

2017|2018

FREE

ACT[®]

Preparing for the ACT[®] Test

 Special Testing

This booklet is provided free of charge specifically for students taking the ACT through Special testing who plan to use an alternate format.

The **ACT**[®]

www.actstudent.org



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A Message to Students

This booklet is for students with professionally diagnosed and documented disabilities who require test accommodations that cannot be provided at a test center and who plan to test with alternate test formats (braille, DVDs, or a reader). If you plan to test with a **regular type** test booklet, you should take the practice test in *Preparing for the ACT* (available for download at www.actstudent.org), which includes a regular type practice test, a practice ACT writing test, and scoring keys.

This booklet, which is provided free of charge, is intended to help you do your best on the ACT® test. Included in this booklet is a writing test (which may be read to you if you require oral presentation), a sample answer document, answer keys, and self-scoring instructions. Accompanying this booklet is a complete multiple-choice practice test in the alternate test format you requested. The scoring keys are in this booklet.

Read this booklet carefully and take the practice tests well before test day so you will be familiar with the tests, what they measure, and the strategies you can use to do your best on test day.

ACT is committed to representing the diversity of society in all its aspects, including race, ethnicity, and gender. Thus, test passages, questions, and writing prompts are deliberately chosen to reflect a range of cultures.

ACT is also committed to ensuring that test questions and writing prompts are fair and that they do not disadvantage any particular group of examinees. Extensive reviews of the fairness of test materials are rigorously conducted by both ACT staff and external consultants. ACT also employs statistical procedures to help ensure that our test materials do not unfairly affect the performance of any group.

Note: Since the ACT is a curriculum-based achievement test, research is periodically conducted and tests are updated accordingly to ensure test content continues to reflect classroom instruction and remains a relevant predictor of college and career readiness. As a result, you may notice subtle differences between this practice test and the test you actually take on test day.

Alternate Formats Available

Along with this booklet, you received one or more of the following alternate formats:

- Large type—for students with visual impairments (available in 18-point only).
- Braille—for students with visual impairments. Also includes raised line drawings for the mathematics and science tests. You may also order DVDs if you typically receive oral presentation in addition to braille in school.
- DVDs—for students requiring oral presentation of the tests. Also includes a regular type test booklet for you to follow along. Check to make sure the discs will play in the computer or other media player you plan to use. (See www.actstudent.org for more information.) To help with navigation, track listings are included.
- Raised Line Drawings—a separate booklet of raised line drawings for the mathematics and science tests for visually impaired students requiring oral presentation.

NOTE: The word “read” in this booklet refers to any means authorized for you to test with oral presentation—listening to DVDs or having someone read the tests to you from a script.

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)

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1 General Preparation for the ACT Tests

Your Test Option

When you requested Special testing, you chose one of two test options: the ACT (no writing) or the ACT with writing. You cannot take the writing test without first taking all four multiple-choice tests.

Both test options are available through Special testing **only** during the following designated three-week testing windows. All tests must be completed within the designated window or the answer documents will not be scored.

- September 9–October 1, 2017
- October 28–November 19, 2017
- December 9–31, 2017
- February 10–March 4, 2018*
- April 14–May 6, 2018
- June 9–July 1, 2018
- July 14–August 5, 2018

***Note:** This window is not available outside the United States or Canada.

Your Testing Window

You selected a three-week testing window in which you plan to complete all tests. Keep in mind that you are not guaranteed approval of your accommodations in time to test during your preferred window. Check with your test coordinator for the specific date(s) and location of your test administration as soon as you receive your approval letter.

Before your practice session, confirm with your test coordinator the accommodations, including the maximum time allowed for each test, for which you were approved. After your practice session, if you think you need additional or different accommodations, or need to change your testing window, contact your test coordinator immediately.

Test-Taking Strategies

The ACT contains multiple-choice tests in four areas: English, mathematics, reading, and science. Each of these tests contains questions that offer either four or five answer choices from which you are to choose the correct, or best, answer. The following suggestions apply to all four tests:

You may request extended time.

The amount of time authorized for you on each test will be communicated to your test coordinator. Confirm with your test coordinator how much time has been authorized for you on each test. Most students finish before the maximum time allowed by the guidelines.

Pace yourself.

The time limits set for each test give nearly everyone enough time to finish all questions. However, because the English, reading, and science tests contain a considerable amount of text, it is important to pace yourself so you will not spend too much time on one passage.

Similarly, try not to spend too much time puzzling over an answer to a specific problem in the mathematics test. Go on to the other questions and come back if there is time.

Read the directions for each test carefully.

Before you begin taking one of the tests, read the directions carefully.

- **The English, reading, and science tests ask for the “best” answer.** Do not respond as soon as you identify a correct answer. Read and consider all of the answer choices and choose the answer that best responds to the question.
- **The mathematics test asks for the “correct” answer.** Read each question carefully to make sure you understand the type of answer required. Then, you may want to work out the answer you feel is correct and look for it among the choices given. If your answer is not among the choices provided, reread the question and consider all of the answer choices.

Read each question carefully.

It is important that you understand what each question asks. Some questions will require you to go through several steps to find the correct or best answer, while others can be answered more quickly.

Answer the easy questions first.

The best strategy for taking the tests is to answer the easy questions and skip the questions you find difficult. After answering all of the easy questions, go back and answer the more difficult questions if you have time.

Use logic on more difficult questions.

When you return to the more difficult questions, try to use logic to eliminate incorrect answers to a question. Compare the answer choices to each other and note how they differ. Such differences may provide clues as to what the question requires. Eliminate as many incorrect answers as you can, then make an educated guess from the remaining answers.

Answer every question.

Your score on the tests will be based only on the number of questions that you answer correctly; there is no penalty for guessing. Try to answer every question within the time allowed for each test.

Review your work.

If there is time left after you have answered every question in a test, go back and check your work on that test. You will not be allowed to go back to any other test or mark responses to a test after time has been called on that test.

Be precise in marking your answer document.

If you are marking your answers on your answer document yourself (or are using a large type worksheet), be sure that the ovals on your answer document are filled in correctly. Check that the number of the line of ovals on your answer document is the same as the number of the question you are answering and that you mark only one response for each question.

All answers must be marked on the answer document unless you were approved to mark them in the test booklet or use an alternate response mode (e.g., responding orally).

Erase completely.

If you want to change a multiple-choice answer, be sure to use a soft eraser that will not leave smudges and erase the unintended mark completely. Do not cross out answers or use correction fluid or tape; you must erase. Correction fluid/tape, smudges, or unintended marks may cause errors in scoring.

If you are approved to mark answers in the test booklet, make sure your final answer is clearly legible, so your test coordinator can accurately transfer them to your answer document.

Beginning the next test.

You may not go on to the next test until your test coordinator instructs you to begin work on that test.

- If you were approved for self-paced testing, you must notify your test coordinator when you have completed a test before working on the next one.
- If you are testing with extended time, you do not have to use all of the time authorized for you on each test.
- If you are testing individually and you have checked your work on a test, you must notify your test coordinator that you are ready to begin the next test. Your test coordinator will record the amount of time you used on that test and then authorize you to begin the next test.
- If you are testing with a group of students authorized for the same timing guidelines, you may not begin the next test until everyone is ready to proceed (unless you were approved for time-and-a-half, self-paced testing).

Preparing for Test Day

- Prepare well in advance for the tests.
- Know what to expect on test day. Familiarize yourself with the information in this booklet, in *Taking the ACT Special or Arranged Testing*, and on www.actstudent.org.
- Contact your test coordinator if you are unclear about your accommodations or what will happen on test day.
- Take the practice tests and review your answers.
- Get plenty of rest the night before the tests.

Ask your test coordinator for a copy of *Taking the ACT Special or Arranged Testing* and a Universal Answer Folder. Follow the instructions in *Taking the ACT* to complete pages 1, 2, and 4 of the answer folder, and then bring the partially completed answer folder with you on test day.

Before Test Day

- If you want any *optional* services in Block P on page 4 of your answer document, such as score reports to 5th and 6th college choices, you must submit a check* or money order made payable to ACT in US dollars and drawn on a US or US affiliate bank for this *additional* amount. Be sure your name is on the check or money order. Bring your payment with you on test day or these services will not be provided. Do **not** bring cash.

- You must present acceptable identification before you will be admitted to test. If your test coordinator does not know you personally and you do not have current photo ID, ask your counselor for an ACT Student Identification Form.
- If you currently use any testing aids (such as color overlays, highlight pens, or screen reader) as a test accommodation in school and want to use one when you test, confirm with your test coordinator that you were approved by ACT to use these aids.
- Contact your test coordinator for the date(s), time, and location of your test session(s).

Bring the following items with you on test day:

1. Universal Answer Folder with pages 1, 2, and 4 completed.
2. Acceptable photo identification. See details at www.actstudent.org.
3. Sharpened, soft lead No. 2 pencils and good erasers (no mechanical pencils or ink pens), if you are completing your own answer folder. Do **not** bring any other unauthorized writing instruments; you will not be allowed to use them. If you take the ACT with writing, your essay **must** also be completed in pencil.
4. Testing aids specifically approved in advance by ACT. You will not be allowed to use any other aids.
5. A watch to pace yourself. Do not bring a watch with an alarm, because it would disturb other students.
 - If you test with standard time limits, your test coordinator will announce when you have 5 minutes remaining on each test.
 - If you test with extended time, your test coordinator will announce when you have 30 minutes and/or 5 minutes remaining on each test.
 - If you are approved to pace yourself through each test, your test coordinator will give hourly time updates and announce when you have 5 minutes remaining before the end of testing.
6. A permitted calculator may be used on the mathematics test only. It is your responsibility to know whether your calculator is permitted. For the most current information on the ACT calculator policy, visit www.actstudent.org or call **800.498.6481** for a recorded message.

Note: *Talking calculators must be approved in advance by ACT.*

*NOTICE: This is notification that when you pay by check you are authorizing ACT, Inc., to convert your check to an electronic entry. When we use this information from your check to make an electronic funds transfer, funds may be withdrawn from your account as soon as the same day you make your payment, and you will not receive your check back from your financial institution. If your check is returned to us due to insufficient or uncollected funds, it may be re-presented electronically and your account will be debited.

2 Strategies for Taking the ACT Tests

The ACT measures the knowledge, understanding, and skills that you have acquired throughout your education. Although the sum total of what a person has learned cannot be changed, your performance in a specific area can be affected by adequate preparation, especially if it has been some time since you have taken a course in that area.

There are three strategies that can help you to prepare yourself for the content included in the ACT:

Familiarize yourself with the content of the ACT tests.

Review the information about the tests that is provided on the following pages. Note which content areas make up a large proportion of the tests and which do not. The specific topics included in each content area are examples of possible topics; they do not include all of the possibilities.

Refresh your knowledge and skills in the content areas.

Review those content areas you have studied but are not fresh in your mind. Spend your time refreshing your knowledge and skills in the content areas that make up large portions of the tests.

Identify the content areas you have not studied.

If unfamiliar content areas make up major portions of the tests, consider taking coursework to help you gain knowledge and skills in these areas before you take the ACT. Because the ACT measures knowledge and skills acquired over a period of time, it is unlikely that a “cram” course covering material that is unfamiliar to you will help you improve your scores. Longer-term survey courses will be most helpful to you, because they aim to improve your knowledge through sustained learning and practice.

English Test

The English test is a 75-question, 45-minute test that measures your understanding of the conventions of standard English (punctuation, usage, and sentence structure), production of writing (topic development, organization, unity, and cohesion), and knowledge of language (word choice, style, and tone).

The test consists of five essays, or passages, each accompanied by a sequence of multiple-choice test questions.

- Some questions refer to underlined portions of the passage and offer several alternatives to the underlined portion. You decide which choice is most appropriate in the context of the passage.
- Some questions ask about an underlined portion, a section of the passage, or the passage as a whole. You decide which choice best answers the question posed.
- Many questions offer “NO CHANGE” to the passage as one of the choices.

The questions are numbered consecutively. Each question number refers to a correspondingly numbered portion underlined in the passage or to a corresponding numeral in a box located at the appropriate point in the passage.

Different passage types are used to provide a variety of rhetorical situations. Passages are chosen not only for their appropriateness in assessing writing skills but also to reflect students’ interests and experiences. Spelling, vocabulary, and rote recall of grammar rules are not tested.

Four scores are reported for the English test: a total test score based on all 75 questions, and three reporting category scores based on specific knowledge and skills. The reporting categories are Production of Writing, Knowledge of Language, and Conventions of Standard English.

Tips for Taking the English Test

Pace yourself.

If you spend 1½ minutes skimming through each passage before responding to the questions, then you will have 30 seconds to answer each question.

If you are approved for extended time, check with your test coordinator to determine the time authorized for you on the English Test. Subtract the number of minutes you estimate you will spend skimming through the passages, then divide the total number of remaining minutes allowed by the number of questions to determine the estimated time you should spend on each question.

If possible, spend less time on each question and use the remaining time allowed to review your work and return to the questions that were most difficult for you.

Be aware of the writing style used in each passage.

The five passages cover a variety of topics and are written in a variety of styles. It is important that you take into account the writing style used in each passage. When responding to a question, be sure to understand the context of the question. Consider how the sentence containing an underlined portion fits in with the surrounding sentences and into the passage as a whole.

Examine the underlined portions of the passage.

Before responding to a question with an underlined portion, carefully examine what is underlined in the text. Consider the elements of writing that are included in each underlined portion.

- Some questions will ask you to base your decision on some specific element of writing, such as the tone or emphasis the text should convey.
- Some questions will ask you to choose the alternative to the underlined portion that is NOT or LEAST acceptable.

The answer choices for each question will contain changes in one or more of those elements of writing.

Be aware of questions with no underlined portions.

You will be asked some questions about a section of the passage or about the passage as a whole, in light of a given rhetorical situation. Questions of this type are often identified by a question number in a box located at the appropriate point in the passage. Questions about the entire passage are placed at the end of the passage and introduced by a horizontal box enclosing the following instruction: "Questions ___ and ___ ask about the preceding passage as a whole."

Note the differences in the answer choices.

Many of the questions in the test will involve more than one aspect of writing. Examine each answer choice and how it differs from the others. Be careful not to select an answer that corrects one error but causes a different error.

Determine the best answer.

When a question asks you to choose the best alternative to an underlined portion, you can take two approaches.

1. Reread the sentence or sentences, substituting each of the possible answer choices for the underlined portion.
2. Decide how the underlined portion might best be phrased in standard written English or in terms of the particular question posed.
 - o If the underlined portion is the best answer, select "NO CHANGE."
 - o If not, check to see whether your phrasing is one of the other answer choices. If you do not find your phrasing, choose the best of the answers presented.

For questions cued by a number in a box, decide which choice is most appropriate in terms of the question posed or the stated rhetorical situation.

Reread the sentence, using your selected answer.

Once you have selected the answer you feel is best, reread the corresponding sentence(s) of the passage, inserting your selected answer at the appropriate place in the text to make sure it is the best answer within the context of the passage.

Content Covered by the English Test

Three reporting categories are addressed in the English test covering six elements of effective writing: topic development; organization, unity, and cohesion; knowledge of language; punctuation; usage; and sentence structure and formation. A brief description of the elements of effective writing and the approximate percentage of the test devoted to each reporting category are given below.

Production of Writing (29–32%)

The questions in this category require you to apply your understanding of the purpose and focus of a piece of writing.

- **Topic Development:** Demonstrate an understanding of, and control over, the rhetorical aspects of texts. Identify the purposes of parts of texts, determine whether a text or part of a text has met its intended goal, and evaluate the relevance of material in terms of a text's focus.
- **Organization, Unity, and Cohesion:** Use various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Knowledge of Language (13–19%)

Demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.

Conventions of Standard English (51–56%)

The questions in this category require students to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

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

Mathematics Test

You may use a calculator on the mathematics test. See www.actstudent.org for details about prohibited models and features.

Note: *Talking calculators must be approved in advance by ACT.*

The mathematics test is a 60-question, 60-minute test designed to assess the mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.

The test presents multiple-choice questions that require you to use reasoning skills to solve practical problems in mathematics. Most questions are self-contained. Some questions may belong to a set of several questions (e.g., each about the same graph or chart).

The material covered on the test emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but recall of complex formulas and extensive computation is not required.

Nine scores are reported for the mathematics test: a total test score based on all 60 questions and eight reporting category scores based on specific mathematical knowledge and skills. The reporting categories are: Preparing for Higher Mathematics which includes separate scores for Number & Quantity, Algebra, Functions, Geometry, and Statistics & Probability; Integrating Essential Skills, and Modeling.

Tips for Taking the Mathematics Test

Pace yourself.

You have an average of 1 minute per question under standard time limits. If you are approved for extended time, check with your test coordinator to determine the time authorized for you on the mathematics test. Then, divide the total number of minutes allowed by the number of questions to determine the estimated time you should spend on each question. If possible, spend less time on each question and use the remaining time allowed for this test to review your work and return to the questions on this test that were most difficult for you.

If you use a calculator, use it wisely.

All of the mathematics problems can be solved without using a calculator. Many of the problems are best done without a calculator. Use good judgment in deciding when, and when not, to use a calculator. For example, for some problems you may wish to do scratch work to clarify your thoughts on the question before you begin using a calculator to do computations.

Use the raised line drawings effectively.

If you are testing with braille or oral presentation (reader or DVDs), you may request a set of raised line drawings. The drawings are representations of graphics in the test booklet that may help you answer certain questions on the mathematics and science tests. The graphics are not necessarily to scale and are not always precise. If you are testing with braille, the raised line drawings are in the braille test form. Your test coordinator may also have a key for some graphics he or she will read aloud. Your test coordinator is not permitted to explain or describe the drawings in any way.

Solve the problem.

For working out the solutions to the problems, you may do scratch work in the space provided in the test booklet, or your test coordinator will provide you with scratch paper. You may wish to glance over the answer choices after reading the questions. However, working backwards from all five answer choices provided can take a lot of time and may not be effective.

Locate your solution among the answer choices.

Once you have solved the problem, look for your answer among the choices. If your answer is not included among the choices, carefully reread the problem to see whether you missed important information. Pay careful attention to the question being asked. If an equation is to be selected, check to see whether the equation you think is best can be transformed into one of the answer choices provided.

Make sure you answer the question.

The solutions to many questions in the test will involve several steps. Make sure your answer accounts for all of the necessary steps. Frequently, questions include answer choices that are based on incomplete solutions.

Make sure your answer is reasonable.

Sometimes an error in computation will result in an answer that is not practically possible for the situation described. Always think about your answer to determine whether it is reasonable.

Check your work.

You may arrive at an incorrect solution by making common errors in the problem-solving process. Thus, if there is time remaining on this test, it is important that you check your answers to make sure they are correct.

Content Covered by the Mathematics Test

Eight reporting categories are addressed in the mathematics test. A brief description and the approximate percentage of the test devoted to each reporting category are given in the following information.

Preparing for Higher Math (57–60%)

This category captures the more recent mathematics that students are learning, starting when students begin using algebra as a general way of expressing and solving equations. This category is divided into the following five subcategories.

- **Number & Quantity (7–10%)**

Demonstrate knowledge of real and complex number systems. You will understand and reason with numerical quantities in many forms, including integer and rational exponents, and vectors and matrices.

- **Algebra (12–15%)**

Solve, graph, and model multiple types of expressions. You will employ many different kinds of equations, including but not limited to linear, polynomial, radical, and exponential relationships. You will find solutions to systems of equations, even when represented by simple matrices, and apply your knowledge to applications.

- **Functions (12–15%)**

The questions in this category test knowledge of function definition, notation, representation, and application. Questions may include but are not limited to linear, radical, piecewise, polynomial, and logarithmic functions. You will manipulate and translate functions, as well as find and apply important features of graphs.

- **Geometry (12–15%)**

Define and apply knowledge of shapes and solids, such as congruence and similarity relationships or surface area and volume measurements. Understand composition of objects, and solve for missing values in triangles, circles, and other figures, including using trigonometric ratios and equations of conic sections.

- **Statistics & Probability (8–12%)**

Describe center and spread of distributions, apply and analyze data collection methods, understand and model relationships in bivariate data, and calculate probabilities, including the related sample spaces.

Integrating Essential Skills (40–43%)

These questions address concepts typically learned before 8th grade, such as rates and percentages; proportional relationships; area, surface area, and volume; average and median; and expressing numbers in different ways. You will solve problems of increasing complexity, combine skills in longer chains of steps, apply skills in more varied contexts, understand more connections, and become more fluent.

Modeling (>25%)

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

Reading Test

The reading test is a 40-question, 35-minute test that measures your reading comprehension.

The test questions ask you to derive meaning from several texts by (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings.

Specifically, questions will ask you to use referring and reasoning skills to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; and analyze the author's or narrator's voice and method.

The test comprises four sections, three of which contain one long prose passage and one which contains two shorter prose passages. The passages are representative of the levels and kinds of text commonly encountered in first-year college curricula.

Each passage is preceded by a heading that identifies what type of passage it is (e.g., "Literary Narrative"), names the author, and may include a brief note that helps in understanding the passage. Each section contains a set of multiple-choice test questions. These questions do not test the rote recall of facts from outside the passage, isolated vocabulary items, or rules of formal logic. In sections that contain two short passages, some of the questions involve both of the passages in the section.

Four scores are reported for the reading test: a total test score based on all 40 questions and three reporting category scores based on specific knowledge and skills. The reporting categories are Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

Tips for Taking the Reading Test

Pace yourself.

If you spend 2 to 3 minutes reading the passage(s) in each section, then you will have about 35 seconds to answer each question under standard time limits. If you are approved for extended time, check with your test coordinator to determine the time authorized for you on the reading test. Determine the length of time you estimate it will take to read the passages and then divide the remaining time by the number of questions to determine the estimated time you should spend on each question. If possible, spend less time on the passages and the questions and use the remaining time allowed for this test to review your work and return to the questions on this test that were most difficult for you.

Read each passage carefully.

Before you begin answering a question, read the entire passage (or two short passages) carefully. Be conscious of relationships between or among ideas. You may make notes in the test booklet about important ideas in the passages.

Refer to the passages when answering the questions.

Answers to some of the questions will be found by referring to what is explicitly stated in the text. Other questions will require you to determine implicit meanings and to draw conclusions, comparisons, and generalizations. Consider the text before you answer any question.

Content Covered by the Reading Test

The reading test assesses skills in three reporting categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. A brief description and the approximate percentage of the test devoted to each reporting category are given below.

Key Ideas and Details (55–60%)

Read texts closely to determine central ideas and themes. Summarize information and ideas accurately. Read closely to understand relationships and draw logical inferences and conclusions including understanding sequential, comparative, and cause-effect relationships.

Craft and Structure (25–30%)

Determine word and phrase meanings, analyze an author's word choice rhetorically, analyze text structure, understand authorial purpose and perspective, and analyze characters' points of view. You will interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.

Integration of Knowledge and Ideas (13–18%)

Understand authors' claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Some questions will require you to analyze how authors construct arguments, evaluating reasoning and evidence from various sources.

Science Test

The science test is a 40-question, 35-minute test that measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.

The test presents several sets of scientific information, each followed by a number of multiple-choice test questions. The scientific information is conveyed in one of three different formats: data representation (graphs, tables, and other schematic forms), research summaries (descriptions of several related experiments), or conflicting viewpoints (expressions of several related hypotheses or views that are inconsistent with one another). The questions require you to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions. Some of the questions require that the students have discipline-specific content knowledge (e.g., knowledge specific to an introductory high school biology course), but science content is always assessed in concert with science skills and practices.

Note: You are not permitted to use a calculator on the science test.

Four scores are reported for the science test: a total test score based on all 40 questions and three reporting category scores based on scientific knowledge, skills, and practices. The reporting categories are Interpretation of Data, Scientific Investigation, and Evaluation of Models, Inferences, and Experimental Results.

Tips for Taking the Science Test**Pace yourself.**

If you spend about 2 minutes reading each passage, then you will have about 30 seconds to answer each question under standard time limits. If you are approved for extended time, check with your test coordinator to determine the time authorized for you on the science test. Subtract the number of minutes you estimate it will take to read each passage, then divide the remaining time by the number of questions to determine the estimated time you should spend on each question.

If possible, spend less time on the passages and the questions and use the remaining time allowed for this test to review your work and return to the questions on this test that were most difficult for you.

Read the passage carefully.

Before you begin answering a question, read the scientific material provided. It is important that you read the entire text and examine any tables, graphs, or figures. You may want to make notes about important ideas in the information provided in the test booklet (or on scratch paper, if provided). Some of the information sets will describe experiments. You should consider the experimental design, including the controls and variables, because questions are likely to address this component of scientific research.

Use the raised line drawings effectively.

If you are testing with braille or oral presentation (reader or DVDs), you may request a set of raised line drawings. The drawings are representations of graphics in the test booklet that may help you answer certain questions on the mathematics and science tests. The graphics are not necessarily to scale and are not always precise. If you are testing with braille, the raised line drawings are in the braille test form. Your test coordinator may also have a key for some graphics he or she will read aloud. Your test coordinator is not permitted to explain or describe the drawings in any way.

Note different viewpoints in passages.

Some material will present conflicting points of view, and the questions will ask you to distinguish among the various viewpoints. It may be helpful for you to make notes summarizing each viewpoint next to that section in the test booklet (or on scratch paper, if provided).

Content Covered by the Science Test

The content of the science test includes biology, chemistry, Earth/space sciences (for example, geology, astronomy, and meteorology), and physics. Advanced knowledge in these areas is not required, but background knowledge acquired in general, introductory science courses may be needed to correctly answer some of the questions.

The science test stresses science skills and practices over recall of scientific content, complex mathematics skills, and reading ability.

A brief description and the approximate percentage of the test devoted to each reporting category is given below.

Interpretation of Data (45–55%)

Manipulate and analyze scientific data presented in tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically).

Scientific Investigation (20–30%)

Understand experimental tools, procedures, and design (e.g., identify variables and controls) and compare, extend, and modify experiments (e.g., predict the results of additional trials).

Evaluation of Models, Inferences, and Experimental Results (25–35%)

Judge the validity of scientific information and formulate conclusions and predictions based on that information (e.g., determine which explanation for a scientific phenomenon is supported by new findings).

Passage Formats on the Science Test

The scientific information is conveyed in one of three different formats.

- **Data Representation (30–40%):** This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as graph reading, interpretation of scatterplots, and interpretation of information presented in tables.
- **Research Summaries (45–55%):** This format provides descriptions of one or more related experiments. The questions focus upon the design of experiments and the interpretation of experimental results.
- **Conflicting Viewpoints (15–20%):** This format presents expressions of several hypotheses or views that, being based on differing premises or on incomplete data, are inconsistent with one another. The questions focus upon the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

Writing Test (Optional)

If you register for the ACT with writing, you will take the writing test after the four multiple-choice tests. Taking the writing test will not affect your scores on the multiple-choice tests or your Composite score.

The writing test is a 40-minute essay test that measures your writing skills—specifically, those writing skills taught in high school English classes and in entry-level college composition courses.

The test describes an issue and provides three different perspectives on the issue. You are asked to (1) analyze and evaluate the perspectives given, (2) state and develop your own perspective on the issue, and (3) explain the relationship between your perspective and those given.

Note: *Your score will not be affected by the perspective you take on the issue.*

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

Note: *The subject score is the rounded average of the four domain scores.*

Tips for Taking the Writing Test

Pace yourself.

Under standard time limits, you have 40 minutes to complete the writing test. If you are approved for extended time, check with your test coordinator to determine the time authorized for you on the writing test. If you have been approved to dictate your essay to a scribe, ask your test coordinator about the procedures for dictating your essay, reviewing your work, and making corrections. If you are approved to use a computer, computer voice-activated software, or braille for the essay, ask your test coordinator for instructions and the time allowed.

Budget your time based on your experience in taking essay tests in school and in other circumstances when you've done writing within a time limit. It is unlikely that you will have time to draft, revise, and recopy your essay.

Plan.

Before writing, carefully read and consider all prompt material. Be sure you understand the issue, the different perspectives on the issue, and your essay task.

The prewriting questions included with the prompt will help you analyze the different perspectives and develop your own. Use these questions to think critically about the prompt and generate an effective response. How would you best organize and support your ideas in a written argument? Use the prewriting space in your test booklet to structure or outline your response.

If you are using a scribe, he or she may write down your notes or outlines, but you must clearly indicate what is and is not part of your final essay. You can refer back to these notes (or have them read to you) as you write the essay or dictate it to the scribe.

Write.

Establish the focus of your essay by making clear your argument and its main ideas.

- Explain and illustrate your ideas with sound reasoning and meaningful examples.
- Discuss the significance of your ideas: what are the implications of what you have to say, and why is your argument important to consider?

As you write, ask yourself if your logic is clear, if you have supported your claims, and if you have chosen precise words to communicate your ideas.

Note: *Be sure to write (or print) legibly.*

Review your essay.

Take a few minutes before time is called to read over your essay (or have it read to you) and correct any mistakes.

- If you find words that are hard to read, recopy them. Make corrections and revisions neatly, between the lines.
- If you have been approved for a scribe, you are responsible for dictating all corrections to the scribe and making sure they are made as requested. The scribe will only make corrections dictated by you. The scribe will read aloud what you dictated at your request.

Your readers take into account that you had a fixed amount of time to write your essay. Try to make your essay as polished as you can.

Practice.

There are many ways to prepare for the writing test. Read newspapers and magazines, listen to news analyses on television or radio, or participate in discussions and debates.

One of the best ways to prepare for the writing test is to practice writing with different purposes for different audiences. The writing you do in your classes will help you, as will writing essays, stories, editorials, a personal journal, or other writing you do on your own.

It is also a good idea to practice writing within a time limit. Taking the practice writing test will give you a sense of how much additional practice you may need.

You might want to take the practice writing test even if you do not plan to take the ACT with writing. This will help build skills that are important in college-level learning and in the world of work.

Check with your test coordinator for the time allowed and response mode approved for you on the writing test, and then conduct your practice session using that time limit and response mode.

If you plan to take the ACT with writing and test with braille, a practice braille writing test booklet is available.

Writing Skills Measured by the Writing Test

Students who take the writing test receive a subject-level writing score as well as four domain scores. The domain scores are based on the analytic rubric used to score the essays, whereas the overall score is calculated from the four domain scores. The four domain scores correspond to the following dimensions of writing competency:

Ideas and Analysis

Scores in this domain reflect the ability to generate productive ideas and engage critically with multiple perspectives on the given issue. Competent writers understand the issue they are invited to address, the purpose for writing, and the audience. They generate ideas that are relevant to the situation.

Development and Support

Scores in this domain reflect the ability to discuss ideas, offer rationale, and bolster an argument. Competent writers explain and explore their ideas, discuss implications, and illustrate through examples. They help the reader understand their thinking about the issue.

Organization

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

Language Use and Conventions

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

3 What to Expect on Test Day

Complete pages 1, 2, and 4 of your answer document, following the instructions in *Taking the ACT*, before test day. Bring the answer document with you on test day.

Reporting Time

Report for testing at the time and test site scheduled by your test coordinator. If you are late, you will not be admitted to test.

Identification Required

Be prepared to present a **valid official photo ID**. If you do not have one, be prepared to present the ACT Student Identification Form available at www.actstudent.org.

In the Test Room

- Your test coordinator will direct you to a seat. If you need a left-handed desk, tell your test coordinator as you enter.
- Do not leave the test room after you have been admitted.
- Only pencils, erasers, a permitted calculator, and testing aids or food and drink approved in advance by ACT will be allowed on your desk.
- Books, dictionaries, notes or other aids, colored pens or pencils, correction fluid, reading material, or any electronic devices other than a permitted calculator (or DVD player if using DVDs) are prohibited.
- If you are allowed to use scratch paper, your test coordinator will provide it to you.
- You will be required to put all other personal belongings away.
- You may not use tobacco in any form in the test room.
- You must abide by the rules of the test site.
- Listen carefully to all directions read by your test coordinator.
- It is important that you follow all directions carefully.

Taking the Tests

If you finish before time is called, review your work on that test. Do **not** return to a previous test and do not work ahead. If you are satisfied with your responses, place your answer document inside your test booklet and close the cover. If you are testing with a group, sit quietly until your test coordinator gives you additional instructions. If you are testing individually, notify your test coordinator you are ready to begin the next test.

If you are taking all the tests in one session, you may have a short break after the first two tests. If you are taking the ACT with writing, you may have time after Test 4 to relax and sharpen your pencils. Depending on your authorized timing guidelines, you may be approved for additional or stop-the-clock breaks. Check with your test coordinator. Do not leave the building during a break because some buildings have automatic locking doors and you may be locked out. If you leave the room during testing, you will not be allowed to make up lost time.

At the conclusion of testing, you will be asked to read and sign a statement certifying truthful identification of yourself. You will be required to sit quietly until you are dismissed. After all answer documents and test booklets have been collected and counted, your test coordinator will dismiss you.

Prohibited Behavior at the Test Center

A complete list of the prohibited behaviors is in the Terms and Conditions located at www.act.org/the-act/terms. Please be reminded of the following:

- You may not fill in or alter a response, or continue writing, after time has been called on that test section. This includes fixing stray marks. You may not look at any section of the test booklet outside of the designated time for that test section.
- You may not give or receive assistance by any means. This includes looking at another person's test booklet or answer document.
- You are not allowed to use highlight pens, colored pens or pencils, notes, dictionaries, scratch paper, or other aids.
- You may not allow an alarm to sound in the test room or create any other disturbance.
- 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 content, test form identification numbers, or answers during test administration, during breaks, after the test, or on social media.
- You may not access an electronic device such as cell phones, smart watches, and fitness bands, at any time during testing or during break. All devices must be powered off and placed out of sight from the time you arrive at the test center until you are dismissed.
- Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room.
- Finally, your test center may also have additional procedures with which you must comply.

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

Voiding Your Answer Document on Test Day

If you have to leave the test center before completing all of your tests, you must decide whether or not you want your answer document scored and inform your test coordinator of your decision. If you do not, your answer document will be scored.

Once you break the seal on your multiple-choice test booklet, you cannot request a Test Date Change. If you do not complete all your tests and want to test again, you will have to pay the full fee for your test option again. If you want to retest, register for a new testing window through your account on www.actstudent.org and submit it to ACT with the **full** test fee for your test option.

4 Taking the Practice Tests

Take the practice tests under conditions as similar as possible to those you will experience on test day. The following tips will help you:

- If you test with standard time limits, the four multiple-choice tests require 2 hours and 55 minutes (the writing test will require an additional 40 minutes). If you are approved for extended time, check with your test coordinator to determine how much time ACT has authorized for you on each test. Try to take each test without interruption.

- You will need only sharpened No. 2 pencils and good erasers. Remove all other items from your desk.

Note: *Only writing instruments and testing aids approved in advance by ACT will be allowed on test day.*

- If you plan to use a permitted calculator on the mathematics test, use the same one as you will on test day.
- Use a digital timer or a clock to time yourself on each practice test.
 - If you are testing with standard time limits, set your timer for 5 minutes less than the time allowed for each test so you can get used to the announcement of 5 minutes remaining.
 - If you are testing with extended time, set your timer for 5 minutes less than the time allowed for each test depending on the timing guidelines authorized for you by ACT.
- If you have been approved to pace yourself through each test, set your timer for hourly reminders of the time remaining and for 5 minutes less than the total time allowed.
 - If you are taking the ACT (no writing), you will be allowed up to 5 hours total to work on the multiple-choice tests at your own pace, including breaks between tests.
 - If you are taking the ACT with writing, you will be allowed an additional hour to complete your writing test.

You may take a break between each test, but do not stop timing—breaks are included in your total testing time.

- Use only the time authorized for you on each test.
- Detach and use the sample answer document on the back of this booklet (if you will be marking your responses in your answer document yourself).
- Read the test directions on the first page of each multiple-choice test. These are the same directions that will appear on your test booklet on test day.
- Start your timer and begin with Test 1. Score your multiple-choice tests using the information starting on page 17.
- If you plan to take the ACT with writing, read the directions on the first page of the practice ACT writing test (page 14). These are the same directions that will appear on your test booklet on test day. Start your timer, then read the prompt on page 15. After you understand what the prompt is asking you to do, plan your essay and then write it on lined paper. (On test day, your answer document will have lined pages for you to write your essay.) Score your essay using the information on pages 22–23.
- Take only the breaks authorized for you. If you have been authorized for stop-the-clock breaks, stop timing each time you take a break.
- If you are approved to mark responses in the test booklet, do so during your practice session as well (use scratch paper if there is not enough room).
- If approved for an alternate response mode for the multiple-choice tests and/or writing test, conduct your practice session using that response mode.
- If approved for a reader or scribe, or to have your responses transferred to the answer document, or to use DVDs, ask your counselor or your parent/guardian to assist with your practice session.

Practice Writing Test

Your Signature: _____
(Do not print.)

Print Your Name Here: _____

Your Date of Birth:									
		-			-				
Month			Day			Year			

Form 15AA51

The **ACT**[®]

WRITING TEST BOOKLET

You must take the multiple-choice tests before you take the writing test.

Directions

This is a test of your writing skills. You will have **forty** (40) minutes to read the prompt, plan your response, and write an essay in English. Before you begin working, read all material in this test booklet carefully to understand exactly what you are being asked to do.

You will write your essay on the lined pages in the **answer document** provided. Your writing on those pages will be scored. You may use the unlined pages in this test booklet to plan your essay. Your work on these pages will not be scored.

Your essay will be evaluated based on the evidence it provides of your ability to:

- clearly state your own perspective on a complex issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Lay your pencil down immediately when time is called.

DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO.

ACT[®]

PO Box 168
Iowa City, IA 52243-0168

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Public Health and Individual Freedom

Most people want to be healthy, and most people want as much freedom as possible to do the things they want. Unfortunately, these two desires sometimes conflict. For example, smoking is prohibited from most public places, which restricts the freedom of some individuals for the sake of the health of others. Likewise, car emissions are regulated in many areas in order to reduce pollution and its health risks to others, which in turn restricts some people's freedom to drive the vehicles they want. In a society that values both health and freedom, how do we best balance the two? How should we think about conflicts between public health and individual freedom?

Read and carefully consider these perspectives. Each suggests a particular way of thinking about the conflict between public health and individual freedom.

Perspective One

Our society should strive to achieve the greatest good for the greatest number of people. When the freedom of the individual interferes with that principle, freedom must be restricted.

Perspective Two

Nothing in society is more valuable than freedom. Perhaps physical health is sometimes improved by restricting freedom, but the cost to the health of our free society is far too great to justify it.

Perspective Three

The right to avoid health risks is a freedom, too. When we allow individual behavior to endanger others, we've damaged both freedom and health.

Essay Task

Write a unified, coherent essay about the conflict between public health and individual freedom. In your essay, be sure to:

- clearly state your own perspective on the issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Your perspective may be in full agreement with any of those given, in partial agreement, or completely different.

Planning Your Essay

Your work on these prewriting pages will not be scored.

Use the space below and on the back cover to generate ideas and plan your essay. You may wish to consider the following as you think critically about the task:

Strengths and weaknesses of the three given perspectives

- What insights do they offer, and what do they fail to consider?
- Why might they be persuasive to others, or why might they fail to persuade?

Your own knowledge, experience, and values

- What is your perspective on this issue, and what are its strengths and weaknesses?
- How will you support your perspective in your essay?

Note

- For your practice essay, you will need scratch paper to plan your essay and four lined sheets of paper for your response.
- On test day, you will receive a test booklet with space to plan your essay and four lined pages on which to write your response.
- Read pages 22–23 for information and instructions on scoring your practice writing test.

5 Scoring Your Practice Tests

How to Score the Multiple-Choice Tests

Follow the instructions below and on the following pages to score your practice multiple-choice tests and to review your performance.

Raw Scores

The number of questions you answered correctly on each test and in each subscore area is your raw score. Because there are many forms of the ACT, each with different questions, some forms will be slightly easier (and some slightly harder) than others. A raw score of 67 on one form of the English Test, for example, may be about as difficult to earn as a raw score of 70 on another form of that test.

To compute your raw scores, check your answers with the scoring keys on pages 18–20. Count the number of correct answers for each of the four tests and seventeen reporting categories and enter the number in the blanks provided on those pages. These numbers are your raw scores on the tests and reporting categories.

Scale Scores

To adjust for the small differences that occur among different forms of the ACT, the raw scores for tests are converted into scale scores. Scale scores are reported on the reports sent to you and your college and scholarship choices.

When your raw scores are converted into scale scores, it becomes possible to compare your scores with those of examinees who took different test forms. For example, a scale score of 26 on the English test has the same meaning regardless of the form of the ACT on which it is based.

To determine the scale scores corresponding to your raw scores on the practice test, use Table 1, explaining procedures used to obtain scale scores from raw scores on page 21. This table shows the raw-to-scale score conversions for each test.

Because each form of the ACT is unique, each form has different conversion tables. Consequently, this table provides only approximations of the raw-to-scale score conversions that would apply if a different form of the ACT were taken. Therefore, the scale scores obtained from the practice tests don't match precisely the scale scores received from an actual administration of the ACT.

Computing the Composite Score

The Composite score is the average of the four scale scores in English, mathematics, reading, and science. If you left any of these tests blank, do not calculate a Composite score. If you take the ACT with writing, your writing results do **not** affect your Composite score.

Comparing Your Scores

Information about comparing your scores on the practice multiple-choice tests with the scores of recent high school graduates who took the ACT can be found at www.actstudent.org.

Your scores and percent at or below are only *estimates* of the scores that you will receive during an actual administration of the ACT. Test scores are only one indicator of your level of learning. Consider your scores in connection with your grades, your performance in outside activities, and your career interests.

College and Career Readiness Standards

The ACT College and Career Readiness Standards describe the types of skills, strategies, and understandings you will need to make a successful transition from high school to college. For English, mathematics, reading, and science, standards are provided for six score ranges that reflect the progression and complexity of the skills in each of the academic areas measured by the ACT tests. For writing, standards are provided for five score ranges. The ACT College and Career Readiness Standards and benchmark scores for each test can be found at www.act.org.

Reviewing Your Performance on the Practice Multiple-Choice Tests

Consider the following as you review your scores.

- Did you run out of time? Reread the information in this booklet on pacing yourself. You may need to adjust the way you use your time in responding to the questions.
- Did you spend too much time trying to understand the directions for the tests? The directions for the practice tests are the same directions that will appear in your test booklet on test day. Make sure you understand them before test day.
- Review the questions that you missed. Did you select a response that was an incomplete answer or that did not directly respond to the question being asked? Try to figure out what you overlooked in answering the questions.
- Did a particular type of question confuse you? Did the questions you missed come from a particular reporting category? In reviewing your responses, check to see whether a particular type of question or a particular reporting category was more difficult for you or took more of your time.

Scoring Keys for the ACT Practice Tests

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a “1” in the blank for each question you answered correctly. Add up the numbers in each reporting category and enter the total number correct for each reporting category in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each reporting category.

Test 1: English—Scoring Key

1572CPRE

Key	Reporting Category*		
	POW	KLA	CSE
1. A			
2. J			
3. D			
4. H			
5. B			
6. J			
7. B			
8. J			
9. C			
10. J			
11. B			
12. G			
13. A			
14. H			
15. D			
16. H			
17. B			
18. J			
19. C			
20. H			
21. A			
22. F			
23. B			
24. H			
25. C			
26. F			
27. D			
28. G			
29. A			
30. F			
31. B			
32. H			
33. B			
34. H			
35. A			
36. F			
37. A			
38. F			

Key	Reporting Category*		
	POW	KLA	CSE
39. C			
40. J			
41. C			
42. G			
43. D			
44. J			
45. C			
46. J			
47. D			
48. H			
49. B			
50. F			
51. D			
52. J			
53. A			
54. F			
55. B			
56. G			
57. C			
58. F			
59. D			
60. G			
61. C			
62. G			
63. D			
64. F			
65. C			
66. H			
67. D			
68. G			
69. D			
70. J			
71. A			
72. F			
73. B			
74. H			
75. D			

*Reporting Categories

POW = Production of Writing

KLA = Knowledge of Language

CSE = Conventions of Standard English

Number Correct (Raw Score) for:	
Production of Writing (POW)	_____ (24)
Knowledge of Language (KLA)	_____ (11)
Conventions of Standard English (CSE)	_____ (40)
Total Number Correct for English Test (POW + KLA + CSE)	_____ (75)

		Reporting Category*						
		PHM					IES	MDL
		N	A	F	G	S		
Key	N	A	F	G	S	IES	MDL	
1.	D					—		
2.	H						—	
3.	E							—
4.	F							—
5.	E							—
6.	H			—				—
7.	E			—				—
8.	H			—				—
9.	A			—				—
10.	K			—				—
11.	C		—					—
12.	K		—					—
13.	B							—
14.	H				—			—
15.	B		—					—
16.	H	—						—
17.	D	—						—
18.	F							—
19.	D		—					—
20.	F		—					—
21.	B				—			—
22.	H	—						—
23.	A		—					—
24.	H		—					—
25.	B							—
26.	G						—	—
27.	E							—
28.	H				—			—
29.	C	—		—				—
30.	G				—			—

		Reporting Category*						
		PHM					IES	MDL
		N	A	F	G	S		
Key	N	A	F	G	S	IES	MDL	
31.	D					—		
32.	K						—	
33.	B							—
34.	H							—
35.	D		—					—
36.	J		—					—
37.	A						—	—
38.	F			—				—
39.	B			—				—
40.	F			—				—
41.	E				—			—
42.	K			—				—
43.	D			—				—
44.	G				—			—
45.	D	—						—
46.	J	—						—
47.	B						—	—
48.	G	—						—
49.	A		—					—
50.	F							—
51.	E							—
52.	H							—
53.	B							—
54.	K							—
55.	E						—	—
56.	K							—
57.	A			—				—
58.	K							—
59.	E							—
60.	J				—			—

Combine the totals of these columns and put in the blank for PHM in the box below.

***Reporting Categories**

PHM = Preparing for Higher Math

N = Number & Quantity

A = Algebra

F = Functions

G = Geometry

S = Statistics & Probability

IES = Integrating Essential Skills

MDL = Modeling

Number Correct (Raw Score) for:	
Preparing for Higher Math (PHM) (N + A + F + G + S)	_____ (35)
Integrating Essential Skills (IES)	_____ (25)
Total Number Correct for Mathematics Test (PHM + IES)	_____ (60)
Modeling (MDL) (Not included in total number correct for mathematics test raw score)	_____ (22)

Test 3: Reading—Scoring Key

1572CPRE

Key	Reporting Category*		
	KID	CS	IKI
1. A			
2. J	___		
3. C	___		
4. H	___		
5. B	___		
6. J		___	
7. A		___	
8. H	___		
9. B		___	
10. J	___		
11. A	___		
12. J	___		
13. C		___	
14. J	___		
15. B		___	
16. H	___		
17. B	___		
18. F		___	
19. D	___		
20. F	___		

Key	Reporting Category*		
	KID	CS	IKI
21. A			
22. G	___		
23. D	___		
24. J	___		
25. C	___		
26. G		___	
27. C		___	
28. J			___
29. C			___
30. G			___
31. A		___	
32. G		___	
33. A	___		
34. J	___		
35. D	___		
36. H		___	
37. B		___	
38. J	___		
39. A	___		
40. H	___		

***Reporting Categories**

KID = Key Ideas & Details

CS = Craft & Structure

IKI = Integration of Knowledge & Ideas

Number Correct (Raw Score) for:	
Key Ideas & Details (KID)	___ (23)
Craft & Structure (CS)	___ (14)
Integration of Knowledge & Ideas (IKI)	___ (3)
Total Number Correct for Reading Test (KID + CS + IKI)	___ (40)

Test 4: Science—Scoring Key

1572CPRE

Key	Reporting Category*		
	IOD	SIN	EMI
1. C	___		
2. G		___	
3. D		___	
4. G		___	
5. C			___
6. F		___	
7. A		___	
8. F			___
9. D			___
10. J	___		
11. C			___
12. F			___
13. B			___
14. F			___
15. C	___		
16. F	___		
17. B	___		
18. H	___		
19. B	___		
20. J	___		

Key	Reporting Category*		
	IOD	SIN	EMI
21. D			___
22. F	___		
23. B	___		
24. J	___		
25. B	___		
26. H	___		
27. A		___	
28. J		___	
29. C			___
30. F			___
31. B		___	
32. G		___	
33. D	___		
34. J		___	
35. A		___	
36. H	___		
37. B		___	
38. F			___
39. D	___		
40. J	___		

***Reporting Categories**

IOD = Interpretation of Data

SIN = Scientific Investigation

EMI = Evaluation of Models,
Inferences & Experimental Results

Number Correct (Raw Score) for:	
Interpretation of Data (IOD)	___ (16)
Scientific Investigation (SIN)	___ (11)
Evaluation of Models, Inferences & Experimental Results (EMI)	___ (13)
Total Number Correct for Science Test (IOD + SIN + EMI)	___ (40)

TABLE 1**Explanation of Procedures Used to Obtain Scale Scores from Raw Scores**

On each of the four multiple-choice tests on which you marked any responses, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale scores. For each test, locate and circle your raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale score that corresponds to that raw score. As you determine your scale scores, enter them in the blanks provided on the right. The highest possible scale score for each test is 36. The lowest possible scale score for any test on which you marked any responses is 1.

Next, compute the Composite score by averaging the four scale scores. To do this, add your four scale scores and divide the sum by 4. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.) Enter this number in the blank. This is your Composite score. The highest possible Composite score is 36. The lowest possible Composite score is 1.

ACT Test 1572CPRE	Your Scale Score
English	_____
Mathematics	_____
Reading	_____
Science	_____
<hr/>	
Sum of scores	_____
Composite score (sum ÷ 4)	_____

NOTE: If you left a test completely blank and marked no items, do not list a scale score for that test. If any test was completely blank, do not calculate a Composite score.

To calculate your writing score, use the rubric on pages 22–23.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	75	60	40	40	36
35	72-74	58-59	39	39	35
34	71	57	38	38	34
33	70	55-56	37	37	33
32	68-69	54	35-36	—	32
31	67	52-53	34	36	31
30	66	50-51	33	35	30
29	65	48-49	32	34	29
28	63-64	45-47	31	33	28
27	62	43-44	30	32	27
26	60-61	40-42	29	30-31	26
25	58-59	38-39	28	28-29	25
24	56-57	36-37	27	26-27	24
23	53-55	34-35	25-26	24-25	23
22	51-52	32-33	24	22-23	22
21	48-50	30-31	22-23	21	21
20	45-47	29	21	19-20	20
19	43-44	27-28	19-20	17-18	19
18	41-42	24-26	18	16	18
17	39-40	21-23	17	14-15	17
16	36-38	17-20	15-16	13	16
15	32-35	13-16	14	12	15
14	29-31	11-12	12-13	11	14
13	27-28	8-10	11	10	13
12	25-26	7	9-10	9	12
11	23-24	5-6	8	8	11
10	20-22	4	6-7	7	10
9	18-19	—	—	5-6	9
8	15-17	3	5	—	8
7	12-14	—	4	4	7
6	10-11	2	3	3	6
5	8-9	—	—	2	5
4	6-7	1	2	—	4
3	4-5	—	—	1	3
2	2-3	—	1	—	2
1	0-1	0	0	0	1

How to Score the Writing Test

It is difficult to be objective about one's own work. However, it is to your advantage to read your own writing critically, as doing so can help you grow as a writer and as a reader. It may also be helpful for you to give your practice essay to another reader, such as a classmate, parent, or teacher. To rate your essay, you and your reader(s) should review the guidelines and sample essays at www.actstudent.org and then use the scoring rubric below to assign your practice essay a score of 1 (low) through 6 (high) in each of the four writing domains (Ideas and Analysis, Development and Support, Organization, Language Use).

Scoring Rubric (below)

The rubric presents the standards by which your essay will be evaluated. Readers will use this rubric to assign your essay four unique scores, one per writing domain. To score your essay, determine which scorepoint, in each domain, best describes the features of your writing. Because each domain receives its own score, the four scores you assign need not be identical. For example, you may find that your essay exhibits stronger skill in organization than in the development of ideas. In this case, you may determine that your essay should receive a higher score in Organization than in Development and Support.

The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
Score 6: Responses at this scorepoint demonstrate effective skill in writing an argumentative essay.	The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.	The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.	The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score 5: Responses at this scorepoint demonstrate well-developed skill in writing an argumentative essay.	The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.	The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.	The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score 4: Responses at this scorepoint demonstrate adequate skill in writing an argumentative essay.	The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.	The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.	The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.

The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
Score 3: Responses at this scorepoint demonstrate some developing skill in writing an argumentative essay.	The writer generates an argument that responds to multiple perspectives on the given issue. The argument's thesis reflects some clarity in thought and purpose. The argument establishes a limited or tangential context for analysis of the issue and its perspectives. Analysis is simplistic or somewhat unclear.	Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the argument but may be somewhat repetitious or imprecise.	The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.	The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.
Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing an argumentative essay.	The writer generates an argument that weakly responds to multiple perspectives on the given issue. The argument's thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issue and its perspectives.	Development of ideas and support for claims are weak, confused, or disjointed. Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.	The response exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.	The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.
Score 1: Responses at this scorepoint demonstrate little or no skill in writing an argumentative essay.	The writer fails to generate an argument that responds intelligibly to the task. The writer's intentions are difficult to discern. Attempts at analysis are unclear or irrelevant.	Ideas lack development, and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.	The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.	The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.

Calculating Your Writing Subject Score

Complete these steps to calculate your Writing Subject Score (2–12 score range).

Score Calculation Steps	Domain	Rubric Score	Domain Score
1. Determine Rubric Score for each Domain	Ideas and Analysis	_____	x 2 = _____
2. Multiply each Rubric Score by 2 to get Domain Score	Development and Support	_____	x 2 = _____
	Organization	_____	x 2 = _____
	Language Use and Conventions	_____	x 2 = _____
3. Find the Sum of all Domain Scores (range 8–48)	Sum of Domain Scores _____		
4. Divide Sum by 4 (range 2–12)*	Writing Subject Score _____		
*Round value to the nearest whole number. Round down any fraction less than one-half; round up any fraction that is one-half or more.			

ACT Sample Answer Document

Marking Directions: Mark only **one** oval for each question. Fill in response completely. Erase errors cleanly without smudging.

Correct mark:

Do NOT use these incorrect or bad marks.

Incorrect marks:

Overlapping mark:

Cross-out mark:

Smudged erasure:

Mark is too light:

BOOKLET NUMBER

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

FORM

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BE SURE TO FILL IN THE CORRECT FORM OVAL.

PRE

Print your 3-character **Test Form** in the boxes above and fill in the corresponding oval at the right.

TEST 1

1 (A B C D)	14 (F G H J)	27 (A B C D)	40 (F G H J)	53 (A B C D)	66 (F G H J)
2 (F G H J)	15 (A B C D)	28 (F G H J)	41 (A B C D)	54 (F G H J)	67 (A B C D)
3 (A B C D)	16 (F G H J)	29 (A B C D)	42 (F G H J)	55 (A B C D)	68 (F G H J)
4 (F G H J)	17 (A B C D)	30 (F G H J)	43 (A B C D)	56 (F G H J)	69 (A B C D)
5 (A B C D)	18 (F G H J)	31 (A B C D)	44 (F G H J)	57 (A B C D)	70 (F G H J)
6 (F G H J)	19 (A B C D)	32 (F G H J)	45 (A B C D)	58 (F G H J)	71 (A B C D)
7 (A B C D)	20 (F G H J)	33 (A B C D)	46 (F G H J)	59 (A B C D)	72 (F G H J)
8 (F G H J)	21 (A B C D)	34 (F G H J)	47 (A B C D)	60 (F G H J)	73 (A B C D)
9 (A B C D)	22 (F G H J)	35 (A B C D)	48 (F G H J)	61 (A B C D)	74 (F G H J)
10 (F G H J)	23 (A B C D)	36 (F G H J)	49 (A B C D)	62 (F G H J)	75 (A B C D)
11 (A B C D)	24 (F G H J)	37 (A B C D)	50 (F G H J)	63 (A B C D)	
12 (F G H J)	25 (A B C D)	38 (F G H J)	51 (A B C D)	64 (F G H J)	
13 (A B C D)	26 (F G H J)	39 (A B C D)	52 (F G H J)	65 (A B C D)	

TEST 2

1 (A B C D E)	11 (A B C D E)	21 (A B C D E)	31 (A B C D E)	41 (A B C D E)	51 (A B C D E)
2 (F G H J K)	12 (F G H J K)	22 (F G H J K)	32 (F G H J K)	42 (F G H J K)	52 (F G H J K)
3 (A B C D E)	13 (A B C D E)	23 (A B C D E)	33 (A B C D E)	43 (A B C D E)	53 (A B C D E)
4 (F G H J K)	14 (F G H J K)	24 (F G H J K)	34 (F G H J K)	44 (F G H J K)	54 (F G H J K)
5 (A B C D E)	15 (A B C D E)	25 (A B C D E)	35 (A B C D E)	45 (A B C D E)	55 (A B C D E)
6 (F G H J K)	16 (F G H J K)	26 (F G H J K)	36 (F G H J K)	46 (F G H J K)	56 (F G H J K)
7 (A B C D E)	17 (A B C D E)	27 (A B C D E)	37 (A B C D E)	47 (A B C D E)	57 (A B C D E)
8 (F G H J K)	18 (F G H J K)	28 (F G H J K)	38 (F G H J K)	48 (F G H J K)	58 (F G H J K)
9 (A B C D E)	19 (A B C D E)	29 (A B C D E)	39 (A B C D E)	49 (A B C D E)	59 (A B C D E)
10 (F G H J K)	20 (F G H J K)	30 (F G H J K)	40 (F G H J K)	50 (F G H J K)	60 (F G H J K)

TEST 3

1 (A B C D)	8 (F G H J)	15 (A B C D)	22 (F G H J)	29 (A B C D)	36 (F G H J)
2 (F G H J)	9 (A B C D)	16 (F G H J)	23 (A B C D)	30 (F G H J)	37 (A B C D)
3 (A B C D)	10 (F G H J)	17 (A B C D)	24 (F G H J)	31 (A B C D)	38 (F G H J)
4 (F G H J)	11 (A B C D)	18 (F G H J)	25 (A B C D)	32 (F G H J)	39 (A B C D)
5 (A B C D)	12 (F G H J)	19 (A B C D)	26 (F G H J)	33 (A B C D)	40 (F G H J)
6 (F G H J)	13 (A B C D)	20 (F G H J)	27 (A B C D)	34 (F G H J)	
7 (A B C D)	14 (F G H J)	21 (A B C D)	28 (F G H J)	35 (A B C D)	

TEST 4

1 (A B C D)	8 (F G H J)	15 (A B C D)	22 (F G H J)	29 (A B C D)	36 (F G H J)
2 (F G H J)	9 (A B C D)	16 (F G H J)	23 (A B C D)	30 (F G H J)	37 (A B C D)
3 (A B C D)	10 (F G H J)	17 (A B C D)	24 (F G H J)	31 (A B C D)	38 (F G H J)
4 (F G H J)	11 (A B C D)	18 (F G H J)	25 (A B C D)	32 (F G H J)	39 (A B C D)
5 (A B C D)	12 (F G H J)	19 (A B C D)	26 (F G H J)	33 (A B C D)	40 (F G H J)
6 (F G H J)	13 (A B C D)	20 (F G H J)	27 (A B C D)	34 (F G H J)	
7 (A B C D)	14 (F G H J)	21 (A B C D)	28 (F G H J)	35 (A B C D)	



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