreement)
   - All other used and unused test materials

2. Make sure you have an answer document for each examinee who tested by checking the number of completed answer documents against the number of examinees marked “present” on the roster.

3. Check each answer document to make sure:
   - Block 1 is completed
   - The examinee’s name is printed and gridded properly in Block 2
   - The examinee’s ID Number (Block 3) and Date of Birth (Block 4) are completed
   - The Booklet Number and Test Form are complete and accurate for each test
   - Test responses are marked with a soft-lead No. 2 pencil (If they have been marked with a pen or marker, use a soft-lead No. 2 pencil to grid over the ink marks.)
   - All stray marks or doodles have been erased
   - All marks are neat, dark, and gridded properly
   - The proper Administration Code is gridded for any accommodated testing

4. Complete the “ACT WorkKeys Irregularity Report,” page 71, describing any irregularities that could affect the examinees’ scores.

5. Attach answer documents of the affected examinees to the Irregularity Report.

6. Return all the materials to your test coordinator.
Collecting, Sorting, Packing, and Returning Materials

At the completion of testing, the test coordinator must prepare all materials for return to ACT.

Materials to Be Returned

Return all materials, including unused test materials and materials to be scored, immediately after testing.

How to Collect Materials from the Room Supervisors

1. For each testing room, use the following checklist to ensure that you have collected all materials from the room supervisor.

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

   **For each room’s** | **Make sure**
   --- | ---
   Test booklets | • To complete the Test Materials Tracking Log to account for all test booklets that were distributed to that test room
   | • There are no answer documents inside the test booklets
   Answer documents | • Each contains the required identifying information on the first and second pages
   Test Administration Forms (Roster and Seating Diagram for all rooms; and, if used, the Report of Accommodated Tests, Reader’s Agreement, and/or Interpreter’s Agreement) | • Each form is filled out completely and accurately
   | • Every examinee who was scheduled to test is listed on the roster
   Irregularity Report (if applicable) | • It is signed
   | • The report explains the reason that each answer document was voided or replaced
   | • Any voided or replaced answer documents are attached to the report (do not staple)

2. You may now dismiss the room supervisors.

3. Make copies of the following completed materials and keep at your site for one year, then securely destroy them.

   • Marked rosters
   • Seating Diagram
   • Test Materials Tracking Log
   • Irregularity Report
   • Report of Accommodated Tests
   • Special Testing Reader’s Agreement
   • Special Testing Interpreter’s Agreement

Site Header

Every shipment of scorable answer documents must include a completed Site Header. Figure 4, page 63, highlights information that must be transferred to the site header. The Institution/Site Code can be located on the WKEYM Pack/Return Slip that was included in your shipment of test materials. The Contract/Cycle Code is located on the Scoring Order Form that you printed after entering your Scoring order in CCRIS. If a completed Site Header is not included in your shipment of scorable answer documents, scoring and reporting will be delayed.

**Note:** If an Administration Manual Supplement was shipped with your materials, follow the instructions in the Administration Manual Supplement to prepare your site header and package and return your materials.
AFTER THE TESTS

**Site Header**

**Directions:** A Site Header is required for all answer documents being returned to ACT for scoring.

**Directions:** Fill in the appropriate blocks below. Enter the name of your Site, your Site Code, and the street address of your Site. Print your Site Code and street address on the top of your answer documents and refer to your Site Code and street address in the space below.

**Block A:** Enter the Test Coordinator name, site name, and address information.*

**Block B:** See WKEYM Pack/Return Slip Packing List Addendum.*

**Block C:** Enter your District/Company Number. Add leading zeros to right justify the entry.

**Block D:** Enter your School Division Number. Add leading zeros to right justify the entry.

**Block E:** See ACT WorkKeys Scoring Order Form*

**Block F:** Enter month and year.*

*Note: The test cannot be scored without a test date. If you do not grid a test date, ACT will insert the month and year the answer documents were received for processing as the test date.

**Block G:** Enter TOTAL NUMBER of answer documents to be scored for your site. Add leading zeros to right justify the entry, e.g., 00184.*

**Block I:** Leave this block blank.

*Required

---

**Figure 4. Site Header example**

---

**ACT WorkKeys Scoring Order Form**

** ACT WorkKeys Scoring Order#**

---

*000000*
Entering Your Scoring Order

The system used to enter your scoring order is the same one you used to order test materials. After you log into the system using the same username and password you used before, select the WorkKeys Scoring Orders link. Be careful not to select the WorkKeys Material Orders link. Follow the instructions in the system to place your order.

When you have finished placing your order, the system will redirect you to a page with instructions for printing the ACT WorkKeys Scoring Order Form which contains a barcode that must be returned with your answer documents. The ACT WorkKeys Scoring Order Form barcode will link the batch of answer documents you return with the reporting order you just created. Processing of your answer documents will be delayed if the barcode document is not received with your answer documents.

Sample Assembly of Documents for Scoring

Place the printed "ACT WorkKeys Scoring Order Form" on top of the Site Header.

Place the "ACT WorkKeys Scoring Order Form" and Site Header on top of the completed answer documents and place the administration forms at the bottom.

Return these materials to the address provided on the scoring envelop provided in your material shipment.

![Diagram](image.png)

*Figure 5. Assembly of answer documents for scoring*
Packing and Shipping Scorable Answer Documents

1. Assemble the following in order from top to bottom:
   - Printed ACT WorkKeys Scoring Order Form
   - Site Header
   - Answer Documents
   - Administration Forms

2. Insert the assembled stack of documents that will fit in the first envelope or carton and number it 1 of X, 2 of X, etc.

3. Continue inserting assembled documents in envelopes and number the envelopes consecutively.

4. On each envelope, write your return address and your six-digit Institution/Site Code, and check the box next to "WorkKeys."

5. Seal each envelope.

6. If you are returning more than 250 answer documents, return them in a carton.

7. Reverse the flaps on the carton(s), number each carton 1 of X, 2 of X, etc. Write your return address and your six-digit Institution/Site Code on the top of each carton.

8. Write "ACT WorkKeys Scoring—Pearson" on the cartons. To avoid scoring delays, do not ship nonscorable test materials in the same envelope or cartons as the answer documents to be scored.

9. Tape each carton, making sure the Pearson address is visible.

10. If answer documents are being returned in envelopes or cartons other than those supplied by ACT, use the following address:
    ACT WorkKeys Processing, Pearson
    9200 Earhart Ln
    Cedar Rapids, IA 52404

11. ACT recommends all envelopes and cartons be sent via FedEx or some other traceable method. Affix proper postage and mail all envelopes or cartons at the same time.

12. Answer documents must be received on or before the test booklet expiration date.
Packing and Shipping Nonscorable Test Materials

1. To avoid scoring delays, do not ship nonscorable test materials in the same envelopes or cartons as the answer documents to be scored.
2. Ensure that all nonscorable test materials have been collected from every testing room/site.
3. Pack the test materials in the carton in this order, starting with what is placed in the bottom of the carton:
   - Special accommodations booklets or documents, e.g., braille test booklets, large-print test booklets/unused answer documents
   - Unused test booklets
   - Used test booklets
   - Unused answer documents
   - Unused headers
   - Applied Math Formula Sheets (torn out of test booklets)
   - Miscellaneous unused forms
   - Administration Manuals
   - WKEYM Pack/Return Slip
4. Print the site name and Institution/Site Code on the side of each carton.
5. Write your return address on the top of each carton.
6. Number the cartons, e.g., 1 of X, 2 of X, etc. Be sure to number the nonscorable materials separately from the envelopes and/or cartons containing the answer documents to be scored.
7. Tape each carton, ensuring that the return address is visible.
8. If nonscorable materials are being returned in cartons other than those supplied by ACT, address each carton as follows:
   ACT WorkKeys
   ACT Return Processing Center
   821 Memorial Ave.
   Camden, NJ 08103
9. Ship all cartons via FedEx or some other traceable method. Affix proper postage and mail all cartons at the same time.
10. All test booklets must be received at ACT one week after testing or immediately after the expiration date printed on the front cover of each test booklet.

Score Reports

Your site is now able to pick up paper testing scores via the Reports Portal in Validus. If you do not already have a Validus Realm, ACT will set up an account and you will be sent an email that will contain the login information. For more information, visit https://www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments/administration.html, and review the resources under the section: “Online Reports Portal Guides”.

Once ACT receives the ACT WorkKeys Scoring Order Form, Completed Site Header, and Completed Answer Documents, score reports will be posted to the Reports Portal within 10 business days. If any required information is not provided, there could be a delay in reporting.
### ACT WorkKeys Roster

(This document may be photocopied)  

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

<table>
<thead>
<tr>
<th>Testing Site Name</th>
<th>Institution/Site Code (for testing site)</th>
</tr>
</thead>
</table>

| City, State       |                                          |

| Test Date         |                                          |

| Room Supervisor   |                                          |

| Room Name/Number  |                                          |

<table>
<thead>
<tr>
<th>Examinee's Name (please print)</th>
<th>P</th>
<th>F</th>
<th>R and Initials</th>
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</table>

**Test Coordinator:** Keep a copy for your records for one year.
ACT WorkKeys Test Materials Tracking Log

(Copy this log as needed.)

I. Testing Site Name

II. All tests received in material shipment

Serial range printed on booklet

Workplace Documents ____________ to ____________

Applied Math ____________ to ____________

Graphic Literacy ____________ to ____________

Test Coordinator: ____________________________ Date materials checked and placed in secure storage ____________________________

III. Distributed to:

Room Supervisor ____________________________ Room Name/Number ____________________________ Date ____________________________

Serial range printed on booklet

Workplace Documents ____________ to ____________

Applied Math ____________ to ____________

Graphic Literacy ____________ to ____________

Room Supervisor ____________________________ Room Name/Number ____________________________ Date ____________________________

Serial range printed on booklet

Workplace Documents ____________ to ____________

Applied Math ____________ to ____________

Graphic Literacy ____________ to ____________

IV. ____________________________

Date Test Coordinator receives material back from testing room ____________________________

V. All materials shipped back to ACT

Test Coordinator: ____________________________ Date ____________________________

Test Coordinator: Keep a copy for your records for one year.
ACT WorkKeys Irregularity Report

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

Test Site Name

Room Number/Location

Test Code

City, State

Test Date

For paper testing, staple any voided answer documents or defective test materials to this form.

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

(See complete explanation of irregularities in manual.)

Examinee Name and ID Number

Test Title and Test Booklet Number

Description of Irregularity (include time the irregularity occurred)

Action Taken by Test Site Personnel (including any notification given to examinee or ticket number if contacted by ACT help desk)

Answer Document Voided? (Y/N)

<table>
<thead>
<tr>
<th>Examinee Name and ID Number</th>
<th>Test Title and Test Booklet Number</th>
<th>Description of Irregularity</th>
<th>Action Taken by Test Site Personnel</th>
<th>Answer Document Voided? (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Test Title:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID Number:</td>
<td>Booklet Number:</td>
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<td>Test Title:</td>
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<td>ID Number:</td>
<td>Booklet Number:</td>
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</tbody>
</table>

GROUP IRREGULARITIES
Examples of group irregularities include:
- mistiming
- disturbances/distractions
- emergency evacuation
- power failure
- missing/stolen test materials
- inclement weather

(See complete explanation of irregularities in manual.) Call ACT immediately if there has been a mistiming.

<table>
<thead>
<tr>
<th>Number of Examinees Affected</th>
<th>Test Title</th>
<th>Time of Irregularity</th>
<th>Description of Irregularity</th>
<th>Action Taken by Test Site Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Room Supervisor or Proctor

Name (print) Signature Phone Email

Test Coordinator

Name (print) Signature Phone Email

Test Coordinator: Keep a copy for your records for one year.
Seating Diagram Instructions

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

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

Instructions

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

Examples

Two adjacent seats

![Two adjacent seats example](image)

• Each box represents one seat.

Two seats at a table

![Two seats at a table example](image)

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

Two seats at a table, one empty seat

![Two seats at a table, one empty seat example](image)

• A box marked with an “X” represents an empty seat.
### Test Site Information

<table>
<thead>
<tr>
<th>Testing Site Code</th>
<th>Testing Site Name</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Room Name/Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Staff in the Room</th>
<th>Room Supervisor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Room Type

- Single level
- OR
- Multiple level

### Writing Surfaces

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

### Distances between Examinees

- Shoulder-to-shoulder: ___ ft.
- Head-to-head: ___ ft.

### Number of Examinees

Number of examinees in the room: __________

### Seating Diagram

![Seating Diagram](image)

FRONT

BACK
Examinee Request for Use of Previously Authorized Accommodation(s)

Personal Declaration:

This section must be completed by examinee (or scribe) identified above.

Allowable Accommodation(s) Requested:

My signature at the bottom of this statement means that I declare the following personal statements to be accurate and truthful:

I have requested, and have been previously permitted by a testing authority to use, and personally have used the accommodation(s) listed above during one or more of the following formal testing situations (Check all that apply and give source):

- [ ] Prior testing during school or vocational training experience (Institution name):
- [ ] Prior testing during military service, or service to other government or service organization (Organization name):
- [ ] Prior testing during work experience (Employer name):

I understand that I may use only ACT allowable supports on this test so that the test is able to measure the essential and fundamental skills it is designed to measure, regardless of my prior history of using other accommodation supports.

I understand that my qualification to use these supports and the validity of my score on this test rests on the truthfulness of my statement that I have experience using the support(s) I am requesting.

I also understand that if this statement is found to be inaccurate or untrue that my test score may, as a result, be invalidated and/or canceled.

Examinee Signature

Date

Test Coordinator: Keep a copy for your records for one year.
ACT WorkKeys Report of Accommodated Tests

(Copy as needed.)

For each accommodated assessment, the test coordinator should complete and submit one of these reports with the examinee’s answer document. Both the examinee and the test coordinator should sign to indicate that (1) test coordinator has verified the examinee qualification to use accommodation-level supports as indicated in the table below, (2) the accommodation specified has been provided.

<table>
<thead>
<tr>
<th>Examinees Name</th>
<th>ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Site Name</td>
<td>Institution/Site Code</td>
</tr>
<tr>
<td>Test Coordinator’s Name (printed)</td>
<td>Date</td>
</tr>
</tbody>
</table>

On the examinee’s answer document, indicate the examinee’s accommodation by marking the box labeled Admin. Code with the appropriate Accommodation Code (see Table 9, page 26) for each assessment for which accommodation was provided.

For each ACT WorkKeys assessment administered, give the test date and the code describing the accommodation provided exactly as it was marked on the examinee’s answer document. A code list is provided in Table 9, page 26. Also note any accommodations provided not directly related to the test.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Date Administered</th>
<th>Admin. Code</th>
<th>Accommodations-Level Supports (describe)</th>
<th>Mark Evidence of Qualification for Use of Accommodation-Level Supports</th>
</tr>
</thead>
</table>
| Applied Math in Spanish  | / /               |             |                                          | □ Official Accommodation Plan  
|                          |                   |             |                                          | □ Signed Affidavit of Prior Plan                                    |
| Graphic Literacy in Spanish | / /            |             |                                          | □ Official Accommodation Plan  
|                          |                   |             |                                          | □ Signed Affidavit of Prior Plan                                    |
| Workplace Documents in Spanish | / /       |             |                                          | □ Official Accommodation Plan  
|                          |                   |             |                                          | □ Signed Affidavit of Prior Plan                                    |

The signatures below signify that:

- The examinee provided the required evidence of qualification for use of accommodation-level supports.
- The accommodation-level supports indicated above have been provided.

Examinee Signature Date

Test Coordinator Signature Date

Test Coordinator: Return this form with used answer documents for each accommodated test. Keep a copy for your records for one year.
ACT WorkKeys Reader’s Agreement
(This document may be photocopied as needed if different readers are used for different tests.)

Note: Examinees using this accommodation must test individually.

<table>
<thead>
<tr>
<th>Test Site Name</th>
<th>Test Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Coordinator’s Name (printed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reader’s Name (printed)</th>
<th>Last</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinee’s Name (printed)</td>
<td>Last</td>
<td>First</td>
<td>MI</td>
</tr>
</tbody>
</table>

ACT has prepared a script for readers to use in administering ACT WorkKeys to examinees who need to have the test questions read to them. The tests must be read verbatim by a reader who meets the qualifications specified by ACT (see “Reader or Interpreter Qualifications,” page 27).

As the reader, you are required to review and comply with the “Instructions to the Reader” printed in the reader’s script and the procedures documented in this manual.

The examinee may ask you to read any portion of a test as often as necessary within the time allowed for that test. Each time you read them, you must read the test directions, test passages, and test questions exactly as they are presented, with no explanation and no additional information provided to the examinee through the reading. A reader may read, but not interpret graphed values or otherwise interpret the meaning of any graphic images.

All test questions rely on the examinee being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect that which the tests are designed to measure.

If ACT determines that any explanation or additional information has been provided to an examinee, that any test materials were not read verbatim, or that the reader did not meet ACT’s qualifications for testing personnel, the examinee’s scores will be canceled.

“I certify that I have read, understand, and agree to administer the test in compliance with this manual and assure ACT that the test items will be read verbatim with no explanation and no additional information provided to the examinee through the reading.”

Reader’s Signature Date

Indicate the tests read by this reader:

- Workplace Documents in Spanish
- Applied Math in Spanish
- Graphic Literacy in Spanish

Test Coordinator: Sign and return this agreement with the completed answer document. Keep a copy for your records for one year.
Interpreter's Agreement

Purpose of this form
This agreement form is signed by an interpreter to indicate the interpreter’s consent to abide by ACT interpreter policies. Indicate the interpreter method used for this examinee:

☐ Signed Exact Spanish   ☐ Cued Speech   ☐ Mexican Sign Language and Spanish Sign Language permitted for directions only

Note: This blank agreement form may be photocopied as needed. Complete one form for each examinee authorized to test with an interpreter.

Test Date(s)  Examinee Name (printed)

Test Site Name

City, State

Interpreter Qualifications
The interpreter must meet the same qualifications for a test coordinator as specified by ACT in the administration manual. The interpreter must be proficient in the interpretation method indicated above. The interpretation of the test materials must be a direct translation with no explanation and no additional information provided to the examinee. Anything other than direct translation would affect what the tests are designed to measure (the examinee’s ability to comprehend and respond to the materials as written).

Interpreter Agreement
ACT requires both the test coordinator and the interpreter to provide their signatures to the following statement:

“I certify that I have read, understand, and agree to administer the tests in accordance with the policies in this administration manual. I further assure ACT that the interpreter method provided is a direct transcription of the passages and items from the reader’s script provided by ACT, with no explanation and no additional information provided to the examinee.”

Interpreter Signature  Date

Interpreter Name (printed)

Test Coordinator Signature  Date

Test Coordinator Name (printed)

Tests Interpreted
Indicate the tests where any portion was translated by this interpreter.

ACT WorkKeys*:  ☐ Workplace Documents in Spanish   ☐ Applied Math in Spanish   ☐ Graphic Literacy in Spanish*

*Note: An interpreter must read the words as scripted and may not provide any additional information, explanation, or description of graphed values or graphic images.

Follow-up Test Coordinator Responsibilities
- Make a copy of the completed agreement(s) for your records.
- After testing, return the original, signed agreements with the completed answer documents in the appropriate envelope.
- Scores will not be released until ACT receives this signed form for each examinee authorized for these services.
Training Session Outline and Topics for Discussion

Test coordinators are expected to discuss the following topics with their staff during their training sessions:

I. Security of Test Materials
   a. Security is of utmost concern. Never leave test materials unattended. Keep tests away from doors and away from examinees in the test room before and after testing.
   b. Describe how the test coordinator will distribute materials to the test rooms, and how room supervisors are to distribute materials inside the test rooms.
   c. Room supervisors are to count tests when they receive them from the test coordinator and again before examinees are dismissed. Review the use of the “ACT WorkKeys Test Materials Tracking Log,” page 69.
   d. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. Ask any ACT-authorized observer for a letter of introduction from ACT (see “Authorized Observers,” page 2).
   e. Staff members must NEVER leave a test room unattended.

II. Room Preparation
   a. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed examinees, and ease of staff movement (see “Seating Arrangements,” page 5).
   b. Describe any items that will be supplied by the site (e.g., pencils) and how they will be distributed and returned.
   c. Discuss how to handle examinees who bring cell phones and electronic devices into the test room.

III. Test Activities
   a. Stress the importance of ensuring that all examinees fill out their answer documents completely, as instructed by the test coordinator.
   b. Review the “ACT WorkKeys Roster,” page 67, and explain the information it contains and how it is to be used on test day (see “Roster,” page 16).
   c. Review acceptable and unacceptable forms of examinee identification ("Acceptable Identification," page 29). Emphasize the importance of properly marking the roster. If an examinee is personally recognized by a member of the testing staff, enter “R” and the staff member’s initials on the roster. If an examinee cannot be recognized by any of the testing or site staff who are present, a government or school-issued photo ID is required.
d. Room supervisors are not to wait for examinees who arrive late or delay testing for those attempting to produce an acceptable form of identification.

e. Do not allow examinees to select their own seats. Instead, direct them to specific, assigned seats and pay particular attention to separating known friends.

f. No one may be admitted to the test room after tests have been distributed. Determine how to handle late arrivals.

g. Discuss when and where staff members are to report on test day.

h. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, perfumes, or other items that may distract examinees.

i. Information concerning potential examinee dress and behavior issues should be discussed. These might include site rules regarding the wearing of hats, the location of restrooms, and smoking restrictions.

j. Discuss procedures for prohibiting cell phones and other electronic devices in the test rooms and during breaks.

k. Testing begins when the room supervisor starts reading the verbal instructions on each test date.

l. Read verbal instructions verbatim to examinees.

m. To protect the security of the tests, test booklets and answer documents may not be distributed prior to admitting examinees and only as directed in the verbal instructions.

n. Only examinees may break the test booklet seals. Testing staff are not authorized to open any test booklets.

o. Accurate timing of each test is critical. Room supervisors must record the actual Start, five-minutes-remaining, and Stop times in their manuals.

p. The room supervisor must complete a “Seating Diagram Form,” page 74, showing where examinees were seated and how tests were distributed. Stress the importance of providing complete and accurate information, which assists in keeping tests secure. The number of tests handed out (used) and number of examinees in the room (serial numbers on Seating Diagram) must be the same.

q. Staff members must not read (other than this manual), correct papers, use a computer, talk casually with other staff, or do anything not related to administering the tests. They must not eat, drink, use tobacco in the test room, or use a cell phone, unless calling ACT.

r. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees.

s. Calculators must be checked during the Applied Math test to ensure they do not violate ACT standards. Review “Calculators,” page 33, and sites’ ability to provide an acceptable calculator. Stress that examinees using a prohibited calculator must be dismissed.

t. During testing, staff members are to move quietly around the room, be available to respond to questions, assist in the case of illness, replace defective test booklets or answer documents, and check that examinees are working on the correct test. Advise staff not to pause near an examinee long enough to be a distraction.

u. Stress the importance of ensuring that the correct test form is entered AND the oval filled in by every examinee.

v. Discuss what actions to take if staff members observe prohibited behavior (“Prohibited Behavior,” page 40). Review plans for dismissing examinees (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).

w. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency (“Group Irregularities,” page 37). Also, discuss potential individual irregularities and actions to take (“Individual Irregularities,” page 38).

IV. After the Test

a. Room supervisors must verify the count of used and unused tests, then return test materials, completed roster(s), Test Tracking Log(s), Irregularity Report(s) (as required), and Seating Diagram(s) to the test coordinator immediately after testing.

b. The number of used test booklets (seals broken) must match the number of examinees tested in each room.

c. Emphasize the importance of correctly completing all required documentation and returning all answer documents to be saved immediately after testing to ensure timely and accurate scoring of answer document by ACT.
Anonymous Security Hotline

Test center staff are expected to report test administration irregularities and security issues by completing an Irregularity Report or calling 800.553.6244, ext. 1380. Immediate reporting to ACT is critical to the standardized administration of ACT WorkKeys.

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

If you wish to report such concerns anonymously, you may do so at www.act.ethicspoint.com.

ACT Test Security Principles

1. Ensure that ACT business processes, distribution models, tests, test scores, and the information and insights we provide are “secure by design.”

2. Protect the integrity of our testing assets and the information and insights ACT provides throughout the entire life cycle of a test (from test concept to development, delivery, reporting, investigation, and remediation).

3. Promote conduct that enhances test security. Deter and detect conduct that will materially and negatively affect the reputation and integrity of our testing assets, test scores, the information and insights ACT provides, and the ACT brand.

4. Ensure that a reported test score and associated information are accurate and valid indicators of the test taker’s own achievements, behaviors, and/or goals.

5. Foster effective communication that enables prompt reporting and resolution of test security concerns.

6. Ensure that everyone in the testing process is aware of, competent for, and supported in their roles. Avoid placing individuals or organizations in situations that may pose or appear to pose a conflict of interest or a safety concern.

7. Build a sense of community, collaboration, and trust that engages and empowers people to act upon these principles.