



2024 | 2025

# Preparing for the ACT<sup>®</sup> Test Taken Online

State Testing | District Testing



The **ACT**<sup>®</sup>

[www.actstudent.org](http://www.actstudent.org)

# A Message to Students

This guide is meant to help you do your best on the ACT taken online. You will find instructions for taking online practice tests, as well as highlighted features and navigation of the secure web application in which you will take the test.

Access free practice resources at [www.act.org/info-for-examinees](http://www.act.org/info-for-examinees).

Preparing for the ACT®, test taking strategies, tips for each content area, a complete practice test with scoring keys

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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/science/programs/testing/fair-testing.pdf](http://www.apa.org/science/programs/testing/fair-testing.pdf))
- *Code of Professional Responsibilities in Educational Measurement*: National Council on Measurement in Education ([www.ncme.org/resources-publications/professional-learning/library](http://www.ncme.org/resources-publications/professional-learning/library))

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# Practice Tests

## Using the ACT Practice Tests Taken in TestNav

When taking the ACT practice tests in TestNav, you will be using the same testing application and navigation that is used on test day. Not only will the practice questions help you prepare for the types of questions you can expect from the ACT test, but familiarizing yourself with the testing application will better prepare you for navigating through the test on test day.

## TestNav

TestNav is the secure web application used for the ACT taken online. Download the TestNav application for your operating system from [download.testnav.com](https://download.testnav.com) or access the link at [www.act.org/info-for-examinees](https://www.act.org/info-for-examinees).

**Note:** ACT online tests are only supported on Windows, macOS, iOS and Chrome OS operating systems.

## Learn About Using TestNav

After you have downloaded TestNav, prepare for online testing by viewing the Examinee Tutorial available under the Practice Tests link in TestNav.

The tutorial shows you how to move through the screens for the online tests. It will help you understand how to use the arrows to move between questions, recognize when you need to scroll to see the entire question, bookmark questions for review, and review your answers. You may review the tutorial as often as you wish.

Later in this document, features of TestNav are highlighted (see “TestNav Highlights”). These highlights can be used as a general guide while taking your practice tests, making navigation easier in real time.

**Note:** The text-to-speech tools shown in the tutorial may look different than you will see on test day.

## TestNav Practice Tests

You can choose to take any subject test—timed or untimed—as often as you wish, to become comfortable with online testing. If you feel you are having trouble moving through the computer screens, review the tutorial or the highlights in this document (see “TestNav Highlights”).

Follow the steps below to begin your online practice test:

1. Save or print this document so you will have scoring information.
2. Open the TestNav application you downloaded and click on the Practice Tests link. Choose a subject area to practice. Then, decide whether you want to try out the “Timed” or “Untimed” version of that test. Use the following information to help you make that choice:
  - **Timed.** Using the timed version gives you practice with pacing yourself and seeing the time count down on screen just as it will on test day. You also experience the five-minute warning message and the message that pops up when time expires. When time is up, you won’t be able to go back and see your answers. Once you submit the test, you receive a Summary Report indicating your raw score (see “Summary Report”).
  - **Untimed.** The untimed version lets you set your own stopwatch or watch to track the time allowed. When you have finished answering all questions, submit your answers, but do not log-out. Then, you can go back through the questions and compare your answers to the answer key.

**Note:** An alternate version of the practice test is available for examinees who are approved for the Text-to-Speech accommodation. See “Text-to-Speech Functionality” for more information on Text-to-Speech.

3. Read the test overview instructions you see on the screen, enter your name, and select **Start**.

**Note:** Expand the TestNav window to full screen. For the practice test, you will see your computer's taskbar on the screen, but the taskbar will not be visible on test day.

4. When you are done with each practice test, an arrow will navigate to the "End of [name of practice test] Practice Test." Select Submit Final Answers and move to the next practice test, if you choose to do so. Use the scoring information to assist with your review of the practice test results (see "Scoring the Practice Tests").

## Summary Report

Upon submitting any of the multiple-choice tests, you will receive a Summary Report indicating your raw score; a Summary Report is not generated for the writing test. Your raw score is the number of questions you answered

correctly. The total raw score will be displayed at the top of your Summary Report.

The Summary Report provides a table with the question number, the score you received for that question, and the maximum score that could have been achieved for that question (for the ACT, the maximum will always be 1). The Summary Report also distinguishes between questions that were answered incorrectly (displaying a score of "0") and questions that were skipped or not answered (displaying "Not Answered" in the Student's Score column).

You may then convert the raw scores from your Summary Report to scale scores. If you take all four subject tests, see "Scoring the Practice Tests" to determine a Composite score.

**Note:** You should begin reading your Summary Report at "Congratulations! You completed the test." The introductory language and any language regarding actions by a Test Administrator may be disregarded, as it is not applicable to this testing instance.

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## TestNav Highlights

This section provides highlights about the features available to you in TestNav. The highlights are aimed at helping you prepare for test day, but can also be a helpful guide to use as you practice.

## Getting Started

Follow these steps to sign in and test:

1. Open the TestNav application you downloaded. All users, make sure "The ACT" is displayed directly under TestNav on the screen. If you do not see "The ACT", click on the Person drop-down menu in the upper right of the screen, select "Choose a different customer", then click on The ACT icon from the list of test options.
2. Click on the Practice Tests link (under the Sign In button). Select the test, then Timed, Untimed, Timed (Text-to-Speech) or Untimed (Text-to-Speech), Timed (Screen Reader) or Untimed (Screen Reader) version.

3. Read the test overview instructions you see on the screen, enter your name, and select **Start**.

The screenshot shows the TestNav application interface. At the top, a blue banner says "Welcome, TestNav\_User!". Below this, there's a section titled "The ACT" with the text "There is 1 section." and "There are 75 total questions." To the right of this section is a form titled "Enter your name:" with a text input field containing "Guest" and a blue "Start" button with a right-pointing arrow.

For a practice test, the screen for the test subject you are taking will appear. On test day, the Pretest Information screen will appear, followed by the Examinee Statement screen.

4. On test day, make sure "The ACT" is displayed directly under TestNav on the screen. If you do not see "The ACT", click on the Person drop-down menu in the upper right of the screen, select "Choose a different customer", then click on The ACT icon from the list of test options.
  - a. Select **Start**.
  - b. Enter your examinee information and



complete the State Use Questions (if applicable). Select the forward arrow to continue.

- c. Select **Submit**. A Section Exit Warning box appears.
  - d. Select **Yes** to proceed.
  - e. In the the Examinee Statement section, read the examinee statement. You must agree to the Examinee Statement to proceed to the test. If you agree with the Examinee Statement, then choose **I agree**. Select the forward arrow to continue.
  - f. Select **Submit**. A section exit warning box appears.
  - g. Select **Yes** to proceed. The screen for the first test section appears.
5. At the beginning of each subject test, read the test instructions. On test day, the room supervisor will announce a Seal Code that you must enter in the space provided.
- Note: The practice tests do NOT require a Seal Code.*
6. Take your test.

When you select **Start**, the time for the test will start counting down. The first item is subject directions.

TestNav will present test items to you one by one. Answer each item appropriately. You may need to scroll down to see all of a passage or test item.

## Tips for Testing

You may find the following tips useful.

### Navigation

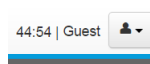
To navigate between items, use the arrows at the top of the page. You may go forward and backward between items as you take the test.



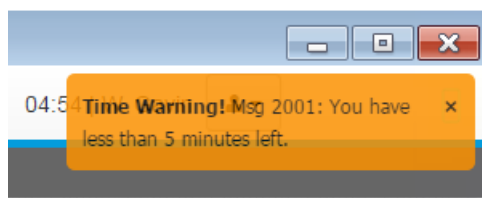
### Timer/Clock

The timer at the top of the page tells you how much time you have left to complete your test.

*Note: A timer will not appear if you are taking an untimed practice test.*



When you have 5 minutes left, a warning message appears at the top of the screen.



When time expires, a warning popup appears and you will not be able to answer any more questions. Select **Continue** to submit your answers and move on to the next test. After the last test, select **Submit Final Answers**.

#### Time Expired

**Warning: If you do not select "Continue", you may not get a score for this test.**

Select "Continue" now.

TIME FOR THIS SECTION HAS EXPIRED.

Submit your answers now by selecting "Continue".

You will not be able to return later to this section.

Continue

#### Time Expired

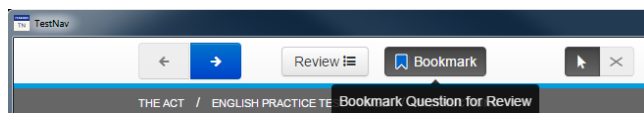
**Warning: If you do not select "Submit Final Answers", you may not get a score for this test.**

Select "Submit Final Answers" now. You will not be able to return to this test.




Submit Final Answers

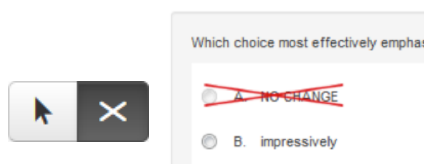
## Bookmark

Select **Bookmark** to mark an item so that you can find it easily and return to it later. When an item is marked, the same button can be used to remove the bookmark.



## Answer Eliminator

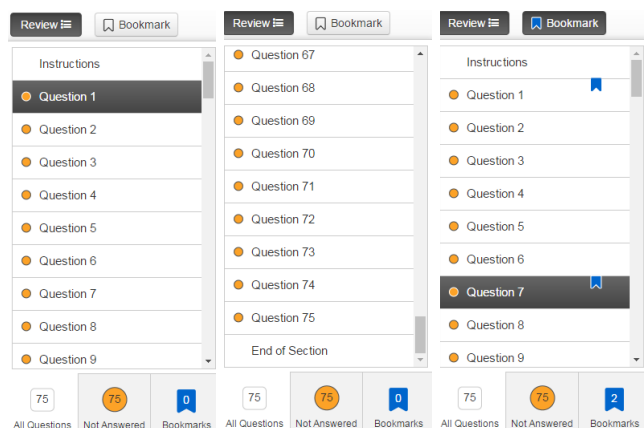
Select **Answer Eliminator** to eliminate answer choices. After clicking on the  icon at the top of the screen, a red "X" will display when you hover over answer choices. Click on the answer choice or choices you want to eliminate to apply the red "X." If you change your mind about the elimination, click the red "X" again to remove it for that answer. You must remove the red "X" before trying to select that choice as your answer. To turn the feature off, click the  icon at the top of the screen or select the pointer icon .



## Review

Select **Review** to see an overview of your current status within the test, including information such as which items you have bookmarked, answered, or not answered.

Select a specific question to go to that question, select **Instructions** to view the instructions, or select **End of Section** to navigate to the section end screen. The **Not Answered** and **Bookmarks** tabs at the bottom can show you the questions in those categories.

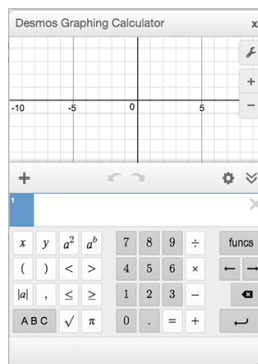


## Calculator

A graphing calculator is available within the testing application (in the mathematics test only). To open the calculator, select the **Calculator** button.



Select and drag the calculator if you want to move it to another area on the screen.



To use the calculator, select its buttons or use your keyboard.

Select the **Calculator** button again to close the calculator.

## Scrollbars

Some items require that you scroll down to view them completely. Any time you see a scroll bar next to a passage, make sure you scroll down to read the entire passage.

Any time you see a scroll bar next to answer choices, make sure you scroll down to read the entire item.

## Zooming In or Out

Adjust the size of the text on your screen by using **CTRL and the + key** to zoom in or **CTRL and the - key** to zoom out. Use **CTRL and the 0 (zero) key** to quickly return to standard size.

*Note: If you enlarge the size of the text you may need to scroll to see all information in the questions.*

## User Menu

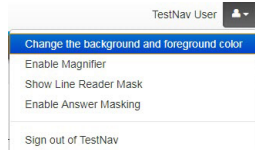
Select the menu icon at the top-right of the screen to reveal the User Menu.



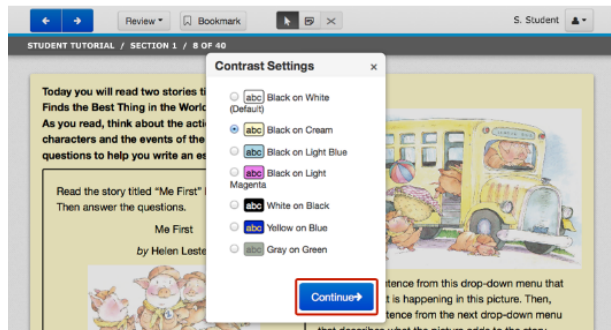
## Color Contrast

Choose the color of the words and screen using the **Color Contrast** tool.

Select **Change the background and foreground color** from the User drop-down menu.



Select your color choice.

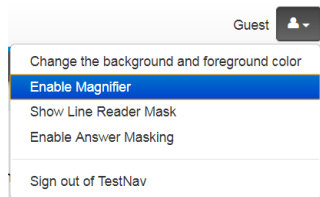


Select **Continue**.

*Note: The color setting you select will show until you make another choice.*

## Magnifier

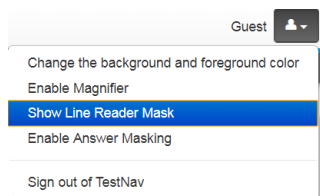
To magnify a portion of the screen, select **Enable Magnifier** on the user drop down menu, near the top-right of the screen.



Move the magnifier around the screen using your mouse and holding down the left-hand mouse button. To turn the magnifier off, select **Disable Magnifier**.

## Line Reader Mask

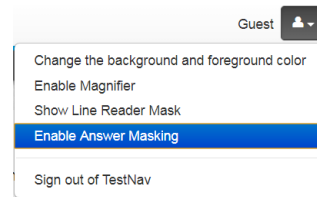
To read one line at a time, select **Show Line Reader Mask**.



To resize the line reader mask box, click, hold and drag the corner with three diagonal lines. Drag the line reader over the screen to cover more or less text. To turn this tool off, select **Hide Line Reader Mask** in the user menu.

## Answer Masking

To cover answer choices until you are ready to read them, select **Enable Answer Masking**. This will cover the answer choices.



The multiple-choice answer choices are covered.



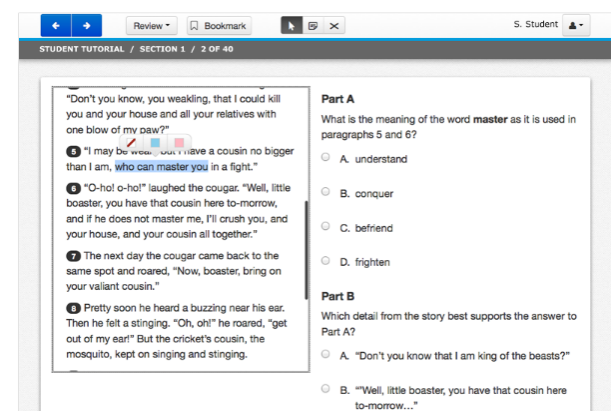
To cover or uncover answer choices, select the "eye" icon.

Select **Disable Answer Masking** to turn off this tool.

## Highlighter

Use the **Highlighter** tool to highlight text.

Drag over the text you want to highlight to select it. Then, choose a highlight color to apply to the selected text.



Remove highlighting by selecting the words again and choosing **Unhighlight**.

## Section Navigation

### Submit Section

After you answer the final question of each subject test, click the right (forward) arrow. Practice Tests will say “Submit Final Answers”  
On test day, you will see a section end screen like the one shown below.

#### End of English Test

Use the **Review** button above, or the list below, to go back and review your answers.  
When you are done, use the **Submit** button below to submit your answers.

Submit >>

- Unanswered questions are marked with a dot.
- Bookmarked questions are marked with a bookmark symbol.

From this screen you have the option to select **Not Answered** or **Bookmarks** to review questions before submitting the section.

### Submit Final Answers

At the end of the last subject test, you will see a **Submit Final Answers** button.

#### End of Science

Use the **Review** button above, or the list below, to go back and review your answers.  
When you are done, use the **Submit Final Answers** button below to submit your answers.

Submit Final Answers

- Unanswered questions are marked with a dot.
- Bookmarked questions are marked with a bookmark symbol.

On test day, selecting **Submit Final Answers** brings a Test Submit Warning popup, asking you to confirm your submission.

#### Test Submit Warning

Are you sure you want to **submit final answers**?  
You will not be able to return to this test.

No, Cancel

Yes, Submit Final Answers

Selecting **Yes, Submit Final Answers** will submit all of your tests and you will be logged out. You will not be able to return to the test.

**Note:** The Test Submit Warning message is not applicable in the Practice Tests.

## Text-to-Speech Functionality

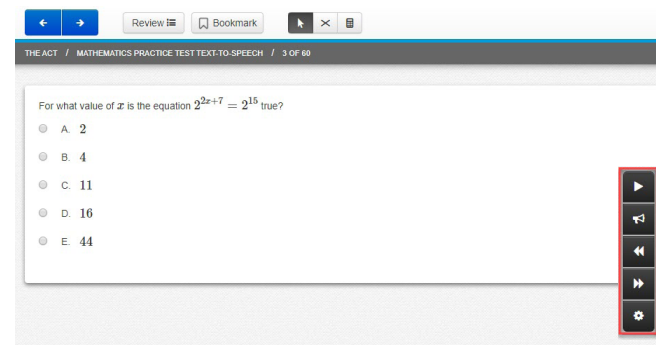
The following information describes how text-to-speech works during the ACT test for examinees who are approved for the Text-to-Speech accommodation.

Text is read aloud by means of the embedded text-to-speech software. On the right hand side of the screen, you will see five buttons:



You can access the text-to-speech tool by selecting either of the top two buttons. Depending on the button that you select, the text-to-speech will function differently.

The top button is the **Play Text-to-Speech** button. When you select the **Play Text-to-Speech** button, the text is highlighted in yellow as it is read and you do not choose where the read aloud begins.




Once the **Play Text-to-Speech** button is selected, it becomes a **Stop** button. When you choose to stop hearing the text being read aloud, you may select the **Stop** button.

The second button on the right-hand side of the screen is the **Toggle Click-to-Hear** button.

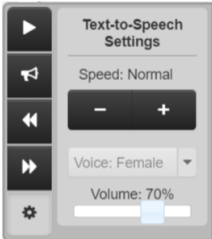
You can use this tool to select the text or graphic where the read aloud will begin. Select the **Toggle Click-to-Hear** button then select the text you want to hear read aloud. Once the **Toggle Click-to-Hear** button is selected, the **Play Text-to-Speech** button becomes a **Stop**



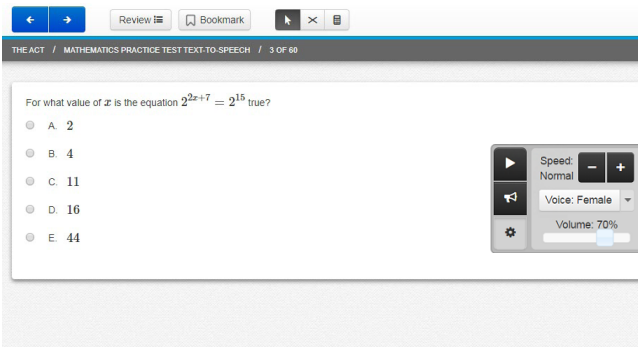
button. When you want to stop hearing the text being read aloud, select the **Stop** button.

The bottom button on the right hand side of the screen is the **Text-to-Speech Settings** button.  The **Text-to-Speech Settings** button lets you select how fast the text is read. The speed is set to Normal by default, but can be changed to Slow or Fast by using the minus or plus buttons. The voice is female. The slider bar allows you to adjust the volume.

***Note:** The text being read will start at the beginning if the speed is changed during playback.*




Select the **Text-to-Speech Settings** button again to close.





# Video-based American Sign Language (Video ASL)

This accommodation will ensure that deaf students who have reading disabilities are able to access these assessments.

The following information describes how Video ASL works during the ACT test for examinees who are approved for the Video ASL accommodation.

Video is shown by means of the embedded video player. On the right hand side of the screen, you will see a black button called the Film Strip. 

Open the ASL video player by selecting the **Film Strip** button  on the right side of the screen. Select the **Play** button  to start the video player, and the **Pause** button  to stop it.

Select the gear symbol to adjust the signing speed. Select and drag the top of the video player to move the player around the screen to view all parts of the question.

# Scoring the 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 review your performance.

### Raw Scores

The number of questions you answered correctly on each test section is a raw score. Because there are many forms of the ACT, each with different questions, the difficulty level varies between the forms. A raw score of 35 on one form of the mathematics test section, for example, may be about as difficult to earn as a raw score of 37 on another form of that test section.

**Computing raw scores:** To compute your raw scores, check your answers with the scoring information in the scoring keys and conversion table, starting on the next page and do the following:

1. Mark a one (1) in the blank for each question answered correctly.
2. Count the number of correct answers for each of the four multiple-choice test sections.
3. Add up the total number correct for each category and test section and capture it as directed beneath its scoring key.

These numbers are your raw scores on the individual multiple-choice test sections. The highest raw score for a given test section is the number of questions included on that test section:

- English: 75
- Mathematics: 60
- Reading: 40
- Science: 40

**Note:** Raw scores are also provided as part of the Summary Report for each test section taken online in TestNav.

## English Test 1 Section

*English Scoring Key (for Form 2176CPRE)*

### English Reporting Categories

(Capture raw scores/correct answers.)

Production of Writing (POW) = \_\_\_\_ of 23

Knowledge of Language (KLA) = \_\_\_\_ of 12

Conventions of Standard English (CSE) = \_\_\_\_ of 40

**Total English (POW + KLA + CSE) = \_\_\_\_ of 75**

| English Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|----------------|----------------|------------------|----------------------|
| 1              | C              |                  | CSE                  |
| 2              | D              |                  | POW                  |
| 3              | A              |                  | KLA                  |
| 4              | A              |                  | POW                  |
| 5              | C              |                  | KLA                  |
| 6              | D              |                  | CSE                  |
| 7              | B              |                  | KLA                  |
| 8              | B              |                  | POW                  |
| 9              | A              |                  | CSE                  |
| 10             | D              |                  | POW                  |
| 11             | B              |                  | CSE                  |
| 12             | D              |                  | CSE                  |
| 13             | C              |                  | CSE                  |
| 14             | A              |                  | POW                  |
| 15             | C              |                  | POW                  |
| 16             | A              |                  | CSE                  |
| 17             | D              |                  | KLA                  |
| 18             | D              |                  | CSE                  |
| 19             | C              |                  | CSE                  |
| 20             | D              |                  | KLA                  |
| 21             | B              |                  | POW                  |
| 22             | D              |                  | CSE                  |
| 23             | D              |                  | CSE                  |
| 24             | D              |                  | CSE                  |
| 25             | B              |                  | POW                  |
| 26             | C              |                  | POW                  |

| English Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|----------------|----------------|------------------|----------------------|
| 27             | B              |                  | CSE                  |
| 28             | C              |                  | POW                  |
| 29             | A              |                  | POW                  |
| 30             | C              |                  | CSE                  |
| 31             | A              |                  | CSE                  |
| 32             | B              |                  | CSE                  |
| 33             | A              |                  | KLA                  |
| 34             | D              |                  | CSE                  |
| 35             | A              |                  | CSE                  |
| 36             | C              |                  | KLA                  |
| 37             | D              |                  | CSE                  |
| 38             | B              |                  | POW                  |
| 39             | C              |                  | POW                  |
| 40             | A              |                  | CSE                  |
| 41             | C              |                  | CSE                  |
| 42             | D              |                  | CSE                  |
| 43             | B              |                  | POW                  |
| 44             | B              |                  | POW                  |
| 45             | C              |                  | POW                  |
| 46             | D              |                  | CSE                  |
| 47             | A              |                  | CSE                  |
| 48             | B              |                  | CSE                  |
| 49             | A              |                  | CSE                  |
| 50             | C              |                  | CSE                  |
| 51             | C              |                  | POW                  |
| 52             | C              |                  | POW                  |
| 53             | D              |                  | CSE                  |
| 54             | D              |                  | KLA                  |
| 55             | A              |                  | CSE                  |
| 56             | D              |                  | POW                  |
| 57             | D              |                  | CSE                  |
| 58             | B              |                  | CSE                  |
| 59             | A              |                  | KLA                  |
| 60             | B              |                  | POW                  |
| 61             | C              |                  | CSE                  |
| 62             | D              |                  | KLA                  |
| 63             | B              |                  | CSE                  |

| English Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|----------------|----------------|------------------|----------------------|
| 64             | B              |                  | KLA                  |
| 65             | D              |                  | CSE                  |
| 66             | B              |                  | POW                  |
| 67             | A              |                  | CSE                  |
| 68             | B              |                  | CSE                  |
| 69             | C              |                  | POW                  |
| 70             | B              |                  | CSE                  |
| 71             | A              |                  | CSE                  |
| 72             | D              |                  | POW                  |
| 73             | A              |                  | CSE                  |
| 74             | B              |                  | CSE                  |
| 75             | A              |                  | KLA                  |

## Mathematics Test 2 Section

*Mathematics Scoring Key (for Form 2176CPRE)*

### Mathematics Reporting Categories

(Capture raw scores/correct answers.)

Preparing for Higher Math (PHM) = \_\_\_\_ of 35  
(A + F + G + N + S)

A = Algebra

F = Functions

G = Geometry

N = Number & Quantity

S = Statistics & Probability

Integrating Essential Skills (IES) = \_\_\_\_ of 25

Modeling (MDL) = \_\_\_\_ of 24

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Total Mathematics (PHM + IES) = \_\_\_\_ of 60

**Note:** Do not include MDL in Total Mathematics raw score.

| Math Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|-------------|----------------|------------------|----------------------|
| 1           | E              |                  | IES, MDL             |
| 2           | D              |                  | PHM-A                |
| 3           | B              |                  | IES                  |
| 4           | B              |                  | IES                  |
| 5           | C              |                  | PHM-A                |
| 6           | A              |                  | IES, MDL             |

| Math Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|-------------|----------------|------------------|----------------------|
| 7           | B              |                  | PHM-F, MDL           |
| 8           | C              |                  | PHM-F, MDL           |
| 9           | D              |                  | PHM-G                |
| 10          | B              |                  | PHM-B, MDL           |
| 11          | B              |                  | PHM-S, MDL           |
| 12          | B              |                  | PHM-G, MDL           |
| 13          | D              |                  | IES, MDL             |
| 14          | D              |                  | IES, MDL             |
| 15          | A              |                  | PHM-A                |
| 16          | E              |                  | PHM-A                |
| 17          | D              |                  | PHM-G                |
| 18          | D              |                  | PHM-N                |
| 19          | A              |                  | PHM-G, MDL           |
| 20          | A              |                  | PHM-S                |
| 21          | E              |                  | IES                  |
| 22          | B              |                  | PHM-G                |
| 23          | E              |                  | PHM-F                |
| 24          | C              |                  | IES                  |
| 25          | D              |                  | IES                  |
| 26          | B              |                  | IES, MDL             |
| 27          | E              |                  | IES                  |
| 28          | C              |                  | IES, MDL             |
| 29          | C              |                  | IES, MDL             |
| 30          | C              |                  | PHM-S                |
| 31          | B              |                  | PHM-N, MDL           |
| 32          | E              |                  | IES                  |
| 33          | D              |                  | IES, MDL             |
| 34          | A              |                  | PHM-G                |
| 35          | E              |                  | IES, MDL             |
| 36          | D              |                  | IES                  |
| 37          | C              |                  | PHM-S, MDL           |
| 38          | A              |                  | PHM-S, MDL           |
| 39          | D              |                  | PHM-N                |
| 40          | E              |                  | PHM-G                |
| 41          | A              |                  | PHM-A                |
| 42          | D              |                  | PHM-F                |
| 43          | D              |                  | IES                  |

| Math Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|-------------|----------------|------------------|----------------------|
| 44          | B              |                  | PHM-A, MDL           |
| 45          | E              |                  | PHM-A                |
| 46          | A              |                  | IES, MDL             |
| 47          | D              |                  | PHM-S, MDL           |
| 48          | B              |                  | IES                  |
| 49          | D              |                  | PHM-F                |
| 50          | E              |                  | PHM-F                |
| 51          | D              |                  | IES, MDL             |
| 52          | E              |                  | IES                  |
| 53          | A              |                  | PHM-F                |
| 54          | B              |                  | IES                  |
| 55          | B              |                  | PHM-N                |
| 56          | E              |                  | PHM-A                |
| 57          | D              |                  | IES                  |
| 58          | E              |                  | PHM-F                |
| 59          | B              |                  | PHM-G, MDL           |
| 60          | A              |                  | IES, MDL             |

## Reading Test 3 Section

*Reading Scoring Key (for Form 2176CPRE)*

### Reading Reporting Categories

(Capture raw scores/correct answers.)

Key Ideas & Details (KID) = \_\_\_\_ of 23

Craft & Structure (CS) = \_\_\_\_ of 12

Integration of Knowledge & Ideas (IKI) = \_\_\_\_ of 5

Total Reading (KID + CS + IKI) = \_\_\_\_ of 40

| Reading Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|----------------|----------------|------------------|----------------------|
| 1              | D              |                  | CS                   |
| 2              | A              |                  | KID                  |
| 3              | C              |                  | CS                   |
| 4              | D              |                  | CS                   |
| 5              | D              |                  | IKI                  |
| 6              | D              |                  | KID                  |
| 7              | B              |                  | KID                  |
| 8              | C              |                  | IKI                  |



| Reading Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|----------------|----------------|------------------|----------------------|
| 9              | B              |                  | IKI                  |
| 10             | A              |                  | IKI                  |
| 11             | D              |                  | CS                   |
| 12             | A              |                  | KID                  |
| 13             | B              |                  | KID                  |
| 14             | B              |                  | KID                  |
| 15             | D              |                  | CS                   |
| 16             | B              |                  | KID                  |
| 17             | C              |                  | KID                  |
| 18             | C              |                  | KID                  |
| 19             | B              |                  | KID                  |
| 20             | D              |                  | CS                   |
| 21             | B              |                  | CS                   |
| 22             | A              |                  | KID                  |
| 23             | C              |                  | CS                   |
| 24             | D              |                  | CS                   |
| 25             | A              |                  | IKI                  |
| 26             | D              |                  | KID                  |
| 27             | B              |                  | KID                  |
| 28             | B              |                  | KID                  |
| 29             | C              |                  | KID                  |
| 30             | A              |                  | CS                   |
| 31             | C              |                  | CS                   |
| 32             | B              |                  | KID                  |
| 33             | A              |                  | KID                  |
| 34             | D              |                  | KID                  |
| 35             | C              |                  | KID                  |
| 36             | A              |                  | KID                  |
| 37             | D              |                  | KID                  |
| 38             | B              |                  | CS                   |
| 39             | C              |                  | KID                  |
| 40             | B              |                  | KID                  |

## Science Test 4 Section

*Science Scoring Key (for Form 2176CPRE)*

### Science Reporting Categories

(Capture raw scores/correct answers.)

Interpretation of Data (IOD) = \_\_\_\_ of 18

Scientific Investigation (SIN)= \_\_\_\_ of 12

Evaluation of Models, Inferences & Experimental Results (EMI) = \_\_\_\_ of 10

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Total Science (IOD + SIN + EMI) = \_\_\_\_ of 40

| Science Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|----------------|----------------|------------------|----------------------|
| 1              | D              |                  | EMI                  |
| 2              | C              |                  | EMI                  |
| 3              | B              |                  | EMI                  |
| 4              | B              |                  | EMI                  |
| 5              | B              |                  | EMI                  |
| 6              | A              |                  | EMI                  |
| 7              | C              |                  | EMI                  |
| 8              | D              |                  | SIN                  |
| 9              | C              |                  | SIN                  |
| 10             | D              |                  | IOD                  |
| 11             | B              |                  | SIN                  |
| 12             | A              |                  | IOD                  |
| 13             | B              |                  | SIN                  |
| 14             | C              |                  | SIN                  |
| 15             | B              |                  | IOD                  |
| 16             | B              |                  | IOD                  |
| 17             | A              |                  | IOD                  |
| 18             | C              |                  | IOD                  |
| 19             | D              |                  | IOD                  |
| 20             | D              |                  | IOD                  |
| 21             | A              |                  | IOD                  |
| 22             | B              |                  | IOD                  |
| 23             | C              |                  | SIN                  |
| 24             | D              |                  | IOD                  |
| 25             | B              |                  | SIN                  |
| 26             | D              |                  | SIN                  |
| 27             | A              |                  | EMI                  |
| 28             | A              |                  | IOD                  |

| Science Number | Correct Answer | Correct (Mark 1) | Reporting Categories |
|----------------|----------------|------------------|----------------------|
| 29             | B              |                  | IOD                  |
| 30             | B              |                  | EMI                  |
| 31             | C              |                  | IOD                  |
| 32             | D              |                  | IOD                  |
| 33             | B              |                  | IOD                  |
| 34             | B              |                  | IOD                  |
| 35             | D              |                  | SIN                  |
| 36             | C              |                  | SIN                  |
| 37             | C              |                  | EMI                  |
| 38             | D              |                  | SIN                  |
| 39             | B              |                  | IOD                  |
| 40             | D              |                  | SIN                  |

## Scale Scores

To adjust for the small differences among different forms of the ACT test, raw scores are converted into scale scores. Scale scores appear on reports sent to your school.

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 mathematics test section has the same meaning for any form of the ACT.

## Converting Raw Scores to Scale Scores

Each ACT test section generates a single scale score between 1–36. Use the Conversion of Raw Scores to Scale Scores table to convert your raw scores to scale scores. For each test section:

1. Locate your raw score, or the range of raw scores that includes it, in the conversion table.
2. Locate the cell in the Scale Score column of the row that corresponds to that raw score to identify the scale score for that test.
3. As you determine your scale scores, enter them in the blanks below.

---

Test section scale scores:

English = \_\_\_\_

Mathematics = \_\_\_\_

Reading = \_\_\_\_

Science = \_\_\_\_

## Calculating a Composite Score

An ACT test generates a single Composite score of 1–36. Compute the Composite score by averaging the four scale scores. To do this:

1. Add your four scale scores. Enter this sum of scores in the blank below.
2. 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, except for averages lower than one; round up any fraction that is one-half or more and/or less than one.)
3. Enter this number in the blank below. This is your Composite score.

---

Composite of scale scores:

Sum of scores = \_\_\_\_

Composite score (sum ÷ 4) = \_\_\_\_

**Note:** If you left a test section completely blank and marked no items, do not list a scale score for that section and do not calculate a Composite score.

To calculate your writing score, use The ACT Writing Test Scoring Rubric on page 17.

Conversion of Raw Scores to Scale Scores (for Form 2176CPRE)

| Scale Score | Raw Score<br>Test 1: English | Raw Score<br>Test 2:<br>Mathematics | Raw Score<br>Test 3: Reading | Raw Score<br>Test 4: Science |
|-------------|------------------------------|-------------------------------------|------------------------------|------------------------------|
| 36          | 72–75                        | 58–60                               | 39–40                        | 38–40                        |
| 35          | 70–71                        | 56–57                               | 38                           | 37                           |
| 34          | 68–69                        | 54–55                               | 37                           | 36                           |
| 33          | 67                           | 53                                  | 35–36                        | 35                           |
| 32          | 66                           | 51–52                               | 34                           | 34                           |
| 31          | 65                           | 49–50                               | 33                           | —                            |
| 30          | 64                           | 48                                  | —                            | 33                           |
| 29          | 62–63                        | 46–47                               | 32                           | 32                           |
| 28          | 61                           | 44–45                               | 31                           | 31                           |
| 27          | 60                           | 41–43                               | 30                           | —                            |
| 26          | 58–59                        | 39–40                               | 29                           | 30                           |
| 25          | 56–57                        | 37–38                               | 28                           | 28–29                        |
| 24          | 53–55                        | 35–36                               | 27                           | 26–27                        |
| 23          | 51–52                        | 33–34                               | 26                           | 25                           |
| 22          | 48–50                        | 31–32                               | 24–25                        | 23–24                        |
| 21          | 45–47                        | 30                                  | 23                           | 22                           |
| 20          | 42–44                        | 28–29                               | 21–22                        | 20–21                        |
| 19          | 40–41                        | 26–27                               | 20                           | 19                           |
| 18          | 38–39                        | 24–25                               | 19                           | 17–18                        |
| 17          | 36–37                        | 21–23                               | 17–18                        | 15–16                        |
| 16          | 33–35                        | 17–20                               | 16                           | 13–14                        |
| 15          | 30–32                        | 13–16                               | 14–15                        | 12                           |
| 14          | 27–29                        | 10–12                               | 12–13                        | 11                           |
| 13          | 25–26                        | 8–9                                 | 11                           | 10                           |
| 12          | 23–24                        | 6–7                                 | 9–10                         | 9                            |
| 11          | 19–22                        | 5                                   | 7–8                          | 8                            |
| 10          | 16–18                        | 4                                   | 6                            | 7                            |
| 9           | 13–15                        | —                                   | 5                            | 6                            |
| 8           | 11–12                        | 3                                   | —                            | 5                            |
| 7           | 9–10                         | —                                   | 4                            | 4                            |
| 6           | 7–8                          | 2                                   | 3                            | 3                            |
| 5           | 6                            | —                                   | —                            | —                            |
| 4           | 4–5                          | 1                                   | 2                            | 2                            |
| 3           | 3                            | —                                   | —                            | 1                            |
| 2           | 2                            | —                                   | 1                            | —                            |
| 1           | 0–1                          | 0                                   | 0                            | 0                            |

# Scoring the Practice Writing Test

It's difficult to be objective about your own work. However, it's 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 <http://www.actstudent.org> and then use The ACT Writing Test Scoring Rubric, starting on the next page to assign your practice essay a score of 1 (low) through 6 (high) in each of the four writing domains (Ideas & Analysis, Development & Support, Organization, and Language Use).

## Scoring Rubric

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. These are the six possible rubric scores:

**Score 6:** Responses demonstrate effective skill in writing an argumentative essay.

**Score 5:** Responses demonstrate well-developed skill in writing an argumentative essay.

**Score 4:** Responses demonstrate adequate skill in writing an argumentative essay.

**Score 3:** Responses demonstrate some developing skill in writing an argumentative essay.

**Score 2:** Responses demonstrate weak or inconsistent skill in writing an argumentative essay.

**Score 1:** Responses demonstrate little or no skill in writing an argumentative essay.

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 & Support.

## Calculating Your Writing Score

The writing test section generates a single score of 2–12. Complete these steps to calculate your writing score:

1. Determine which score (range 1–6) in each of the four domains best describes the features of your writing.
2. Multiply each rubric score by 2 to get a score for each domain (range 2–12).
3. Add your four domain scores. Enter this sum of domain scores in the blank below (range 8–48).
4. 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.)

---

### Writing test rubric and domain scores:

Ideas & Analysis = \_\_\_\_ x 2 = \_\_\_\_

Development & Support = \_\_\_\_ x 2 = \_\_\_\_

Organization = \_\_\_\_ x 2 = \_\_\_\_

Language Use = \_\_\_\_ x 2 = \_\_\_\_

Sum of domain scores = \_\_\_\_

Writing subject score (sum ÷ 4) = \_\_\_\_



## The ACT Writing Test Scoring Rubric

### Ideas & Analysis Domain

| Rubric Score | Ideas & Analysis Scoring Standards   |
|--------------|--|
| 6            | 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, tensions, and/or underlying values and assumptions. |
| 5            | 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, tensions and/or underlying values and assumptions.           |
| 4            | 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, tensions, and/or underlying values and assumptions.                          |
| 3            | 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.   |
| 2            | 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.  |
| 1            | 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.   |

### Development & Support Domain

| Rubric Score | Development & Support Scoring Standards   |
|--------------|---|
| 6            | 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. |
| 5            | 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.                       |
| 4            | 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.                                      |
| 3            | 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.   |
| 2            | 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.   |
| 1            | Ideas lack development and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.  |

## Organization Domain

| Rubric Score | Organization Scoring Standards   |
|--------------|--|
| 6            | 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.               |
| 5            | 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. |
| 4            | 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.   |
| 3            | 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.  |
| 2            | 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.  |
| 1            | The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.  |

## Language Use Domain

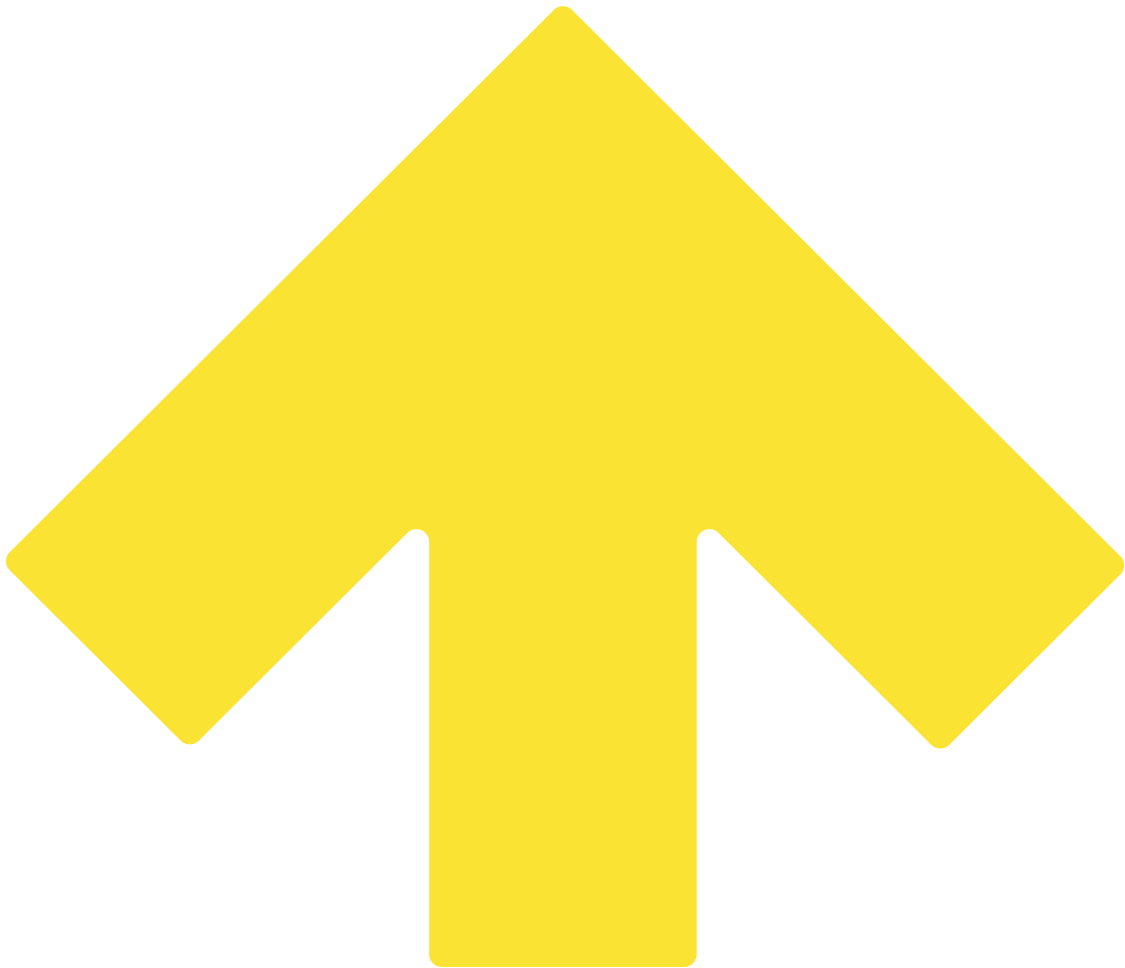
| Rubric Score | Language Use Scoring Standards   |
|--------------|--|
| 6            | The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.  |
| 5            | 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.   |
| 4            | 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.   |
| 3            | 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. |
| 2            | 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.       |
| 1            | 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.   |

## Next Steps

Your practice test score is an estimate of the score that you would receive during an actual administration of the ACT test. Reflecting on your practice experience can be useful as you continue to prepare for test day.

Consider the following as you review your scores as part of your general test performance:

- **Pacing:** Did you run out of time? Reread the information in [Preparing for the ACT® Test](#) on pacing yourself. You may need to adjust the way you use your time in responding to the questions.
- **Directions:** Did you spend too much time trying to understand the directions for the test sections? Make sure you understand them before test day.
- **Misses:** 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.
- **Types:** Did a particular type of question confuse you? In reviewing your responses, check to see whether a particular type of question was more difficult for you.



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