2020 | 2021

ACT® WorkKeys®

Administration Manual

- Standard Time | Accessibility Supports
- Paper Testing

ACT® WorkKeys®

www.act.org/workkeys

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HOW TO CONTACT ACT

Address

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

ACT WorkKeys Operations

301 ACT Drive

PO Box 168

Iowa City, IA 52243-0168

Hours of Operation

If you are calling on...	Then the hours are...
Monday-Friday	7:00 a.m.-7:00 p.m.

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

Phone

If you are in...	Then call...
United States or Canada	800.967.5539

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

Email

For questions: **workkeys@act.org**

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POLICIES

General Testing

Standardized Procedures

Uniformly administering tests ensures examinees' academic skills are accurately measured. Testing staff assume a vital role in carrying out standardized testing procedures.

As with all standardized testing, it is critical that the procedures you employ are identical to those at other test locations. ACT provides policies, requirements, and administration instructions to help create a fair testing environment for all examinees. All testing staff are required to read the materials provided by ACT. Adherence to the standardized policies and procedures outlined in the materials is mandatory.

Relationship with ACT

Test coordinators, substitute test coordinators, room supervisors, and proctors are required to complete online training. You can access this training at **http://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.

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:

- *Code of Fair Testing Practices in Education*: American Psychological Association (**www.apa.org**)
- *Code of Professional Responsibilities in Educational Measurement*: National Council on Measurement in Education (**www.ncme.org**)

Test Dates and Times

Each standard time WorkKeys assessment is 55 minutes. The WorkKeys tests given in Spanish are 70 minutes.

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.

Equal Treatment

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

Confidentiality

Information about examinees, including their names, is confidential. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information or use such information for any purpose other than administering the tests. Questions concerning attendance or test day procedures from examinees can be answered within the normal confines of examinee confidentiality policies at your site.

All forms and information contained in administration manuals and other ACT-provided documentation 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., Rosters, Irregularity Reports, etc.) are to be referred directly to ACT.

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 institution 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 as an irregularity.

Investigations

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

In cases where examinees dispute an ACT decision or communication regarding the administration, the examinees and/or their representatives may contact you directly and request information.

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 test room or during breaks. This includes smart watches, fitness bands, and any other devices with recording, internet, or communications capabilities.

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

Right to Terminate

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

Authorized Observers

An observer authorized by ACT may visit your test site. Such a visit is normally not announced in advance.

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

1. Check credentials.

   Observers must have the following:

   - Photo ID (driver's license, employer ID, etc.)
   - Employer ID, business card, etc. showing company/agency affiliation
   - Written authorization from ACT

   Note: If an employer ID has a photo, separate photo ID is not needed.

2. If the observer provides the necessary credentials, give the observer your full cooperation. If not, deny access to the testing area and test materials.
3. Include the observer's name and company/agency and whether or not the observer was admitted in an irregularity.
4. Call ACT if you have concerns about an observer.

   Note: The visit may include conducting enhanced test security procedures 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 testing documents, test rooms, or preliminary activities. They must stay away from the test location until after the administration. Under no circumstances are cameras of any type allowed in the test rooms. Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms. Please inform ACT Media Relations (800.553.6244, ext. 1028) of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is uniformly answered.

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.

Score Reports

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.

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”.

Testing with Accessibility Supports

Types of Accessibility Supports

Accessibility supports permitted during testing are designed to remove barriers to examinee performance and honor the content the tests measure.

It is important to abide by all outlined requirements for administering supports.

Types of accessibility supports:

- **Universal Supports**
- **Designated Supports**
- **English Learner (EL) Supports**
- **Accommodations**

Testing with Universal Supports

Examples of universal supports include, but are not limited to:

- Test booklet used as scratch paper (paper testing only)

Testing with Designated Supports

Designated supports are available to any examinee for whom a need has been identified. Most require advance planning to deliver.

Examples of designated supports include, but are not limited to:

- Testing in a small group or one-to-one
- Food, drink, or access to medication, for examinees with medical needs
- A written copy of the verbal instructions (provided locally)
- Using colored overlays for paper testing
- Using a magnifier for paper testing

Testing with English Learner (EL) Supports

English learner (EL) supports are available only for examinees who are not proficient in English.

EL supports are limited to:

- Word-to-word bilingual dictionary
- Translated verbal instructions, provided locally
- Translated written test directions, provided by ACT
- One and one-half time
- Small group testing

Testing with Accommodations

Accommodations are available only for examinees when documented in an IEP, 504 Plan, or other accommodations/supports plan .

Examinees with ACT-authorized accommodations must use the designated accommodations test materials. Examinees with the same testing times may test together as a group unless an accommodation requires one-to-one testing.

Examples of accommodations include, but are not limited to:

- Timing/scheduling supports (e.g., extra testing time, testing over multiple days, breaks as needed)
- Audio supports (e.g., pre-recorded audio, human reader using a Reader's Script)
- Response supports (e.g., scribe to record responses)
- Sign language interpreter using a Reader's Script for test items
- Alternate formats (e.g., braille, large print)

Modifications

Modifications are alterations that are sometimes used during instruction. These change what a test is designed to measure and prevent meaningful interpretation of an examinee's score. Modifications are not permitted for testing.

IMPORTANT: If a modification is made, the test might not be scored.

Qualification for Accessibility Supports

Authorization

The test coordinator identifies examinees who qualify to test with:

- Accommodations–based on their individualized educational program (IEP), 504 plan, or other accommodations/supports plan
- English learner (EL) supports–based on limited English proficiency
- Designated supports–based on an identified need

Diagnostic documentation is not provided to ACT.

Note: Keep written documentation securely on file for one year after testing.

Determining Accessibility Supports Based on Need

Some options for examinees with visual impairments:

- Braille or large-print test form
- Human reader (using a Reader's Script), pre-recorded audio (USB)
- Scribe to mark responses or a large-print answer document
- Extra testing time

Some options for examinees with hearing impairments:

- Interpreter for verbal instructions
- A copy of the verbal instructions for the examinee to read
- Interpreter for test questions (using a Reader's Script)
- Extra testing time

Some options for examinees with learning disabilities:

- Human reader (using a Reader's Script), or pre-recorded audio (USB)
- Extra testing time
- Scribe to mark responses

Some options for examinees with physical disabilities:

- Scribe to mark responses
- Large-print answer document
- Extra testing time

Note: If the examinee responds in an alternate method, testing staff need to carefully transfer responses to be scored.

Administration Report for WorkKeys

The test coordinator lists all examinees testing in the room on an Administration Report. The report includes each examinee's authorized accommodations (e.g., assigned timing and any alternate test format). Use the Administration Report to schedule test sessions and staff and to organize materials for each examinee.

Ensure all examinees listed on an Administration Report are authorized for the same timing.

Administration Details

Timing Guidelines

Each examinee is authorized by the test coordinator for standard time, standard time with breaks as needed, one and one-half time, double-time, or triple-time testing. The authorized timing determines which verbal instructions must be read to that examinee.

All examinees in the room must have the same authorized timing. Examinees testing with accommodations may not test in a standard time room. If they do, tests from that room will not be scored or scores will be canceled.

IMPORTANT: When testing with accommodations, examinees may use less time than allowed with their authorized timing. Do not move to the next test until the standard time has expired and all examinees in the room have completed that test section, or the allotted time has expired.

Timing Chart

ACT WorkKeys Timing for Tests in English

Timing (English)	Time Allowed Test 1—Workplace Documents	Time Allowed Test 2—Applied Math	Time Allowed Test 3—Graphic Literacy
Standard time, multiple days; or standard time, breaks as needed, single day	55 minutes	55 minutes	55 minutes
One and one-half time, single day or multiple days	83 minutes	83 minutes	83 minutes
Double time, single day or multiple days	110 minutes	110 minutes	110 minutes
Triple time, single day or multiple days	180 minutes	180 minutes	180 minutes

Note: When providing standard time with breaks as needed, total break time cannot exceed 90 minutes.

ACT WorkKeys Timing for Tests in Spanish

Timing (Spanish)	Time Allowed Test 1—Workplace Documents	Time Allowed Test 2—Applied Math	Time Allowed Test 3—Graphic Literacy
Standard time, multiple days; or standard time, breaks as needed, single day	70 minutes	70 minutes	70 minutes
One and one-half time, single day or multiple days	105 minutes	105 minutes	105 minutes
Double time, single day or multiple days	140 minutes	140 minutes	140 minutes
Triple time, single day or multiple days	210 minutes	210 minutes	210 minutes

Note: When providing standard time with breaks as needed, total break time cannot exceed 90 minutes.

Testing More Than One Examinee at a Time

ACT encourages group administrations for examinees authorized for the same timing and similar accommodations and/or supports. If more than 20 examinees will test in one room, a proctor is required to assist with the administration. If you are testing groups of examinees using pre-recorded audio, ACT recommends a proctor assist with the administration.

All examinees in the room must have the same authorized timing and must be working on the same test at the same time (e.g., when administering Test 1, all examinees must be working on Test 1).

Testing with Interpreters, Readers, or Scribes

Examinees may request to test with an interpreter, reader, or scribe.

- Interpreter
  - An interpreter may sign **verbal instructions** if authorized by the test coordinator.
    - Sign systems for verbal instructions include American Sign Language (ASL), Signing Exact English (SEE), and cued speech.
    - When signing verbal instructions only, the administration does not need to be one-to-one.
  - An interpreter may sign **test items**, if authorized by the test coordinator.
    - Sign systems for test items include Signing Exact English (SEE) or cued speech following the reader's script. No other sign systems are allowed for test items.
    - The interpreter follows the reader's script verbatim, without adding explanation.
    - When signing test items, this must be a one-to-one administration.
- Reader
  - The reader administers the test one-to-one (may not read the test to a group).
  - The reader follows the reader's script verbatim, without adding explanation.
  - Passages may be repeated at the examinee's request.
- Scribe
  - A scribe may be authorized for examinees who are unable to mark multiple-choice answers on their answer document.
  - During the test, the examinee dictates answers to the scribe who grids responses. The examinee must be tested one-to-one.

Interpreter, Reader, or Scribe Qualifications

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

- Be proficient in English and, if applicable, SEE
- Be experienced in testing
- 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)
- Agree to administer the tests in compliance with the policies and procedures in this manual
- 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.

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

Testing with Pre-Recorded Audio

Examinees authorized for pre-recorded audio may test as a group if they have their own headphones, can control the progress of their own device, and are all working on the same test at the same time (e.g., when administering Test 1, all examinees in the room must be working on Test 1).

Examinees are able to replay any portion of any test as needed within the time allowed for each test. Each examinee will also receive a regular print test booklet to follow along.

You will receive *Usage Guidelines* and USBs with each pre-recorded audio kit. Read these guidelines, remove USBs from the shrink-wrapped kits to test that the audio works, and consult with your technical support staff before the first scheduled test date. If the audio does not work, contact ACT for a replacement.

Conduct a practice session with examinees by ordering practice materials using the ACT Alternate Format Practice Test Order Form at **www.act.org/the-act/resources**. ACT will not reimburse you for software purchases.

Gridding Administration Codes

For examinees testing with accommodations, the room supervisor must grid an administration code to indicate the accommodations provided on each of the tests (three codes per examinee). Often the same code is gridded for each test, but not always.

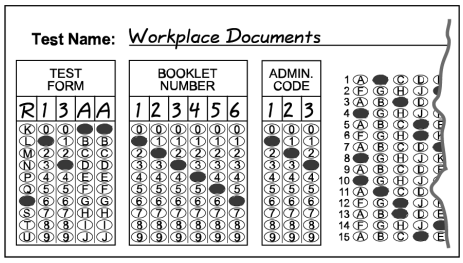
Grid the highest code that applies. For example, if using EBAE braille materials and three hours over multiple days, and a modification is also provided, two administration codes apply—532 and 953. Grid 953, since it's higher.

For sign language interpreters signing test items with Signing Exact English (SEE) or cued speech using the reader script, grid the reader script code (293 for single-day or 533 for multiple-day administrations). If American Sign Language is used for the instructions, grid the translated instructions code instead.

Administration codes are provided only for acceptable testing times.

Administration Codes

On page 3 of the answer document, mark the Admin. Code boxes for each test with the appropriate administration code.



IMPORTANT: Use of modifications and ACT-provided translation of test items are ineligible for ACT WorkKeys scores and the ACT® WorkKeys® National Career Readiness Certificate® (NCRC).

WorkKeys Administration Codes—Single-Day Testing

Type—Single Day Testing	Admin. Code to Grid—Standard Time	Admin. Code to Grid—One and One-Half Time	Admin. Code to Grid—Double Time	Admin. Code to Grid—Triple Time
Regular print	400	150	200	300
Large print	400	130	235	291
Pre-Recorded Audio	N/A	N/A	N/A	294
Reader Script	N/A	N/A	N/A	293
EBAE Braille or American Spanish Braille	N/A	N/A	N/A	292
UEB Braille with Nemeth	N/A	N/A	N/A	296
UEB Braille without Nemeth	N/A	N/A	N/A	297
Translated Instructions (not test items)	600	610	620	630
ACT-Provided Translation of Test Items (non-Spanish; no scores, no NCRC)	N/A	N/A	N/A	941
Modifications (no scores, no NCRC)	900	910	920	930

WorkKeys Administration Codes—Multiple-Day Testing

Type—Multiple Day Testing	Admin. Code to Grid—Standard Time	Admin. Code to Grid—One and One-Half Time	Admin. Code to Grid—Double Time	Admin. Code to Grid—Triple Time
Regular print	500	510	520	530
Large print	501	511	521	531
Pre-Recorded Audio	N/A	N/A	N/A	534
Reader Script	N/A	N/A	N/A	533
EBAE Braille or American Spanish Braille	N/A	N/A	N/A	532
UEB Braille with Nemeth	N/A	N/A	N/A	535
UEB Braille without Nemeth	N/A	N/A	N/A	537
Translated Instructions (not test items)	550	551	552	553
ACT-Provided Translation of Test Items (non-Spanish; no scores, no NCRC)	N/A	N/A	N/A	954
Modifications (no scores, no NCRC)	950	951	952	953

Reporting Use of Accessibility Supports

Results achieved using accessibility supports following the guidelines in the administration manual will be scored, and are ACT WorkKeys NCRC eligible. The results are equivalent to scores earned if accessibility supports are not used. Score reports do not indicate use of accessibility supports.

Results achieved using modifications will not be scored and reported, and are not ACT WorkKeys NCRC eligible.

TEST FACILITIES

Facility Requirements

Introduction

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

Principles of Accessibility

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

Selecting Facilities

Select facilities that:

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

You may also want to have:

- A room to use as test day headquarters for staff and materials
- Security personnel

Selecting Test 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 seating requirements
- Are quiet and free from potential distractions
- Have good lighting, temperature, and ventilation
- Have an accurate wall clock or other timepiece
- Provide convenient and adequate access to restrooms

Note: Observing examinees testing in multiple rooms from a central location (such as a hallway, through glass walls, or security cameras) is prohibited. Avoid rooms with multiple levels or graduated seating unless you have no alternative. Such rooms make test security more difficult.

Room Type, Size, and Setup

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate.

ACT recommends:

- Using single-level classrooms

- Avoiding multiple-level seating (it makes it easier to see another examinee's test)
- Seating 15 to 30 examinees in a room for standard time administrations
- Not seating more than 100 examinees in one room

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 have a clear view of all examinees and materials.
  - ~ Seating minimizes the possibility of prohibited behavior.

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. For paper testing, examinees must be:

- Facing the same direction
- Spaced as far apart as possible
- Seated no closer than is specified in the following table:

Required Minimum Space Between Examinees

Room Type	Required Space from Side-to-Side	Required Space from Front-to-Back
Single-Level	3 feet	3 feet
Multiple-Level	3 feet	5 feet

- 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

Requirements for the Use of Tables

Table Shape	Table Size	Number of Examinees Per Table
Round	Any size	1
Rectangular	Less than 6 ft long	1
Rectangular	6–9 ft long	2
Rectangular	More than 9 ft long	3

Note:

- *Do not seat examinees where two tables join.*
- *If 6-foot tables are used to seat two examinees, a 3-foot space is required between tables.*
- *Examinees must be seated on the same side of the table, and minimum spacing requirements must be met.*

Writing Surfaces

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

Note: 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 left-handed examinees can use both surfaces.

Seating Arrangement Examples

Acceptable

Seating Arrangement Examples

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

indicates distance between examinees

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

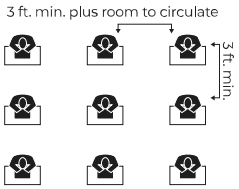
Front-to-back distances are measured from head-to-head

Side View

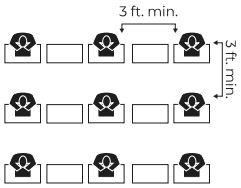
Overhead View

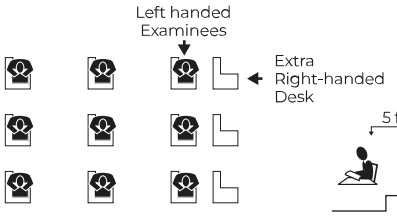
Examinee Spacing

Level Seating with Movable Desks

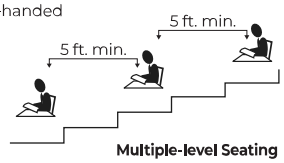


Level Seating with Stationary Desks





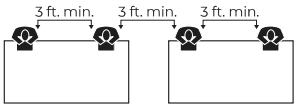
Left-handed Examinees at Right-handed Desks



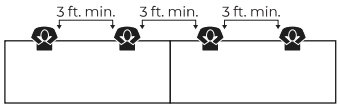
Multiple-level Seating

Table Spacing

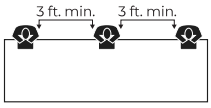
6–Foot Tables



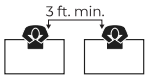
8–Foot Tables



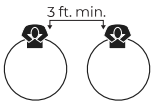
Tables more than 9 feet



Tables under 6 feet

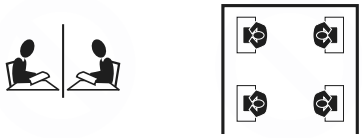


Round tables any size



Unacceptable

Seating Arrangement Examples

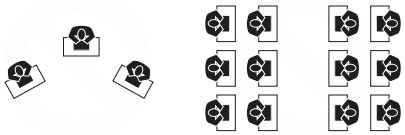


Examinees Facing the Wall or Each Other

Desk Surface Too Small

Dividers, Study Carrels, and Partitions

Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions

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

TEST STAFF

Staff Requirements

Selecting Testing Staff

The test coordinator is responsible for selecting testing staff.

Who May Act as Testing Staff

The test coordinator is responsible for choosing people of integrity when they select their testing staff. 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.

All testing staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws.

Who May Not Act as Testing Staff

- High school students, volunteers, and lower-division undergraduates
- Anyone who intends to take the same tests within the next 12 months
- Anyone involved in test preparation activities for the same tests 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 third party enterprise.

Relatives

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

- You may not serve as test coordinator or substitute test coordinator for the administration of the tests that day. You must delegate all supervisory responsibilities for that date—including the receipt and return of test materials—to a qualified colleague.
- You may not have access to the secure test materials before or after the test day/window.
- 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 any of the examinee's 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 administration. Reading (except the manuals or supplements), grading papers, using a computer, cell phone,

recording or media device, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is not allowed.

Staff Roles and Responsibilities

Test Coordinator Role

The test coordinator may serve at only one location and must be on file at ACT. The test coordinator has overall responsibility for coordinating test operations, including storing materials and setting up test rooms. The test coordinator provides the continuity and administrative uniformity necessary to ensure that the examinees are tested under standardized and secure conditions.

Number required: One per test site

Test Coordinator Responsibilities

Prepare facilities:

- Select and reserve test rooms
- Prepare test rooms for test day according to ACT guidelines

Assign and train staff:

- Complete all training and submit the manual verification form
- Identify a sufficient number of qualified assistants to serve as room supervisors and proctors
- Conduct a local training session for all testing staff before the test dates, including review of the administration manual(s)

Coordinate testing activities:

- Order test materials, including any alternate test formats for examinees, as needed
- Plan seating arrangements for each room
- Create a roster of examinees scheduled to test in each room before test day
- Organize test materials for room supervisors
- Notify examinees of the test date(s), location, and materials needed
- Arrange for transfer of test responses to answer documents for examinees approved for alternate response supports

Maintain security:

- Read and comply with all policies and procedures in the materials provided by ACT
- Ensure tests are administered in strict compliance with all policies and procedures documented in these materials
- Ensure all testing staff remain attentive to testing responsibilities throughout the entire administration
- Provide a timely response to requests from ACT when additional information is needed

Ensure complete documentation:

- Ensure room supervisors complete all required documentation during the administration
- Oversee the documentation of all irregularities and consult directly with ACT regarding actions to be taken

Substitute Test Coordinator Role

If the test coordinator becomes ill or is otherwise unable to be present on test day, the substitute serves as test coordinator.

Number required: One per test site

Substitute Test Coordinator Responsibilities

The substitute test coordinator is responsible for all of the same activities as the test coordinator. If the test coordinator is not present, the substitute carries out all needed activities.

Room Supervisor Role

Each room must have a room supervisor responsible for all testing activities in that room. Each room supervisor must be present for the entire test session. The test coordinator may assume the role of room supervisor if only one room is used.

Number required: One per test room

Room Supervisor Responsibilities

Prepare for test day:

- Assist the test coordinator, as needed
- Attend the training and briefing sessions conducted by the test coordinator

Check-in activities:

- Individually identify and admit examinees to rooms; verify ID and mark the roster
- Direct examinees to seats once they are admitted
- Ensure all examinees authorized to test over multiple days are ready to begin the same test
- Ensure that any examinees using readers, scribes, or breaks as needed test one-to-one

Administer the test:

- Prepare the room for testing
- Take responsibility for a test room and provide an environment conducive to testing
- Count test booklets upon receipt from the test coordinator
- Distribute test materials, keeping test booklets in sequential serial number order
- Read verbal instructions verbatim to examinees
- Properly time tests and record the start, 5 minutes remaining, and stop times on the appropriate test administration forms
- Monitor testing progress

Maintain security:

- Keep test materials secure during testing and breaks
- Monitor for prohibited behavior during testing and breaks
- Collect and account for all test materials before dismissing examinees

Ensure complete documentation:

- Complete all information on the appropriate administration forms
- Record detailed documentation of any irregularities and, as required, void examinees' tests
- Return all test materials and forms to the test coordinator after testing

Proctor Role

As test rooms increase in size, proctors are required to assist the room supervisors.

Number required: The following table describes the minimum number of required proctors.

Number of Proctors Needed for Standard Time

Number of Standard Time Examinees	Proctors Needed
1–30	0
31–60	1
61–100	2
101–150	3
151–200	4

Number of Proctors Needed for Accommodations/Supports

Number of Accommodations/ Supports Examinees	Proctors Needed
1–20	0
21–40	1
41–60	2
61 or more	1 additional proctor for every additional 20 examinees

Proctor Responsibilities

Prepare for test day:

- Assist the test coordinator as needed
- Attend the training and briefing sessions conducted by the test coordinator

Check-in activities:

- Help room supervisors individually identify and admit examinees
- Direct examinees to their seats

Administer the test:

- Prepare the room for testing
- Distribute test materials, keeping test booklets in sequential serial number order
- Verify proper timing of the tests, using a different timepiece than the room supervisor
- Monitor testing progress

Maintain security:

- Monitor for prohibited behavior during testing and breaks
- Report any irregularities to the room supervisor immediately
- Accompany examinees to the restroom if more than one leaves during the timed portion of the test
- Collect and account for all test materials before examinees are dismissed

Staff Training

Purpose of Training Staff

All testing staff must understand all ACT policies and procedures and their responsibility for implementing them. It is critical that all test sites follow the same procedures for a fair and standardized testing experience. Properly training staff also helps reduce the risk of a misadministration.

Staff Training Requirements

The test coordinator is responsible for providing manuals, supplements, and training to all test site staff before test day.

Manuals

ACT provides manual(s) to communicate its policies, procedures, and expectations. They are proprietary information and copyrighted by ACT. Manuals should be used by staff to prepare for and administer the tests, and must not be copied or shared for any other purposes. Test coordinators should provide each testing staff member a complete administration manual before the training session. It is especially important for room supervisors to read and understand the policies, procedures, and directions.

Supplements

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

Training Session

Test coordinators hold a training session before test day to prepare staff (both new and experienced) for test day activities. The session should be used to discuss policy, address procedural and logistical issues, and ensure everyone has a common understanding of what is to take place on test day. An outline of topics is provided to guide the discussion.

Note: This is separate from the briefing session conducted on test day.

Training Session Outline

The test coordinator is expected to discuss the following topics with staff during the training session. All training sessions must occur before test day.

Facilities Requirements and Setup:

- Demonstrate proper seating arrangements and test room preparation, including:
  - ~ Ease of staff observation and movement
  - ~ Seating left-handed examinees
  - ~ Timepieces
  - ~ Any items in the room that need to be covered/removed for testing

Test Materials:

- Discuss the difference between secure and non-secure materials

- Explain materials that will be supplied by:
  - ACT
  - Your site
  - Examinees
- Describe the process for how materials will be distributed to and from room supervisors on test day and how room supervisors will distribute materials to examinees in the test room
- Outline the importance of:
  - Never leaving materials unattended
  - Verifying counts of secure materials before and after testing
  - Not allowing unauthorized individuals access to test rooms or materials

Non-Test Activities:

- Discuss the sections that must be completed and the importance these sections play in score reporting

Test Administration:

- Discuss when and where staff members are to report on test day
- Explain how to use the Roster
- Review acceptable forms of identification
- Explain the process for seating examinees and the rules to follow when choosing where to seat an examinee
- Discuss start times and when to stop admitting examinees to the test room
- Discuss the policy for cell phones and other electronic devices for both examinees and staff
- Explain how to use the manual on test day, stressing the importance of following instructions exactly and reading verbal instructions verbatim
- Discuss timing procedures and administering breaks for all types of administrations
- Discuss monitoring the test room and expected staff behavior, including:
  - Handling prohibited behavior
  - Handling testing irregularities
  - Checking calculators
- Review how to fill out the Test Administration Forms and submit Irregularity Reports

Note: If there are additional rules or policies specific to your test site, be sure to also cover those items with testing staff. Staff should have a comprehensive understanding of all expectations and procedures before test day.

Test Day Briefing Session

A staff briefing session is required each test day morning, even with experienced staff. This is the time to make sure all staff are present and make any necessary adjustments to staff assignments. Make sure everyone understands their responsibilities and answer questions in a group setting so everyone has the same information. In particular, discuss the following:

- Information in any ACT notice
- Cell phone and prohibited devices policy and procedures
- Calculator policy and procedures
- Test site specific information
- How staff are to communicate with the test coordinator during testing
- Arrangements for left-handed examinees
- Arrangements for examinees authorized to test with accommodations and supports
- How to handle breaks
- What to do with examinees dismissed for prohibited behavior

TEST MATERIALS

Materials Overview

Materials Provided by ACT

- Administration Manuals
- Test Booklets
- Answer Documents
- Observation pre-recorded audio, including a Terms and Conditions document
- Site Header
- Envelopes for returning answer documents
- Carton(s) for returning test materials

Materials Provided by Your Site

Your site is responsible for providing the following in each test room:

- No. 2 pencils with erasers to lend to examinees who do not bring them
- Pencil sharpener
- Reliable timepieces: watch, stopwatch, interval timer, or accurate wall clock
- Signs, cards, or other materials used in admissions procedures
- Permitted calculators (if your site chooses to provide them to examinees)
- Computers with headphones (if pre-recorded audio is used)
- Augmentative or alternative communication device (AAC) or speech-to-text software (if needed)
- Media player, TV monitor, and sound system if the room will be used for the Observation test

Materials Provided by Examinees

Examinees are asked to bring No. 2 pencils with good erasers and a permitted calculator (if desired).

If any of the following are authorized, examinees are expected to supply their own:

- Abacus
- Computer with headphones (if site cannot provide)
- Magnifying glass
- Color overlays
- Highlighter
- ACT-authorized word-to-word bilingual dictionary
- Snacks, drinks, and medication

Security of Materials

Secure Test Materials

Secure test materials include all test booklets and all answer documents with an examinee's identifying information (even if the examinee completed only the non-test portions).

Copyrighted Test Materials

Tests are copyrighted and cannot be photocopied or used for any purpose other than testing. They may not be opened by any person other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test content to anyone.

Scores earned by examinees who may have had advance access to test content will be canceled, and scores will not be reported.

Keeping Test Materials Secure

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 to ACT. The test coordinator must protect the materials from damage, theft, loss, or conditions that could allow prior access to the tests.

Storage of Test Materials

Materials must be kept in secure storage at all times before and after testing.

Secure Storage

Secure storage is considered a locked safe or vault to which only the test coordinator and other specifically authorized individuals have access. If a safe or vault is not available, materials may be stored inside a locked file cabinet or closet that is inside a locked room, with the following stipulations:

- Only the test coordinator and the 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.

Authorized Access

Staff access to materials must be limited to necessary test day preparation activities, the test administration, and counting and packing materials for return to ACT. Access to test materials prior to test day is restricted to the test coordinator and substitute test coordinator; however, a designated staff member may assist with materials if the test coordinator is present and if that individual does not present a conflict of interest. Do not permit unauthorized personnel to access the materials. Examinees and anyone who may test within the next 12 months are not permitted access to the materials.

Unauthorized Transfer of Materials

Test materials may not be shared between sites. Use only the test materials assigned to your site. If examinees test with materials that have been transferred from another site, the tests will not be scored.

Storing and Transporting Materials for Off-Site Testing

Test materials may not be stored at an off-site testing location overnight. Materials must remain in secure storage at the site until the morning of testing and returned to secure storage at the site at the close of testing each day. For each day of testing, test materials must be:

- Under the personal responsibility of the testing staff
- In a vehicle that is not transporting examinees
- Transported to the off-site location in the morning
- Transported to the site after testing

Note: If your site has multiple campuses or buildings and cannot meet these transportation requirements, contact ACT.

Security Breach

A security breach constitutes any of the following:

- Items are missing from your shipment.
- You receive test booklets that do not match the serial numbers on your packing list.
- Test booklet seals are broken at any time (except by examinees as instructed on test day).
- A test booklet is lost, stolen, or otherwise missing (even if only temporarily) at any time.
- The materials appear to have been tampered with in any way.
- You have reason to believe someone had unauthorized access to the materials.

Report a security breach to ACT immediately. If it occurs during testing, do not allow examinees to leave the building before calling ACT for instructions.

Receiving Materials before Testing

Receipt of Test Materials

Test materials will be shipped to the institution where the test will be administered.

Check In Test Materials

Materials must be checked in by the test coordinator within 24 hours of receiving them from ACT.

1. Examine the cartons for signs of tampering.
2. Open the cartons and check the contents to be sure you have all items on the WorkKeys Manifest.

   Note: If the contents don't match the manifest, contact ACT immediately.

3. Check the serial numbers of the test booklets against the numbers shown on the manifest.
4. Count each booklet; do not assume that the groups of booklets are complete.

   Note: If any of the test booklets are shrink-wrapped, do not unwrap them until the morning of test day. Instead, check the serial number of the first booklet in each pack against your manifest.

5. If the shipment includes pre-recorded audio on USBs, remove the USBs from the shrink-wrap and test the audio prior to the administration.

Retain Shipping Cartons

Keep the cartons in which the test materials were shipped to you. These cartons must be used to return all test booklets.

Prepare Materials for Testing

Before test day, follow these steps to properly prepare the test materials:

1. Organize the answer documents that have completed non-test information by test room.
   a. Ensure examinees will receive their own answer document.
   b. Allocate a few extra blank answer documents per room in case of defective materials or a misgrid.
2. Reseal all materials in the carton(s) and place them in secure storage.

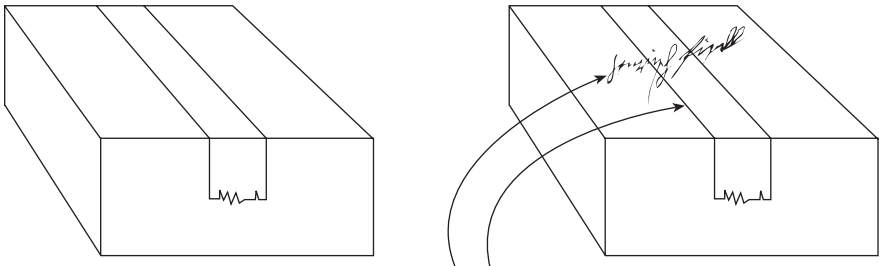
   IMPORTANT: Do not remove the checked-in and sorted test materials from locked storage again until test day morning.

Store Your Test Materials Shipment

After you have counted and checked the condition of all materials in your shipment, securely store them.

1. Reseal the cartons with the provided tape.

2. Write your name across the seal.



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.

3. Lock the cartons in secure storage.
4. Protect the materials from damage, theft, loss, or from any conditions that could allow prior access to or knowledge of the tests.

Handling Materials on Test Day

Remove Materials from Storage and Assign Them to Rooms

1. Materials must remain in secure storage until the morning of test day. At that point, the test coordinator may remove materials, check for tampering, and verify all materials are present. If anything is missing or you suspect tampering, do not proceed. Call ACT immediately.
2. If all materials are present and no tampering has occurred, prepare them for distribution to room supervisors.
3. 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

Guarantee the security of test materials throughout the administration.

- Keep test materials in a secure location as examinees enter and exit the test room.
- Account for all secure materials before testing, at break, and before dismissing examinees.
- Never leave a test room unattended, even momentarily, if examinees or materials are present.
- Ensure that each test room has sufficient staff for the number of examinees present.
- Actively monitor examinees throughout the administration.
- Pay close attention for cell phone and electronic device use.

Return Materials to the Test Coordinator after Testing

After accounting for all test materials and verifying complete documentation, room supervisors must return materials to the test coordinator immediately after testing.

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. Verify each answer document is complete.
   - 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

     Note: There is not a Booklet Number for the Observation test.

   - Test responses are marked with a No. 2 pencil (If they have been marked with a pen or marker, use a 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 Irregularity Report, 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.

Storage after Testing

After accounting for all materials from the room supervisors, test coordinators prepare them for return after each test date. All used and unused secure materials must be returned to locked storage immediately after each test administration.

Collecting, Packing, and Returning Materials after Testing

Collect Materials from Room Supervisors

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

Note: Do not dismiss the room supervisors until all required materials have been collected.

Materials Required to Collect:

Test Booklets

For each room's **test booklets**, make sure:

- There are no answer documents inside the test booklets
- The Test Materials Tracking Log is completed to account for all test booklets and pre-recorded audio that were distributed to that test room

Answer Documents

For each room's **answer documents**, make sure:

- Each answer document to be scored contains the required identifying information

  Note: Do not delay the return of answer documents because an examinee has not signed their name.

- Each answer document to be scored contains the form code information completely filled out
- Any voided or replaced answer documents are attached to the Irregularity Report

Test Administration Forms

For each room's **Test Administration Forms**, make sure:

- Each form is filled out completely and accurately
- Every examinee who was scheduled to test is listed on the roster

Materials to Collect If Applicable:

Reader's Agreement

For each **Reader's Agreement**, make sure:

- There is a signed agreement for any examinee authorized to use a reader

Interpreter's Agreement

For each **Interpreter's Agreement**, make sure:

- There is a signed agreement for any examinee authorized to use an interpreter

Scribe's Agreement

For each **Scribe's Agreement**, make sure:

- There is a signed agreement for any examinee authorized to use:
  - A scribe
  - Braille writer

Irregularity Report

For each **Irregularity Report**, make sure:

- It is signed and initialed by the test coordinator and room supervisor
- The report explains the reason each answer document was voided or replaced
- Any voided or replaced answer documents are attached to the report (do not staple)

Prepare Materials for Return

Materials Needed for Return

Processing Envelopes

Answer documents and test administration items go together in the processing envelope(s). Pack the materials into the envelopes as outlined in the procedures for packing the processing envelopes. Fill out the front of each processing envelope with all requested information.

Do not overpack the envelope. Use multiple processing envelopes, if needed, to accommodate all materials.

Shipping Cartons

The cartons in which the test materials were shipped have reversible flaps. These cartons are used to return certain materials to ACT.

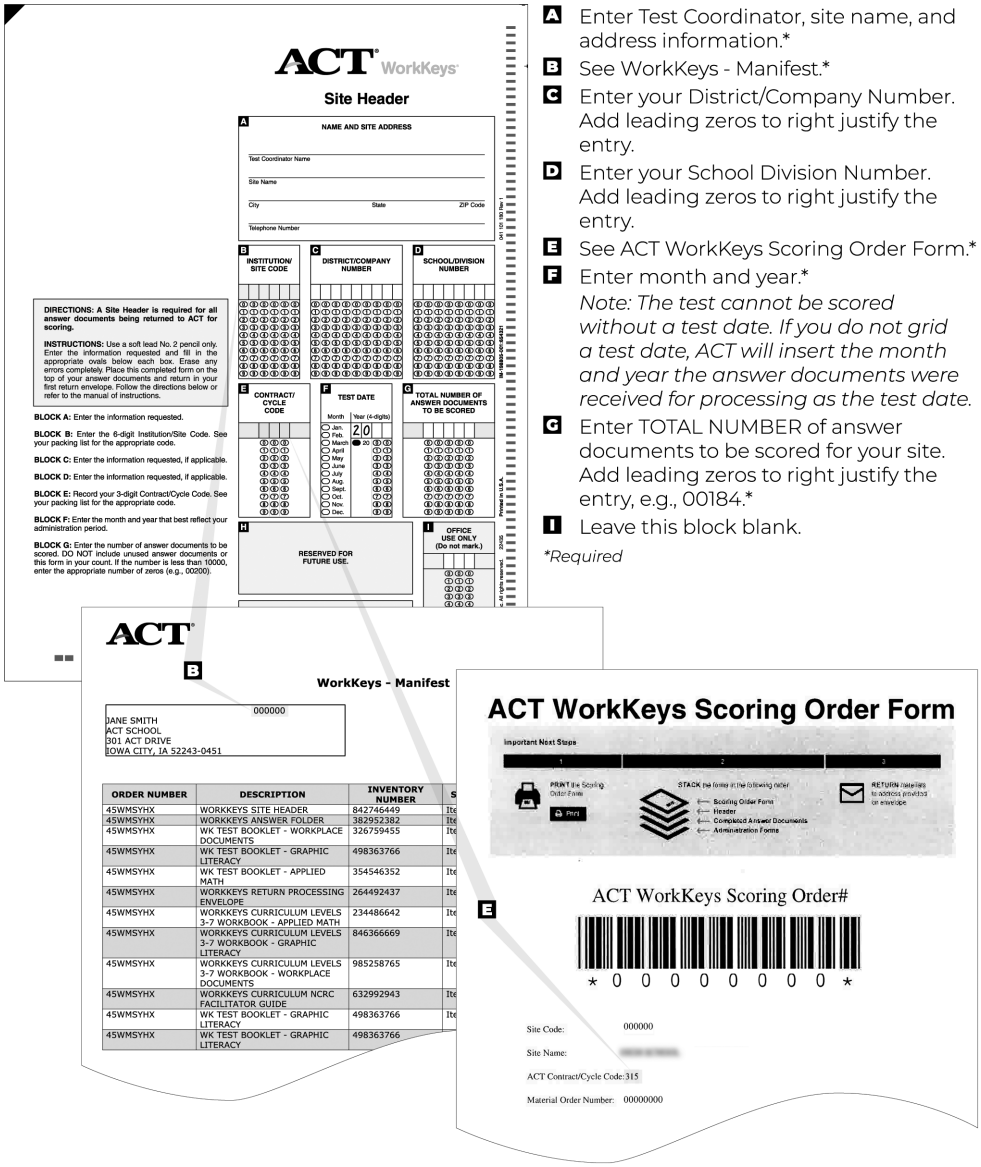
- Use only the carton(s) provided by ACT.
- See the procedures for packing the cartons to ensure the correct materials are included.

Test Room Materials

Each test room's materials should be collected and organized for return.

Site Header

Every scorable materials shipment must include a completed Site Header. It is important to accurately complete all information on the Site Header. The Institution/Site Code can be located on the Workkeys Manifest 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 with you answer documents, scoring and reporting will be delayed.



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

B See WorkKeys - Manifest.*

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

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

E See ACT WorkKeys Scoring Order Form.*

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.

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

I Leave this block blank.

**Required*

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.

Enter Your Scoring Order

The system used to enter your scoring order is the same one you used to order test materials.

1. After you log into the system using the same username and password you used before, select the **WorkKeys Scoring Orders** link.

   *Note: Be careful not to select the **WorkKeys Material Orders** link.*

2. Follow the instructions in the system to place your scoring order.

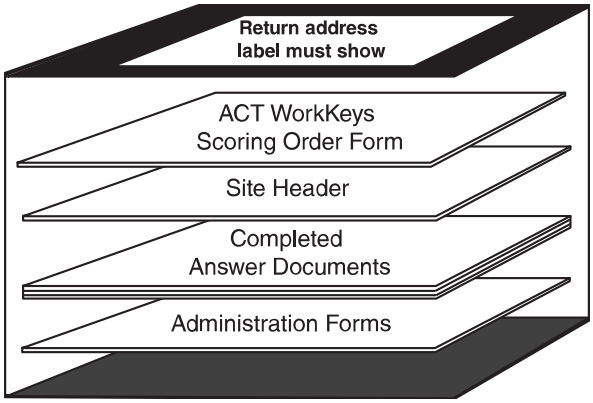
When you have finished placing your scoring order, the system will redirect you to a page with instructions for printing the ACT WorkKeys Scoring order form. This ACT WorkKeys Scoring Order Form contains a barcode that must be returned with your answer documents. The ACT WorkKeys Scoring Order Form barcode 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.

Pack and Return the Test Materials

Assemble Documents for Scoring

1. Place the printed “ACT WorkKeys Scoring Order Form” on top of the Site Header.
2. 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.
3. Return these materials to the address provided on the scoring envelope provided in your material shipment.



Pack and Ship Scorable Test Materials

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

Note: Answer documents must be received on or before the test booklet expiration date.

Pack and Ship Nonscorable Test Materials

To avoid scoring delays, do not ship nonscorable test materials in the same envelopes or cartons as the answer documents to be scored.

1. Ensure that all nonscorable test materials have been collected from every testing room/site.
2. 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
   - Pre-recorded audio
   - Administration Manuals
   - WorkKeys Manifest
3. Print the site name and Institution/Site Code on the side of each carton.
4. Write your return address on the top of each carton.
5. 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.
6. Tape each carton, ensuring that the return address is visible.
7. If nonscorable materials are being returned in cartons other than those supplied by ACT, address each carton as follows:

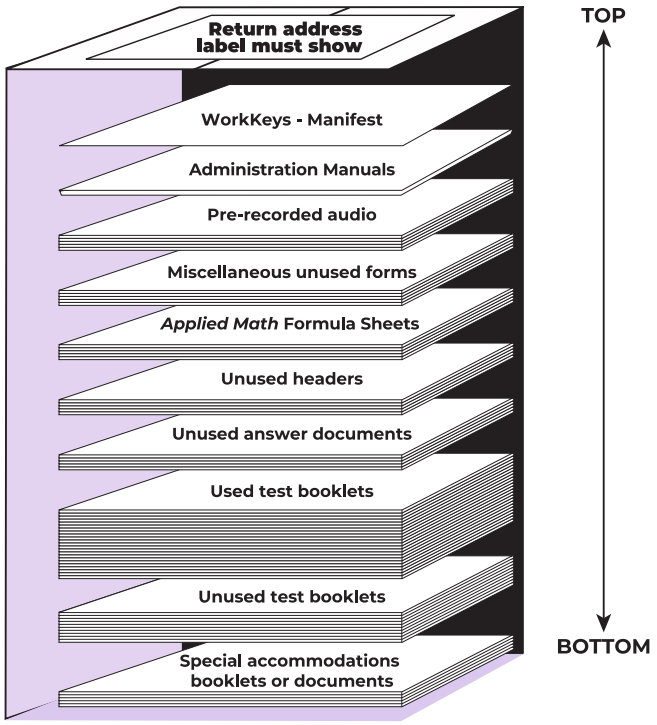
   ACT WorkKeys

   ACT Return Processing Center

   821 Memorial Ave.

   Camden, NJ 08103
8. Ship all cartons via FedEx or some other traceable method. Affix proper postage and mail all cartons at the same time.

Note: 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.


Return address label must show
WorkKeys - Manifest
Administration Manuals
Pre-recorded audio
Miscellaneous unused forms
Applied Math Formula Sheets
Unused headers
Unused answer documents
Used test booklets
Unused test booklets
Special accommodations booklets or documents
TOP
BOTTOM

NON-TEST ACTIVITIES

Completing the Non-Test Information

Introduction

Prior to testing, allow time for examinees to personally complete non-test information on the answer document. Use the following information to prepare for this session and guide examinees through the process.

Sessions for Examinees Testing with Accommodations and/or Supports

Examinees testing with accommodations and/or supports may complete the non-test portions during the same session as other examinees, or in a separate session. The test coordinator is responsible for administration arrangements.

Required Fields

Examinees are required to complete identifying information and mailing address fields on their answer document.

At a minimum, examinees must complete the following blocks:

- 2 – Name (first, last, middle initial)
- 3 – ID Number
- 4 – Date of birth
- 12 – Mailing address
- 13 – City
- 14 – State code (see the State Codes table for this code)
- 15 – ZIP code

The examinees will need to grid their ACT WorkKeys State Code into Block 14 of their answer document. The table with these codes is found below.

ACT WorkKeys State Codes

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

Verbal Instructions for Completing Non-Test Information

Find your state code in the State Codes table (see the Required Fields section above) to provide when reading these instructions.

1. Read aloud all instructions in the shaded boxes. Do not depart from this text.
2. Begin by saying:

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

3. Distribute answer documents.
4. Continue by saying:

   Place your answer document so that page 1 faces you. In Block 1, print the name of this site [announce the name], city, state, and ZIP code.

5. When examinees have completed Block 1, say:

   These fields: First Name, Last Name, Date of Birth, and ID Number are used to match you to your score record and to create an A-C-T WorkKeys National Career Readiness Certificate, if applicable.

6. Say:

   If you are taking these tests to receive the A-C-T National Career Readiness Certificate or a local career readiness certificate, your name will be printed on the certificate as you print it in Block 2 on the answer document.

7. Continue by saying:

   Names on certificates are printed in all capital letters and do not include hyphens. If you put spaces in the first or last name, it will be printed this way on the certificate.

8. Continue by saying:

   In Block 2, print your first and last name and your middle initial. In Block 3, enter your ID number (ACT will assign an ID number if you do not provide one, but ACT will not be able to provide a certificate based on the ACT-assigned ID number). In Block 4, enter your date of birth. Put one letter or number in each box and fill in the corresponding oval below. If you have a question, raise your hand. When you have completed Blocks 2, 3 and 4, put your pencil down and look up.

9. When everyone has completed Blocks 2, 3 and 4, say:

   You are encouraged, but not required, to complete Blocks 5 through 11. If you have a question, raise your hand. When you have completed these blocks, put your pencil down and look up.

10. When everyone is ready, say:

    Now, turn to page 2. Complete Blocks 12 through 20. For Block 14, state code, enter [announce your state code from the State Codes table]. Fill in the blocks completely and accurately. Look up when you are finished.

11. The examinees will need their permanent county of residence code for block 21. Refer to the United States and US Territories 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 12-20. When everyone is ready, say:

    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.

    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 block 23 blank at this time. We will go back to block 23 later. Leave block 24 blank at this time.

12. If your site is NOT using Local Items, proceed to step **14**, page 39
13. If your site is using Local Items, distribute the Local Item questions and say:

    Return to block 24. In this block, respond to the questions just distributed. When you are finished, put your pencils down and look up at me.

14. Use the following to determine your next step.
    - If you are completing only the non-test session at this time, continue to step **15**, page 40.
    - If you are administering the test, proceed to the Verbal Instructions to begin testing.

15. Instruct examinees to do the following.
    - Report to the test site at the time and location you designate.
    - Bring the following items on test day:
      - ~ Acceptable photo identification
      - ~ No. 2 pencils with good erasers (no mechanical pencils or ink pens)
      - ~ A permitted calculator
    - Do not bring cell phones or any other electronic devices, scratch paper, notes, reading materials, or any unauthorized testing aids.
16. Collect the answer documents individually from each examinee.
17. Dismiss examinees.
18. Return answer documents to the test coordinator.

TEST ADMINISTRATION

Preparing for Test Day

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” be created for each test room prior to the test day. The roster can be found in the *Forms* section of this manual. Write the name of each examinee scheduled to test on the roster.

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. Allow for a 15-minute break after every two sessions or tests. If you are only administering two tests, you can allow for a break between the two.

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 Process

Check-in and preparation

- Identify examinees
- Check for prohibited items and unauthorized testing aids
- Seat examinees
- Check expiration date on test booklets (see "Expiration Date and Return Policy")

Demographics and Instructions (must be completed first)

- Distribute answer documents

- Demographics completed by examinees on answer document

Testing (tests may be administered in any order)

- Multiple Choice Tests
  - ~ Distribute test booklets and give verbal instructions
  - ~ Administer the test
  - ~ Collect test booklets
  - ~ Break
- Observation Test
  - ~ Give verbal instructions for Part I
  - ~ Video and testing for Part I
  - ~ *Optional: break, then give verbal instructions for Part II*
  - ~ Video and testing for Part II
  - ~ Break

After testing

- Collect answer documents and all testing materials
- Complete irregularity reports as necessary
- Dismiss examinees

Admitting Examinees

Acceptable Identification

An examinee must have an acceptable form of identification to be admitted for testing.

Keep in mind:

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

Acceptable Forms of Identification and Identification Criteria by Roster

Roster Notation	Type of ID	Criteria for Acceptance
P	Current Official Photo ID or Recent Published Individual Photo	Must include all of the following: • Current (valid) • Issued by a city/state/federal government agency, employer, or school • Examinee's first and last names • Photo is clearly recognizable as the examinee Signature not required. Examples: driver's license, passport, school ID, state ID. Recent published individual photos must include all of the following: • Original, not a photocopy or reproduction • Published within the last two years • An individual (not a group) photo, clearly recognizable as the examinee • The examinee's first and last names in the caption. Signature not required. Examples: newspaper, school yearbook
F	Notarized Statement with Photo	Must include all of the following: • Sworn statement by a notary public, who must not be a relative, identifying the examinee by name • Recent, recognizable, individual (not group), photo of the examinee attached to the statement • Signed by the examinee, in ink, in the presence of the notary. It is to be collected and return to ACT with the roster.
R **Plus Staff Initials**	Staff Recognition	• Examinees without acceptable ID may be admitted only if they are personally recognized, face-to-face, by a staff member (staff member cannot be a relative) • That staff member's initials must be printed legibly beside the examinee's name on the roster (without staff initials, personal recognition is invalid) • If all examinees in a room were recognized by the same staff member, state that on the roster, indicating the name of the staff member along with his or her initials (e.g., "all examinees in this room were recognized by _____")

Unacceptable Identification

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

Admit Examinees to the Test Room

Control who enters and leaves the test room at all times. Do not allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the room supervisor is ready to admit examinees.

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.

If the ID is …	Then …
Not presented, not acceptable, and/or examinee cannot be recognized by staff	a. Do not admit the examinee. b. Write "denied" on the roster beside the examinee's name, using the following notation: **D** = Denied c. Complete an Irregularity Report.
Acceptable or examinee can be recognized by staff	a. Compare the photo on the ID to the examinee. b. 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 c. Direct the examinee to a seat in the test room and instruct the examinee to wait patiently until testing begins.

Late Arrivals and Examinees without Identification

If an examinee can present acceptable ID or be personally recognized before the test booklets are distributed in the test room, admit the examinee and submit an Irregularity Report.

IMPORTANT: Absolutely no one may be admitted to the test room after the test booklets are distributed in the test room, If this policy is violated, scores for the examinees admitted late will be canceled.

Denying Admission

If an examinee arrived too late to be admitted, deny admission, and write "denied" beside the examinee's name on the roster.

Direct Examinees to Their Seats

After an examinee has been identified and the roster marked, direct the examinee to a specific, assigned seat using the following guidelines. **Never allow examinees to choose their own seats.**

- Examinees can be seated alphabetically.
- You can direct the first examinee to the left side of the room, the second examinee to the middle, the third examinee to the right side, and so on.
- 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.
- Separate friends and relatives or examinees that arrive together.

Seat Left-Handed Examinees

Determine who will need a left-handed work surface if you are not using tables.

a. Ask examinees as they are admitted to the test room if they require left-handed desks, or
b. Write a statement on the board telling left-handed examinees to report to a proctor for their seating assignments

Administering the Tests

Allowed and Prohibited Items in the Test Room

Cell Phones and Electronic Devices

Examinees may not use cell phones, smart watches, fitness bands, media players, or any other electronic devices at any time (including during the break). All devices must be powered off and stored out of sight.

If an examinee accesses a device at any time, or if a device activates after being stored away, the examinee must be dismissed. Staff should:

- Be vigilant in monitoring for prohibited behavior during testing and during the break.
- Strongly enforce the dismissal of any examinee who engages in prohibited behavior.
- Prominently display the prohibited device posters at central locations.

Note: Do not collect cell phones or other electronic devices from examinees; examinees should retain responsibility for them. Exception: If an examinee has been authorized to use a cell phone with a medical device in the room, the cell phone must be held by the room supervisor or proctor during testing and used only for its medical purpose under the direct supervision of testing staff.

Staff should not use cell phones or electronic devices while in the test room. If staff members have cell phones in the room, they should be turned off or silent.

Calculators

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

- A permitted calculator may be used only on Applied Math.
- All problems on this test can be solved without a calculator.
- The calculator must be turned off and put away during all other tests.
- Hand-held calculators may not be connected in any way to a computer or device being used for testing.
- A current *Calculator Policy* is available online at **act.org/calculator-policy.html**.
  - Each room supervisor must have access to this policy.
  - Post it for examinees to see (e.g., at check-in stations, test rooms, etc.).
  - It may be read to examinees as a general announcement before testing begins.

Examinee responsibilities:

- Bring—and use—a permitted calculator.
- Check **act.org/calculator-policy.html** or call 800.498.6481 for a recorded message about the current ACT calculator policy.

Staff responsibilities:

- Check for prohibited calculators during the test.
- Check periodically to make sure examinees did not switch calculators after the first check.
- If an examinee uses a prohibited calculator, dismiss the examinee for prohibited behavior.
- If a calculator has characters one inch high or larger, or a raised display, seat the examinee where no others can see the display.

Applied Math Formula Sheet

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

Other Items

Examinees may not bring any of the following into the test room:

- Textbooks, foreign language or other dictionaries, scratch paper, notes, or other aids
- Highlighter pens, colored pens or pencils, correction fluid/tape
- Reading material
- Tobacco in any form

Examinees and staff may bring snacks and beverages into the test room, but may only consume them outside of the room during break.

Examinee Timepieces

Examinees may have a personal timepiece such as a watch, timer, or stopwatch, provided it is:

- On the desk
- Not a distraction to others
- Not a prohibited device (e.g., smart watches, fitness bands)

General Announcements to Examinees

Before testing begins, you may make announcements regarding:

- **Cell phones and electronic devices:** All devices must be powered off and stored away at all times. If an examinee handles or accesses a device, or if a device activates, the examinee must be dismissed and their test will not be scored.
- **Calculators:** Read to the examinees the current list of prohibited calculators (and calculators permitted with modification) from the *Calculator Policy*.
- **Hats:** Some hats may obstruct your view of examinees' eyes and may allow examinees to conceal prohibited behavior, such as using a cell phone, earpiece, or other electronic device. Not all hats may hinder your ability to monitor examinees and some examinees may wear hats or other head coverings due to religious convictions or medical reasons. The announcement to remove hats is left to your discretion.
- **Institutional requirements:** You may dismiss an examinee who purposefully disregards a posted regulation of your site or school policy. Some schools, for example, do not allow smoking on school grounds. Explain to the examinee the reason for the dismissal and document in full on the Irregularity Report.
- **Nervous noise:** Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- **Restrooms:** Describe the location of restrooms and drinking fountains available during the break.

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.

Note: 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.

Time Allowed for Each Test

Each test has a set time allowance based on the timing authorized by the test coordinator. The times specified in the verbal instructions for each test must be followed exactly as stated.

Each standard time WorkKeys assessment given in English is 55 minutes. Each standard time WorkKeys assessment given in Spanish is 70 minutes.

Timing the Tests

Room supervisors are responsible for timing the tests in their rooms. Timing or reading the verbal instructions is not to be controlled from a central location for multiple rooms (for example, using bells, a PA system, or loudspeaker). Each room supervisor must be able to react to any problems or questions that occur in a particular room and adjust timing if necessary. This procedure minimizes the effects of any mistimings by isolating it to the room.

For standard time administrations, the full time for each test must be given, regardless of the number of examinees in the room. **Take extreme care to ensure the exact time is allowed for each test.**

Timepieces

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

Accurately Time the Tests

1. As you begin timing each test, enter the actual START time (e.g., 8:26) on the Timing Report, found in the *Forms* section of this manual.
2. Calculate the STOP time, then the time for the verbal announcement of 5 MINUTES REMAINING (subtract 5 minutes from the STOP time), and enter those times.
3. All examinees in the room must begin each test at the same time. For example, if you are administering Workplace Documents , all examinees in the room must be working on Workplace Documents.
4. Before you announce 5 minutes remaining, and before you call stop, check your timepiece carefully against the time you have written down and verify it with the other timepiece. If a proctor is in the room, the proctor is to double-check the room supervisor's timing. Make sure you record the actual times you made your announcements on the Timing Report. Make sure you record the actual times you made your announcements on the Administration Report.

Announcing Time Remaining

A verbal announcement of time remaining must be made 5 minutes before the end of each test (see the appropriate verbal instructions). It is important to give the time remaining announcement accurately as examinees rely on it to pace themselves.

Posting Times on the Board

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. Do not post the time remaining.

Monitoring the Test Room

Follow these policies for monitoring a test room:

- A member of the testing staff must be physically present in the room at all times to monitor the examinee(s). Monitoring through glass partitions or via security cameras is not allowed.
- The examinee(s) cannot be left unattended, even briefly.
- The room supervisor must be in the room for the entire session, except when relieved by a proctor for a short break.
- One room supervisor cannot supervise multiple rooms at the same time.

Note: A room supervisor is the person responsible for administering the test in one test room. A test coordinator who supervises a test room is the room supervisor for that room.

Checking for Prohibited Behavior

- Throughout testing, move quietly around the room to discourage and detect prohibited behavior. Staff attentiveness is a very effective deterrent.
- Document all prohibited behavior and any actions you take on the Irregularity Report.
- If you suspect an examinee but are uncertain, warn the examinee of the behavior and ask ACT for a decision before the examinee is dismissed. If the behavior continues after one warning, promptly dismiss the examinee.
- If you dismiss an examinee for prohibited behavior, follow the instructions exactly. (See Prohibited Behavior and Dismiss for Prohibited Behavior.)

Allowing Examinees to Leave the Test Room

Examinees may go to the restroom during testing, but it is best not to announce it. Secure examinees' test materials any time they leave. Always be sure the same examinee returns after leaving. If you have doubts, recheck identification.

Only one examinee may leave the test room at a time. If two or more examinees need to leave at the same time, or if other rooms have been dismissed, the examinees must be accompanied by a proctor. Do not leave a test room unsupervised at any time.

Answering Questions

You may answer questions for examinees about the mechanics of the test, but must not answer questions about guessing or content. Always refer examinees to the directions in their test booklets. **Do not comment on or add in any way to the test directions.**

If an examinee has a concern about an individual test item, then after the test, complete an Irregularity Report, following the instructions for Test Item Challenges.

Avoiding Common Errors in Completing Answer Documents

Room supervisors and proctors should be aware of the types of errors examinees commonly make when completing their answer documents. Test staff 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.
- Grid responses to the Observation video assessment in the designated sections of the answer document.

It is very important that all testing staff are 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

Submit an Irregularity Report

- Submit an Irregularity Report for group or individual irregularities. (If no irregularities occur, do not submit an Irregularity Report.)
- Describe in detail any irregularity, especially those that could affect test scores.
- Include the names of any examinees involved.
- Paper clip any affected answer documents to the Irregularity Report.

Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or the entire site). If a group irregularity occurs, take security measures to safeguard test materials whenever possible and follow the instructions outlined for that irregularity.

Missing or Stolen Test Materials

Examples: Post-test counts do not match what was distributed, examinee attempts to leave with test materials, secure materials are unaccounted for at any time (before, during, or after testing)

1. Recover the missing materials (if possible).
2. Call ACT immediately.

Interruptions or Disturbances

Examples: Unexpected visitors, a noise or distraction in the room, sudden illness

1. If you can take action to eliminate the disturbance, do so. Otherwise, instruct examinees to stop testing.
2. Have examinees close their test booklets and put their answer documents inside.
3. Make note of the time.
4. Determine if you can resume testing.
   a. If you can resume testing, go to Step **5**.
   b. If you cannot resume testing, collect materials and call ACT for next steps.
5. Resume testing when possible.
   a. Pick up timing where you left off.

Emergency Evacuations

Examples: Fire alarm, severe weather, public safety concern

1. Get examinees and staff to safety.
2. If possible, make note of the time.
3. If possible, collect the test materials (or lock the test room).
4. Call ACT (when safe to do so).

Power Outages

Examples: Loss of electricity, affecting room comfort or equipment

1. If it is reasonable to continue testing without power, do so.

2. For a brief outage, follow the instructions for **Interruptions or Disturbances**, page 51.
3. For an extended outage, call ACT for next steps.

Reschedules

Examples: Severe weather or facility issues that prevent you from starting any testing

1. Mark documentation as "Did not test."
2. Call ACT for instructions.

Mistimings

Examples: Timepiece malfunction, examinees tested with the wrong timing assignment, staff miscalculated stop time

1. Call ACT immediately to determine next steps if more than the time allowed is given on a test, or if the mistiming is discovered after examinees have been dismissed.

   Note: If a retest is necessary, examinees must retake all tests, not just the one that was mistimed. Examinees must complete the non-test information again on the new answer document.

2. 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 the next test, wait until that test has concluded, then make up the additional time on the previous test. Document on the Irregularity Report.

Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). If an individual irregularity occurs, follow the instructions outlined for that irregularity.

Examinees Who Leave and Return

Examples: Examinee needs to use the restroom, examinee feels ill and needs to leave the room, examinee returns late from break

1. Collect and secure the examinee's test materials; give them back upon return.
2. Time the examinee's departure. Record the lost time on the Irregularity Report.
3. **If examinee returns during the same test:** Have the examinee continue testing where they left off and stop when time is called in the room. Lost time cannot be made up.
4. **If examinee returns during a later test:** Do not let the examinee go back to a previous test. Have the examinee start the current test and stop when time is called in the room. Lost time cannot be made up.

   Note: Only one examinee may leave the test room at a time. If two or more examinees need to leave at the same time, or if other rooms have been dismissed, the examinees must be accompanied by a proctor. Do not leave a test room unsupervised at any time.

Examinees Who Leave and Do Not Return

Examples: Examinee becomes ill and cannot continue testing, examinee does not return after break, examinee leaves before testing is completed

If an examinee is unable to complete testing during a test section, dismiss the examinee from the test room and mark the incomplete section VOID. 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 due to examinee request or

prohibited behavior, write VOID ALL TESTS in red across the answer document and attach the voided answer document to a completed Irregularity Report.

Test Item Challenges

Examples: Examinee thinks a test item is unclear, examinee does not believe there is a correct answer choice listed, examinee finds a typographical error in a test item

1. If an examinee challenges typographical errors in the test or ambiguities, instruct the examinee to choose an answer based on the information available and report the details of the challenge after the test is over.
2. Record the following information on the Irregularity Report:
   a. Examinee's name
   b. Examinee's Address
   c. Test booklet number
   d. Test form
   e. The test item number being challenged
   f. Examinee's question about the item

   Note: For security purposes, do not include a copy or image of the test item.

Defective Test Materials

Examples: Test booklet(s) or answer document(s) were damaged in shipping, printing error made some text on materials unreadable, something was spilled on materials after they were unpacked

1. If replacing a test booklet, ensure the replacement booklet is the same test form as the defective one.
   a. The examinee changes the test booklet number recorded on their answer document.
2. If replacing an answer document, the examinee does not change the test booklet number and transfers all information exactly as originally noted to a new answer document after the test session (without access to the test booklet).
3. Print "Defective Material" across the front of the defective test materials and attach them to the Irregularity Report. Note the details of the replacement on the Irregularity Report.
4. If you do not have sufficient materials to replace those that are defective, call ACT for next steps.

Attempts to Copy Test Materials

Examples: Taking pictures of test items or materials, removing pages from a test booklet, taking notes about the tests (handwritten or through electronic means, such as a cell phone or calculator), scanning or making copies of test materials

1. Do not allow staff or examinees to duplicate or record any part of the test by copying, taking notes, photographing, scanning, or using any other means.
2. Ensure all secure materials are collected and returned.
   a. Room supervisors must collect all materials from examinees before they are dismissed.
   b. Room supervisors must return all materials to the test coordinator immediately after testing.
   c. The test coordinator must pack and return materials to ACT following testing.

3. If you observe an examinee attempting to copy test materials, use a photographic, recording, or scanning device, or remove test materials, dismiss them for prohibited behavior.
   a. Confiscate and clear any devices used in an attempt to copy materials.
   b. Inform the examinee the tests will not be scored. VOID the answer document.
   c. Note all details on the Irregularity Report.
4. Call ACT immediately to determine if additional action is needed.

Unauthorized Marking of Responses in the Test Booklet

Examples: Examinee marked all responses in the test booklet without authorization for them to do so, examinee started marking responses in the test booklet and then switched to the answer document, examinee made note of some responses in the test booklet and forgot to transfer them to the answer document

Note: This irregularity does not require examinee dismissal.

1. If the examinee was not authorized by the test coordinator to mark responses in the test booklet, take action as soon as possible to remedy the issue.
   a. **If the examinee is finished and time remains on the current test:** Instruct the examinee to immediately transfer responses from the test booklet to the answer document.
   b. **If time has already been called on the current test:** No answers can be transferred at any time, including during the break or after testing.
2. Instruct the examinee to continue testing by marking responses on the answer document for any remaining tests.
3. Note the details of the marking error on the Irregularity Report.
4. Determine what to do with the answer document.
   a. **If there are some responses marked on the answer document:** Submit the answer document for scoring.
   b. **If there are no responses marked on the answer document:** Attach the answer document to the Irregularity Report.

Marking Responses in a Future Section of the Answer Document

Examples: Examinee marked Test 2 responses in the section for Test 3 (during the time for Test 2)

Note: This irregularity does not require examinee dismissal.

1. At the end of the current test, give the examinee a new answer document and collect the first answer document.
   a. Call ACT for instructions if you do not have a new answer document to give the examinee.
2. Instruct the examinee to begin marking responses in the correct section of the new answer document.
3. After testing is completed, supervise the examinee in the transfer of the non-test information and all previous test responses from the first answer document to the correct sections on the new answer document. Examinee must not have access to the test booklet during this transfer.
4. Mark the first answer document “REPLACED” and attach it to the Irregularity Report. Note details of the marking error on the report.
5. Return the new answer document for scoring.

Marking Responses in a Previous Section of the Answer Document (Working on a Test Other Than the Current Test)

Examples: Examinee marked responses in the section for Test 2 during the time for Test 3

1. Dismiss the examinee. This is prohibited behavior.
2. VOID the answer document and inform the examinee the tests will not be scored.

Irrational Behavior

Examples: Examinee yells or disrupts the test room, examinee becomes violent, examinee places self or others in danger

1. Try to prevent other examinees from being interrupted, affected, or involved.
2. Handle the behavior as quietly as possible without physical force or contact.
3. If necessary, call security or police to protect staff and other examinees' safety.
4. Collect and retain the disruptive examinee's test materials.
5. Dismiss the examinee and inform the examinee the tests will not be scored. VOID the answer document.
6. Note details on the Irregularity Report and attach examinee's test materials to the report.

Refusal to Turn In Test Materials

Examples: Examinee will not allow the room supervisor to collect test materials

1. Warn the examinee that taking the test materials is considered theft of ACT's property and will be reported to ACT or other appropriate authorities.
2. Call ACT immediately, providing the examinee's name and test form serial number from the Seating Diagram.
3. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

Prohibited Behaviors at the Test Site

The following behaviors are prohibited:

- Filling in or altering responses after time has been called. This means that the examinee cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark.
- Looking back at a test section on which time has already been called.
- Looking ahead in the test.
- Looking at another person's test or answers.
- Giving or receiving assistance by any means.
- Discussing or sharing test questions, answers, or test form identification numbers at any time, including during test administration, during breaks, or after the test.
- Attempting to photograph, copy, or memorize test-related information or remove test materials, including questions or answers, from the test room in any way or at any time.
- Disclosing test questions or answers in any way or at any time, including through social media, in whole or in part.
- Using a prohibited calculator (**act.org/calculator-policy.html**).
- Using a calculator on any test section other than math.
- Sharing a calculator with another person.
- Wearing a watch during test administration. All watches must be removed and placed face up on the desk.
- Using a watch with recording, internet, communication, or calculator capabilities (e.g., a smart watch or fitness band).

- Accessing any electronic device other than an approved calculator or watch. **All** other electronic devices, including cell phones and other wearable devices, must be powered off and stored out of sight from the time the examinee is admitted to test until the examinee is dismissed.
- Using highlighter pens, colored pens or pencils, notes, dictionaries, or other aids.
- Using scratch paper.
- Not following instructions or abiding by the rules of the test site.
- Exhibiting confrontational, threatening, or unruly behavior.
- Violating any laws. (If ACT suspects the examinee engaged in criminal activities in connection with a test, such activities may be reported to law enforcement agencies.)
- Allowing an alarm on a personal item to sound in the test room or creating any other disturbance.

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

Prohibited Behavior

1. Monitor examinees at all times. If you observe or suspect prohibited behavior, take prompt action.
2. If you are certain prohibited behavior occurred, promptly dismiss the examinee, but if you only suspect prohibited behavior, take these steps:
   a. Discreetly warn the examinee.
   b. Continue close observation.
   c. After one warning, if you continue to suspect prohibited behavior, promptly dismiss the examinee.
   - The behavior does not need to be verified by the test coordinator or another staff member. Dismiss based on your own observation.
   - You do not need to directly observe prohibited behavior to determine that it occurred. For example, if you are certain that ovals left unfilled at the end of a test were filled in after time was called, dismiss the examinee.
   - The decision to cancel scores due to prohibited behavior is at ACT's sole discretion and cannot be reversed or appealed.

Dismiss for Prohibited Behavior

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

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the examinee's test materials.
3. If you believe an electronic device or other item was used to store or exchange information, or to take an image of the test, collect the device/item from the examinee and call ACT immediately. ACT will determine if the device/item is to be retained and sent to ACT or returned to the examinee. Do not return the device/item to the examinee without ACT approval.

4. Tell the examinee:
   a. You observed or are certain of the prohibited behavior.
   b. The dismissal is because of the behavior.
   c. The tests will not be scored.
5. Write VOID on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. Dismiss the examinee.
7. Submit a detailed Irregularity Report that includes:
   a. The time of the incident and the name(s) of the examinee(s).
   b. The test the examinee was working on at the time.
   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 and the actions that were taken.
   f. The name(s) of the staff who observed or were certain of the irregularity.
8. Attach the voided answer document to the Irregularity Report (do NOT staple) and return it in the processing envelope. Return the examinee's test booklet with the other test booklets from the room.

ACT will not score the tests if you follow these procedures exactly. You must inform the examinee the tests will not be scored and clearly indicate this on the Irregularity Report. Otherwise, tests may be scored.

Void a Test

1. Report and document the reason for voiding all tests .
2. Mark page 1 of an answer document VOID and attach it to the Irregularity Report if an answer document is defective or if an examinee is dismissed for prohibited behavior and was told the test will not be scored.

VERBAL INSTRUCTIONS

Standard Time Testing

Introduction

This section contains verbal instructions to be read to examinees and instructions for staff activities during testing. Familiarize yourself with these instructions and practice reading them before test day.

Before You Begin

Before you begin reading the verbal instructions, make sure:

- You have the correct Test Administration Forms
- You have an Irregularity Report

Reading the Verbal Instructions

To ensure standardized conditions, room supervisors must read the verbal instructions loudly, clearly, and exactly as written. This ensures all examinees receive consistent, accurate instructions.

- Read aloud only those instructions in the shaded boxes.
- Do not read aloud text in (parentheses).
- Pause frequently and wait for examinees to finish the task before proceeding. Look at examinees to be sure they are following instructions.
- Read the correct instructions for your test room.
- Perform all tasks only when directed to do so.

Begin Testing

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.
2. Say:

   You are about to take A-C-T WorkKeys assessments.

   The tests will be administered under standard time conditions. If you believe you are not to test with standard time, raise your hand.

3. If anyone raises their hand, confirm they are in the correct room by checking your roster. If there is a discrepancy, immediately confer with the test coordinator to move the examinee to the correct room. Do not leave the test room unattended to do so. Then continue.

4. Say:

   All items brought into the test room may be searched. Items suspected of being used to engage in misconduct may be confiscated and retained.

   Cell phones, smart watches, fitness bands, and any other devices with recording, internet, or communication capabilities are prohibited unless authorized as an accommodation.

   You may not handle or access such devices during testing or during breaks. All electronic devices must be powered off and stored out of sight. Turning your device to silent or airplane mode is not acceptable. Alarms or notifications of any kind may not sound. If you are wearing a watch to keep time, remove it now and place it face up on your desk.

5. Wait until devices are powered off and stored and all watches are placed face up on desks, then say:

   Now that you have powered off and stored away your device, you may not handle or access it again until you leave at the end of testing. If you access a device, or if a device activates or makes any noise or vibration, you will be dismissed and your test will not be scored. Are there any questions?

   Note: From this point forward, if you see an examinee with a phone or electronic device, or if a device makes noise, you MUST dismiss the examinee.

6. Check all devices were stored, then say:

   Clear your desk of everything except No. 2 pencils, erasers, and your watch (if applicable). Place all personal items under your seat. You will not be able to access them during testing or the break. If you brought a calculator, put it under your seat. You may only use it during the mathematics test. Keep the aisles clear.

7. Wait for examinees to clear their desks.
8. Say:

   In addition to the information you've been given about electronic devices, alarms, and clear desks, note the following behaviors that can also result in dismissal:

   - You may not fill in or alter responses after time has been called. This includes fixing stray marks.
   - You may not look at any section of the test outside of the designated time for that test.
   - You may not give or receive assistance by any means. This includes looking at another person’s test.
   - The test is confidential and remains so even after the exam is complete. You may not remove any materials from the test room. You may not discuss or share test questions, answers, or test form identification numbers during test administration, during breaks, or after the test.
   - You may not disclose test questions or answers in any way or at any time, including through social media, in whole or in part.
   - Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room.

   If you are observed or suspected of engaging in prohibited behavior, you will be dismissed and your tests will not be scored.

   Do you have any questions about prohibited behavior?

9. Address questions.
10. Say:

    I will now hand you an answer document. Do not mark on it until I give you instructions.

11. Individually hand out each examinee's document.
12. Choose one of the following steps.
    - **If a non-test session was not held,** read the Verbal Instructions for Completing Non-Test Information now, and move to the next step below when finished.
    - **If a non-test session was held,** say:

    Look at page 1 of the answer document. It should have your name and information completed during the non-test session. If the answer document you received is not yours, raise your hand.

13. Say:

    Answer documents are scored by machine. Make marks heavy and black. Fill in each oval completely without extending marks outside the lines. Only No. 2 pencils can be used. Do not use mechanical pencils.

14. Say:

    I will now hand you a test booklet. Do not break the seal or open it. When you receive the test booklet, sign and print your name in the spaces provided on the front cover. Look up when you are finished.

15. Hand one test booklet to each examinee in the room, in sequential serial number order. Keep an exact count of the number of test booklets distributed, and the order in which you distributed them, for completing your Seating Diagram.
16. If an examinee is authorized to use translated test directions, hand them out with the test booklet. Instruct examinees to write their names on the front covers.
17. **Important:** Do not admit examinees to the test room after you start distributing test booklets.
18. Wait for examinees to finish printing and signing their names.
19. Say:

    The back cover of your test booklet includes Terms and Conditions. Turn your test booklet to the back cover, and read the Terms and Conditions. Look up when you are finished.

20. Wait for examinees to read the Terms and Conditions.
21. Say:

    Your answer document has an Examinee Agreement on page 2, block 23. Turn to page 2, read the agreement, and then sign your name and enter today's date.

22. Wait for examinees to finish the agreement.

23. Say:

    Listen carefully. The use of scratch paper is not permitted. Do any figuring or scratch work inside your test booklet.

    If you have translated test directions or a word-to-word bilingual dictionary, do not write in them. If you do, you will be dismissed for prohibited behavior and your tests will not be scored.

    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 to monitor testing. If you have a question or need another pencil, raise your hand. Do not look around.

24. Say:

    I will keep the official time. Please pay attention to time remaining announcements on each test. It is to your advantage to answer every question.

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

    When I tell you to stop at the end of each test, put your pencil down immediately and look up at me. If you finish before I call time, remain quiet in your seat. Do not engage in any disruptive activity.

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

Workplace Documents

1. When everyone is ready, say:

   I will now distribute the Workplace Documents test booklets. Do not begin work until I tell you. You are to work only in this section. Do not fill in or alter ovals in other test sections. If you finish early, place your answer document inside your test booklet and close the cover. Do not break the seal of your test booklet until instructed.

2. Say:

   In the top-right corner of the cover page of your Workplace Documents test booklet, find the test form number. Print it in the Test Form boxes on your answer document, and fill in the matching oval below each box. If the test form number is not entered correctly, ACT may not be able to score your answer document.

3. Continue by saying:

   In the top-left corner of your booklet, find the 7-digit number and copy it onto your answer document on page 3, in the Booklet Number boxes of the Workplace Documents section. Fill in the corresponding oval below each box. Leave the Admin. Code blank.

4. Move around the room to be sure examinees are entering the information.
5. Wait for examinees to finish.

6. Say:

   Break the seal of your test booklet now. Open the cover, read the directions, and look at me when you are finished.

7. When everyone has read the directions, set your timer to 55 minutes (70 minutes for Spanish), then say:

   You have 55 minutes (70 minutes for Spanish) to work on this test. Turn to the next page and begin work.

8. Begin timing.
9. During the test, do the following:
   a. Record the start time on the Timing Report and calculate warning and stop times.
   b. Complete your Seating Diagram.
   c. Move around the room to monitor for prohibited behavior.
10. When 5 minutes remain on the timer, say:

    Attention. You have 5 minutes remaining.

11. When the timer reaches zero, say:

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

12. Verify everyone has stopped.
13. When you have everyone's attention, say:

    I 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.
16. If you are dismissing to break or ending your session, go to the *Ending your Test Session* section.

Applied Math

1. When everyone is ready, say:

   I will now distribute the Applied Math test booklets. Do not begin work until I tell you. Do not break the seal of your test booklet until instructed.

   All problems on the math test can be solved without a calculator. However, you are allowed to use a calculator on this test and may get it out now. You are responsible for knowing if your calculator is permitted. If you use a prohibited calculator, you will be dismissed, and your answer document will not be scored.

   Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand. You may have only one calculator on your desk or in operation at a time. If your calculator has games or other functions, you may not use them during the test. Keep your calculator flat on your desk. Are there any questions?

2. Answer any questions.

3. Say:

   In the top-right corner of the cover page of your Applied Math test booklet, find the test form number. Print it in the Test Form boxes on your answer document, and fill in the matching oval below each box. If the test form number is not entered correctly, ACT may not be able to score your answer document.

4. Continue by saying:

   In the top-left corner of your booklet, find the 7-digit number and copy it onto your answer document on page 3, in the Booklet Number boxes of the Applied Math section. Fill in the corresponding oval below each box. Leave the Admin. Code blank.

5. Move around the room to be sure examinees are entering the information.
6. Wait for examinees to finish.
7. Say:

   Break the seal of your test booklet now. Open the cover, read the directions, and look at me when you are finished.

8. When everyone has read the directions, set your timer to 55 minutes (70 minutes for Spanish), then say:

   You have 55 minutes (70 minutes for Spanish) to work on this test. You are to work only in this section. Do not fill in or alter ovals in other test sections. If you finish early, turn your calculator off, place your answer document and formula sheet inside your test booklet and close the cover. Do any figuring in your test booklet or on your formula sheet. Turn to the next page and begin work.

9. Begin timing.
10. During the test, do the following:
    a. Record the start time on the Timing Report and calculate warning and stop times.
    b. Complete your Seating Diagram.
    c. Refer to the *Calculator Policy* and check all calculators periodically throughout testing. Dismiss any examinees who use a prohibited calculator. They will not be allowed to take any other tests.
    d. Move around the room to monitor for prohibited behavior.
11. When 5 minutes remain on the timer, say:

    Attention. You have 5 minutes remaining.

12. When the timer reaches zero, say:

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

13. Verify everyone has stopped.
14. When you have everyone's attention, say:

    I will now collect your test booklets. Do not put your answer document in 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.
16. If you are testing in a continuous session, go directly to the verbal instructions for the test you plan to administer next.

17. If you are dismissing to break or ending your session, go to the *Ending your Test Session* section.

Graphic Literacy

1. When everyone is ready, say:

   I will now distribute the Graphic Literacy test booklets. Do not begin work until I tell you. You are to work only in this section. Do not fill in or alter ovals in other test sections. If you finish early, place your answer document inside your test booklet and close the cover. Do not break the seal of your test booklet until instructed.

2. Say:

   In the top-right corner of the cover page of your Graphic Literacy test booklet, find the test form number. Print it in the Test Form boxes on your answer document, and fill in the matching oval below each box. If the test form number is not entered correctly, ACT may not be able to score your answer document.

3. Continue by saying:

   In the top-left corner of your booklet, find the 7-digit number and copy it onto your answer document on page 3, in the Booklet Number boxes of the Graphic Literacy section. Fill in the corresponding oval below each box. Leave the Admin. Code blank.

4. Move around the room to be sure examinees are entering the information.
5. Wait for examinees to finish.
6. Say:

   Break the seal of your test booklet now. Open the cover, read the directions, and look at me when you are finished.

7. When everyone has read the directions, set your timer to 55 minutes (70 minutes for Spanish), then say:

   You have 55 minutes (70 minutes for Spanish) to work on this test. Turn to the next page and begin work.

8. Begin timing.
9. During the test, do the following:
   a. Record the start time on the Timing Report and calculate warning and stop times.
   b. Complete your Seating Diagram.
   c. Move around the room to monitor for prohibited behavior.
10. When 5 minutes remain on the timer, say:

    Attention. You have 5 minutes remaining.

11. When the timer reaches zero, say:

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

12. Verify everyone has stopped.
13. Return all materials to the test coordinator.
14. Verify everyone has stopped.

15. When you have everyone's attention, say:

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

16. 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.
17. If you are testing in a continuous session, go directly to the verbal instructions for the test you plan to administer next.
18. If you are dismissing to break or ending your session, go to the *Ending your Test Session* section.

Applied Technology

1. When everyone is ready, say:

   I will now distribute the Applied Technology test booklets. Do not begin work until I tell you. You are to work only in this section. Do not fill in or alter ovals in other test sections. If you finish early, place your answer document inside your test booklet and close the cover. Do not break the seal of your test booklet until instructed.

2. Say:

   In the top-right corner of the cover page of your Applied Technology test booklet, find the test form number. Print it in the Test Form boxes on your answer document, and fill in the matching oval below each box. If the test form number is not entered correctly, ACT may not be able to score your answer document.

3. Continue by saying:

   In the top-left corner of your booklet, find the 7-digit number and copy it onto your answer document on page 3, in the Booklet Number boxes of the Applied Technolgy section. Fill in the corresponding oval below each box. Leave the Admin. Code blank. Write Applied Technology in the space provided for the Test Name on your answer document.

4. Move around the room to be sure examinees are entering the information.
5. When entered, say:

   Break the seal of your test booklet now. Open the cover, read the directions, and look at me when you are finished.

6. When everyone has read the directions, set your timer to 55 minutes (70 minutes for Spanish), then say:

   You have 55 minutes (70 minutes for Spanish) to work on this test. Turn to the next page and begin work.

7. Begin timing.
8. During the test, do the following:
   a. Record the start time on the Timing Report and calculate warning and stop times.
   b. Complete your seating diagram.
   c. Move around the room to monitor for prohibited behavior.

9. When 5 minutes remain on the timer, say:

   Attention. You have 5 minutes remaining.

10. When the timer reaches zero, say:

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

11. Verify everyone has stopped.
12. When you have everyone's attention, say:

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

13. 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.
14. If you are testing in a continuous session, go directly to the verbal instructions for the test you plan to administer next.
15. If you are dismissing to break or ending your session, go to the *Ending your Test Session* section.

Observation

You must provide a media player, monitor or projection screen, and sound system for each testing room. No more than 25 examinees can test in each testing room. Ensure that every examinee is able to see the monitor and hear the sound clearly.

1. When everyone is ready, say:

   We will now begin Observation Part I. Do not begin work until I tell you. You are to work only in this section. Do not fill in or alter ovals in other test sections. Turn to page 4 of your answer document. Go to the (Video Presentation): Observation Parts I and II section.

2. Write the test form code from the label of the video on the board. Continue by saying:

   In the Test Form block, print the letter "_" in the first box. Print the test form code, "_ - _ - _ - _" in the remaining four boxes of the Test Form section. Then fill in the corresponding oval in each column. Do not write in the seven boxes labeled Booklet Number in this section of your answer document. Leave the Admin Code column blank.

3. Move around the room to be sure examinees are entering the information.
4. Wait for examinees to finish.
5. Say:

   We will begin the video at this time. Reminder: the screen will show form code "_ - _ - _ - _", but the letter "_" needs to be gridded in the first digit of the form code. Part I will be approximately 30 minutes long. There must be no talking.

6. Turn on the player. Make certain it is working properly and that all examinees can see and hear clearly.
   a. The first frames contain ACT and ACT WorkKeys logos. The third frame shows the Test Form number. Make certain it matches the Test Form the examinees marked on their answer documents, with the letter "_" in the first digit. The video continues with instructions and a practice question. Examinees should mark their answers to the practice questions in Number 45 (the last row in this section of their answer

documents). You will have an opportunity to pause the video to answer questions when the instructions are finished. Do not discuss the practice question at this time; only answer questions regarding test-taking procedures. Do not pause more than five minutes before resuming the video.

7. When the frame End of Part I appears, pause the player, and say:

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

8. Allow examinees a five-minute break between Part I and Part II. Say:

   We will now take a five-minute break. Turn your answer document over and do not allow anyone to look at it. You may stand, stretch, or stay at your seat. There will be no talking. You may not leave the room.

9. After the five-minute break, say:

   We will now resume testing. Take your seats quietly.

10. When you have everyone's attention, say:

    Turn your answer document to the section you used previously for this test. You will have approximately 30 minutes for Part II. The video starts with Situation Number 7. The first question you will answer is number 19. Does anyone have questions?

11. Allow time for questions. When you have everyone's attention, say:

    We will begin the video at this time.

12. Turn on the player, and make sure the video is at Observation–Part II for testing. Make certain it is working properly and that all examinees can see the monitor and hear the sound clearly.
    a. Move around the room to be sure examinees are marking their answers in the correct section on the answer document. Responses for Part II are to be marked in the same section as Part I responses beginning with number 19.
    b. The video continues through the end of the test.
13. When the last frame shows "End," say:

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

14. Turn off the player.
15. If you are testing in a continuous session, go directly to the verbal instructions for the test you plan to administer next.
16. If you are dismissing to break or ending your session, go to the *Ending your Test Session* section.

Ending Your Test Session

This section contains instructions used to dismiss examinees to break or for the day.

Ending Your Test Session for Break

1. To dismiss examinees to break say:

   Place your answer document with page 1 face up on your desk. Make sure your calculator is put away. You will have a 15 minute break. Testing will resume at _____. If you return late, you will not be allowed to make up lost time.

   Remember, you will be dismissed if you access phones or other electronic devices during the break. Test materials may not be removed from this room and you may not discuss or share test content. Watches must remain in the test room during break, but should be removed from the desk and put away. You may not eat or drink anything in the test room. Please be quiet in the test site.

2. During the break, do the following:
   a. Monitor for cell phone and electronic device usage. Dismiss any examinees observed accessing a device.
   b. Make sure no test materials are taken out of the room and all answer documents are face up on the desk.
   c. Do not leave the test room unattended. If any examinees remain in the room, monitor them closely.
   d. Double-check all needed blocks of the answer documents are filled in.
   e. Monitor hallway activity (or ask a proctor to assist with this).
3. At the end of the break, say:

   Please get ready to resume testing. Desks must be clear of everything except your pencils, erasers, answer document, and watch (if applicable). Check the front page of your answer document to verify it has your name on it

Ending Your Test Session for the Day

After collecting test booklets from your last test session, use these verbal instructions to conclude testing.

1. Say:

   I will now collect the answer documents. Do not pass them in. You may not leave the room. Remain quietly in your seat until I have checked all documents. You may not access your cell phone or other electronic devices until you leave the test site.

2. While examinees remain in their seats, individually collect the answer document from each examinee.
   a. Confirm the answer documents are signed.
   b. Confirm the form and booklet codes are gridded.
   c. Stack all answer documents so they face the same direction.
   d. Verify the number of answer documents collected equals the number of examinees.
3. 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.
4. Keep the collected test materials where examinees do not have access.

   IMPORTANT: No one may access the test booklets or answer documents once they've been collected.

5. Say:

   No test materials can be removed from this room. Remember, discussing or sharing test content, test form identification numbers or answers is prohibited, including on social media.

   Be sure you have all of your belongings. This ends today's testing. You are dismissed.

6. Make certain examinees don't have access to the test materials as they leave the room.
7. Return the assessment materials to secure storage until they are needed for the next testing session or are returned to ACT. Ensure that assessment materials remain secure at all times.

ACT WorkKeys Roster

(This document may be photocopied) Page _____ of _____

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

Testing Site Name _____

Institution/Site Code (for testing site) ____ ____ ____ ____ ____ ____

City, State _____

Test Date _____

Room Supervisor _____

Room Name/Number _____

Type of ID
P = Photo ID
R and Initials = Recognized
F = ID Form
— = Absent
D = Denied

Examinee's Name (please print)	Type of ID: P	F	R and Initials	—
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

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

ACT WorkKeys Test Materials Tracking Log

I.

_____ ____ ____ ____ ____ ____

Testing Site Name

Institution/Site Code (for testing site)

II. All tests received in material shipment

	Serial range printed on booklet		Serial range of pre-recorded audio		
Workplace Documents	_____	to _____	Observation	_____	to _____
Applied Math	_____	to _____			
Graphic Literacy	_____	to _____			
Applied Technology	_____	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		Serial range of pre-recorded audio		
Workplace Documents	_____	to _____	Observation	_____	to _____
Applied Math	_____	to _____			
Graphic Literacy	_____	to _____			
Applied Technology	_____	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 Site 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)
Name: ID Number:	Test Title: Booklet Number:			
Name: ID Number:	Test Title: Booklet Number:			
Name: ID Number:	Test Title: Booklet Number:			

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.

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

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

Form purpose	To document the test room setup, the location of each examinee in the room, and the specific test booklet(s) used by each examinee
Staff responsible	Test coordinator
Number required	1 per test
Return procedure	Keep a copy for your records for 1 year

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

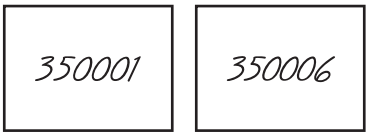
- Each seat in the room is represented by one box on the diagram.
- The completed diagram should show where examinees are seated in relation to each other.
- If this diagram does not fit your room, draw a diagram that does and attach it to this form.

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.

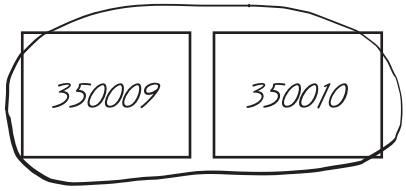
Examples

Two adjacent seats



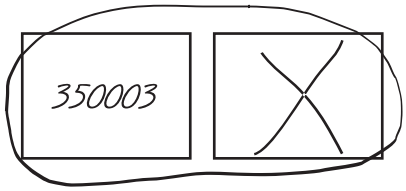
- Each box represents one seat.

Two seats at a table



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

Two seats at a table, one empty seat



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

Seating Diagram Form

1 Test Site Information

Testing Site Code _____ Testing Site Name _____ City, State _____

Test Date _____ Room Name/Number _____

Number of Staff in the Room _____ Room Supervisor Name _____

2 Room Type

☐ Single level
OR
☐ Multiple level

3 Writing Surfaces

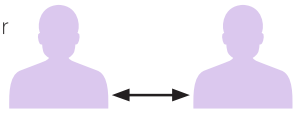
☐ Desks: ____ in. by ____ in.

☐ Tables: ____ ft. by ____ ft., # ____ per table

4 Distances between Examinees

shoulder-to-shoulder

_____ ft.



head-to-head

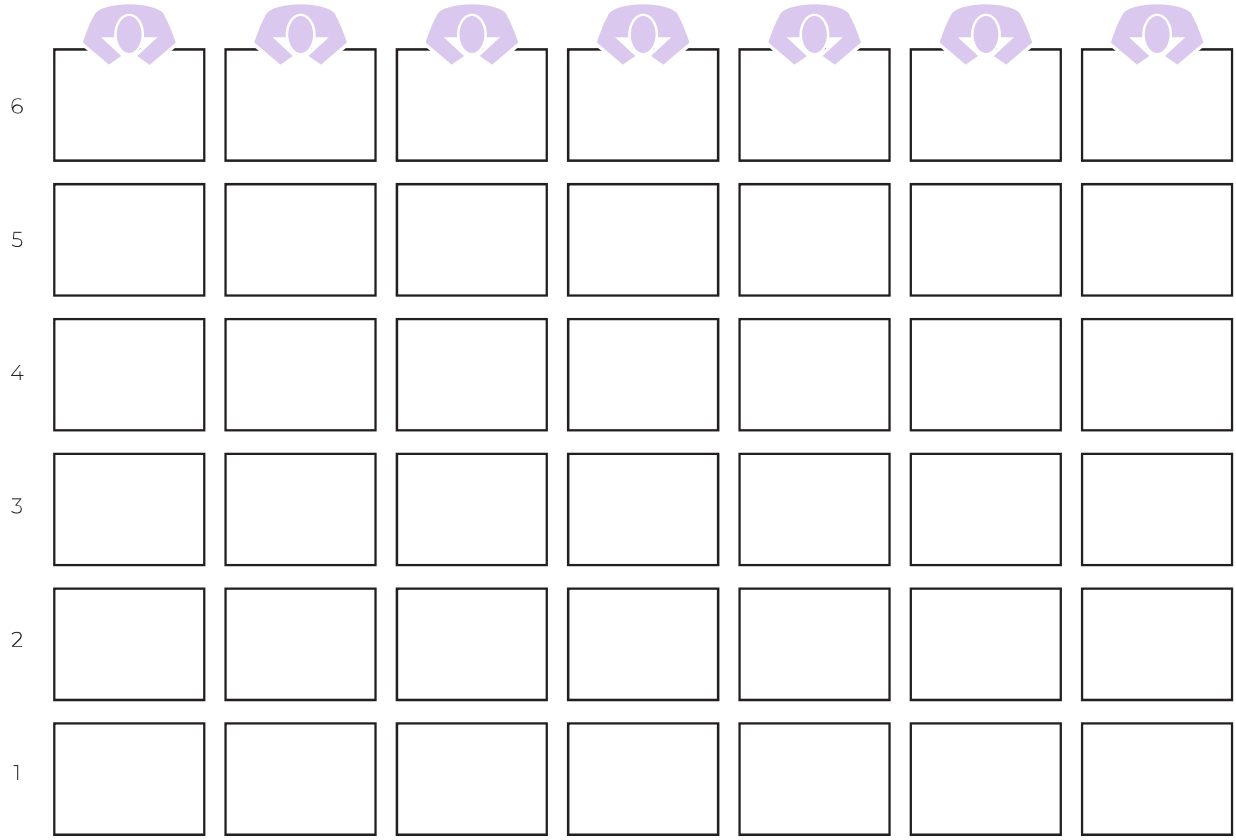
_____ ft.

5 Number of Examinees

Number of examinees in the room: _____

6 Seating Diagram

BACK



FRONT

ACT WorkKeys Timing Report

Timing Report

The duration of all tests given in English is 55 minutes. All tests given in Spanish are 70 minutes.

Record the actual time of day (e.g., 8:52 a.m.) these announcements are made for each test.

	Duration	Start	5 Minutes Remaining	Stop
Example		8:52 a.m.	9:42 a.m.	9:47 a.m.
Workplace Documents	**55/70**			
Applied Math	**55/70**			
Graphic Literacy	**55/70**			
Applied Technology	**55/70**			

Is there an Irregularity Report regarding timing? ☐ **Yes** ☐ **No**

English Timing Chart

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

Spanish Timing Chart

All Tests in Spanish—70 Minutes									
Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
__:00	__:10	__:12	__:22	__:24	__:34	__:36	__:46	__:48	__:58
__:01	__:11	__:13	__:23	__:25	__:35	__:37	__:47	__:49	__:59
__:02	__:12	__:14	__:24	__:26	__:36	__:38	__:48	__:50	__:00
__:03	__:13	__:15	__:25	__:27	__:37	__:39	__:49	__:51	__:01
__:04	__:14	__:16	__:26	__:28	__:38	__:40	__:50	__:52	__:02
__:05	__:15	__:17	__:27	__:29	__:39	__:41	__:51	__:53	__:03
__:06	__:16	__:18	__:28	__:30	__:40	__:42	__:52	__:54	__:04
__:07	__:17	__:19	__:29	__:31	__:41	__:43	__:53	__:55	__:05
__:08	__:18	__:20	__:30	__:32	__:42	__:44	__:54	__:56	__:06
__:09	__:19	__:21	__:31	__:33	__:43	__:45	__:55	__:57	__:07
__:10	__:20	__:22	__:32	__:34	__:44	__:46	__:56	__:58	__:08
__:11	__:21	__:23	__:33	__:35	__:45	__:47	__:57	__:59	__:09

ACT WorkKeys NCRC Assessments Examinee Affidavit of Qualification for Requested Allowable Accommodations

Office Use Only

Testing Site Name _____ Test Date _____

Examinee Name _____ Examinee Reference Number _____

Name of Reader and/or Scribe, if any _____

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.

Examinee's Name _____ ID Number _____

Test Site Name _____ Institution/Site Code _____

Test Coordinator's Name (printed) _____ Date _____

On the examinee's answer document, indicate the examinee's accommodation by marking the box labeled Admin. Code with the appropriate administration code for each assessment for which accommodation was provided. These codes can be found in the Gridding Administration Code section of Testing with Accessibility Supports.

For each ACT WorkKeys assessment administered, give the test date and the administration code describing the accommodation provided exactly as it was marked on the examinee's answer document. Also note any accommodations provided not directly related to the test.

Name of Assessment	Date Administered	Admin. Code	Accommodations-Level Supports (describe)	Mark Evidence of Qualification for Use of Accommodation-Level Supports
Applied Math	/ /			☐ Official Accommodation Plan ☐ Signed Affidavit of Prior Plan
Applied Technology	/ /			☐ Official Accommodation Plan ☐ Signed Affidavit of Prior Plan
Graphic Literacy	/ /			☐ Official Accommodation Plan ☐ Signed Affidavit of Prior Plan
Observation	/ /			☐ Official Accommodation Plan ☐ Signed Affidavit of Prior Plan
Workplace Documents	/ /			☐ 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.

Test Site Name | Test Date(s)

Test Coordinator's Name (printed)

Reader's Name (printed) Last First MI

Examinee's Name (printed) Last First MI

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.

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* ☐ *Applied Math* ☐ *Graphic Literacy* ☐ *Observation* ☐ *Applied Technology*

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

ACT WorkKeys 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:

☐ Exact English Signing ☐ Cued Speech

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.

☐ *Workplace Documents* ☐ *Applied Math* ☐ *Graphic Literacy* ☐ *Observation* ☐ *Applied Technology*

**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.

ACT Test Security

Anonymous Security Hotline

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

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

ACT Test Security Principles

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

ACT®