State Testing

Accommodations and English Learner Supports

Paper Testing
How to Contact ACT

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

**Address**
ACT State and District Testing
301 ACT Drive
PO Box 168
Iowa City, IA 52243-4071

**Hours of Operation**
Use the table below to determine when ACT staff are available.

<table>
<thead>
<tr>
<th>If you are calling on ...</th>
<th>Then the hours are ...</th>
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<tbody>
<tr>
<td>Monday—Friday</td>
<td>7:00 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Test day or 1st day of testing window</td>
<td>6:00 a.m. – 6:00 p.m.</td>
</tr>
</tbody>
</table>

*Note: All hours of operation are central time.*

**Phone and Email**
Use the table below to determine how to contact ACT for general or technical inquiries and test day assistance.

<table>
<thead>
<tr>
<th>If you are calling about ...</th>
<th>Then call ...</th>
<th>Or fax ...</th>
<th>Or email ...</th>
</tr>
</thead>
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<tr>
<td>General and technical inquiries or standard time</td>
<td>800.553.6244, ext. 2800</td>
<td>319.339.3039</td>
<td><a href="http://www.act.org/stateanddistrict/contactus">www.act.org/stateanddistrict/contactus</a></td>
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<tr>
<td>Accommodations and/or English learner supports</td>
<td>800.553.6244, ext. 1788</td>
<td>319.337.1285</td>
<td><a href="mailto:ACTStateAccoms@act.org">ACTStateAccoms@act.org</a></td>
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*Note: Toll-free numbers are for testing staff. Do not give the number to examinees or parents.*

**State Codes**

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Accessibility Supports

Accessibility Support Levels

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

The four levels of support are:

1. Embedded Supports (available to ALL examinees)
2. Open Access Tools (must be planned in advance; available to ALL examinees)
3. Accommodations (examinees must meet qualification requirements)
4. Modifications (change what the test measures and therefore result in ineligible “non-reportable” scores)

The first two levels of support are discussed in this section. The third and fourth levels of support are discussed in “General Accommodations and English Learner Supports Information,” page 3.

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

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

Examples of Embedded and Open Access Accessibility Supports include but are not limited to:

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

- Respond in test booklet or on separate paper
  - Testing staff may mark the answer document as the examinee indicates the responses.
  - Testing staff may transfer responses to the answer document after time has expired. The test coordinator must arrange to transfer the responses to an answer document in the examinee’s presence after testing.

- Translated verbal directions* or an interpreter for the directions*
  - Translated directions must be locally provided, including any verbal and/or written directions (the verbal instructions) provided in the examinee’s native language and/or clarified for the examinee. The translator may also translate any questions from the examinee to testing staff and translate staff responses back to the examinee, but may not translate test questions or answer any test questions for the examinee.
  - Use of ASL (American Sign Language), SEE (Signing Exact English), or Cued Speech for directions only. Seat an examinee using an interpreter at the front of the room. The interpreter, who must NOT be a relative, will sign all verbal instructions. The interpreter may also translate any questions from the examinee to testing staff and sign the staff responses to those questions, but may not translate or sign the test questions or answer any test questions for the examinee.

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

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

Note: Scores achieved using these test arrangements are fully reportable and eligible for an ACT® WorkKeys® National Career Readiness Certificate®.

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

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

Determining and Documenting Accommodations
The test coordinator is responsible for determining and documenting use of ACT WorkKeys accommodations. See “Written Documentation,” page 6.

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

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

  Note: Examinees in a given test room must all be assigned the same timing (standard time, time-and-a-half, double time, or three hours).
• Use of a reader/sign language interpreter for test items. If a sign language interpreter uses a reader script to interpret test directions, passages, and items for an examinee, this is an accommodation. The sign language interpreter:
  ~ Must use Signing Exact English (SEE) and/or Cued Speech for the reader script
  • Cued Speech under this definition means providing visual phonemic access to the sounds of words using the official set of phoneme signs. This functions like an exact read-aloud; it does not add meaning cues to the communication.
  • See the administration codes, Table 2, page 11. Grid the “Reader Script” administration code 293.
  ~ Serves as the room supervisor and administers the test to only one examinee
  ~ Must meet the qualifications in “Reader or Interpreter Qualifications,” page 13
• Use of accessible keyboard or AAC device, locally print
  ~ If the examinee uses a typewriter or computer, spell check and grammar check tools must be disabled. After test time has expired, testing staff must, in the examinee’s presence, transfer responses to a standard answer document for scoring.
• Alternate-format materials provided by ACT (available formats may vary):
  ~ Examinees with severe visual impairments may be given tests with braille materials available from ACT. Examinees who are blind or partially sighted and who do not read braille may make use of a reader or pre-recorded audio, which is made from the reader script.
  • Braille and tactile graphic materials
  • Pre-recorded audio
  • Reader script (for the reader or sign language interpreter to use)
  • Large-print test booklets and answer documents are also available. These may be used for those with visual impairments or for examinees that need assistance in recording responses. The examinee may mark responses directly on a large-print answer document, with testing staff transferring responses to the regular-print answer document after time has expired.

**ACT WorkKeys English Learner Supports**

English learners are supported in the same way all other learner populations are supported. English learners, as may all other examinees, may make use of Embedded and Open Access-level supports as needed. English learners may also request use of accommodation-level supports by providing the documentation of qualification as described in “Written Documentation,” page 6.

ACT WorkKeys English learner supports include (but are not limited to):
• Extended time testing (requires qualification)
• Use of an ACT-approved word-to-word bilingual dictionary (requires qualification)
• Use of a verbal translator for directions only, locally provided (no qualification needed)
• Testing in a familiar environment or small group (no qualification needed)

*Note: Local arrangements for a verbal translator to translate verbal directions into other languages are allowed.*
ACT WorkKeys English learner supports do not include:

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

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

**ACT WorkKeys—Modifications**

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

Examples of ACT WorkKeys—Modifications

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

- Translation of test items
- Use of dictionaries with word definitions
- Use of any Word-to-Word Dictionary that does not meet ACT Approval (List of approved Word-to-Word Dictionaries can be found at [www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf](http://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf)
- Use of manipulatives or arithmetic tables
- Use of a testing aid not already listed as allowed

**Reporting of Accommodations**

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

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

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

Documentation of Qualification for Use of Accommodations

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

ACT is committed to ensuring that official ACT WorkKeys scores reported for the ACT WorkKeys NCRC are valid and comparable in all forms of ACT testing involving standardized conditions. Such conditions also include those ACT-specified and approved accommodations and accessibility supports that:

1. Have been determined to honor the constructs being tested
2. Are implemented according to the required controlled administration procedures

Valid Test Scores and Equal Benefit for All Examinees

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

Documentation Cases

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

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

• School or school district
• Employer
• Vocational training or employment support agency
• Federal government agency, such as the military or other service organization
Case A: Required Documentation
To qualify for requested allowable accommodations under Case A, the examinee must provide:

- A copy of the current or the most recent accommodation plan used by the examinee and approved for use by a school, by a place of employment, by a vocational training facility or other employment support agency, or by a federal government agency (for example through a branch of the military or other government service agency).

Case B: Governing Educational Authority Document is NOT Available
This circumstance represents an examinee that falls into one of the two categories below, but no longer has a copy of the plan or the document is not available.

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

Case B: Required Documentation
To qualify for requested approved accommodations under Case B, the examinee must provide:

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

Documentation Examples

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

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

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

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

For accommodation-level supports to be used effectively:

1. Examinees who use accommodation-level supports must have prior experience using these intensive tools. Test coordinators should speak with examinees to confirm this experience.

2. The test coordinator must obtain the required documentation described above. This documentation verifies that the use of the support matches an identified need and is deemed to be effective for the individual examinee.

3. Collected documentation (i.e., accommodation plans and/or affidavits) must be kept securely and confidentially on file by the test site for at least one year. Do not return to ACT. No diagnostic material is required.

Determining who qualifies for ACT-allowed accommodation-level supports requires well informed educational judgment and documentation (as defined above) of a personalized accommodation plan, transition plan, or signed affidavit attesting that they have, in fact, been treated as if such a need exists by other governing educational authorities (as listed). An individual who uses modifications (ineligible supports) will not receive any score. See “ACT WorkKeys—Modifications,” page 5.
Accommodations Materials

Ordering Materials from ACT
The test coordinator must order special testing formats from ACT within the appropriate timelines. Available formats may vary.

Materials Shipped for Accommodated Testing
Packages of special testing materials will contain the alternate test formats requested, plus other materials to help you administer the test. Table 1 shows the materials ACT ships for each type of accommodation order. When preparing to test, use this table to determine which of the materials from ACT to bring to the session.

Table 1. Materials for Accommodations Testing

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Test Formats</th>
<th>Answer Docs</th>
<th>Administrative Materials</th>
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<tr>
<td>Extended time with regular-print materials</td>
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<tr>
<td>Large-print materials</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pre-recorded audio</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Reader</td>
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<td>✓</td>
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<tr>
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<td>✓</td>
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<tr>
<td>Video USB* (including translated video USBs)</td>
<td>✓</td>
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*If applicable
Guidelines for Accommodated Testing

Test Booklets
ACT issues test booklets that are specific to accommodated testing. When administering an accommodated exam, use only those test booklets shipped with your accommodated materials. Test booklets may not be copied.

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

Figure 1. Answer document administration code example

Choosing the Correct Administration Code
It is critical that you grid the correct administration codes on the answer documents. They may affect an examinee’s eligibility for ACT WorkKeys scores and the National Career Readiness Certificate.

- **When more than one administration code applies to a session, grid the highest code that applies.** Example: An exam is administered with braille materials in three-hour sessions over multiple days. A modification is also provided by the test accommodations coordinator. Two administration codes apply—532 and 953. Administration code 953 must be gridded on the answer document because it is the higher of the two codes.
• **Administration codes are provided only for acceptable testing times.** For instance, some accommodations may be administered under standard testing time, while others must be administered under extended testing time.

• **For sign language interpreters signing test items with Signing Exact English or Cued Speech from the reader script, grid the reader script code.** This would be 293 for single-day testing or 533 for testing over multiple days. If American Sign Language is used for the instructions, grid the code for translated instructions instead.

• **Grid a code for every individual test administered with an accommodation.** Every examinee testing with an accommodated test form must have administration code(s) gridded on the answer document. This means you will normally grid three codes per examinee. You will often grid the same code for all three tests. However, there may be circumstances (such as the use of ACT-provided translations) when you will grid different codes.

### Administration Codes and Descriptions

Table 2 shows the administration code to grid for each type of accommodation.

For each test for which accommodation is provided, indicate the examinee's accommodation on page 3 of the answer document by marking the Admin Code boxes with the appropriate Administration Code from this table.

Table 2. Administration Codes and Descriptions

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Single-Day Testing</th>
<th>Testing Over Multiple Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular Time (55 min)</td>
<td>Time-and-a-Half (83 min)</td>
</tr>
<tr>
<td>Regular Print Materials (including extended time)</td>
<td>400</td>
<td>150</td>
</tr>
<tr>
<td>Large Print</td>
<td>400</td>
<td>130</td>
</tr>
<tr>
<td>Pre-Recorded Audio</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Reader Script</td>
<td>293</td>
<td></td>
</tr>
<tr>
<td>EBAE Braille</td>
<td>292</td>
<td></td>
</tr>
<tr>
<td>UEB Braille with Nemeth</td>
<td>296</td>
<td></td>
</tr>
<tr>
<td>UEB Braille without Nemeth</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td>Instructions Translated ONLY</td>
<td>600</td>
<td>610</td>
</tr>
<tr>
<td>ACT-Provided (non-Spanish) Translation of Workplace Documents; or Applied Math; or Graphic Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modifications (ineligible accommodations and/or supports)</td>
<td>900*</td>
<td>910*</td>
</tr>
</tbody>
</table>

Policies for Administering Accommodated Testing

When you are administering an accommodated testing session, the following policies apply:

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

- **Readers**: If an examinee uses a reader, the test must be administered one-on-one in a separate room to avoid disturbing other examinees. Prior to the exam, the reader must sign the ACT WorkKeys State Testing Reader’s Agreement (page 109). Readers must read from the reader script exactly as it is printed, with no interpretation or additional information provided.

- **Pre-Recorded Audio**: Examinees using pre-recorded audio may all test in the same room as long as they wear headphones and as long as each is in control of his or her materials and machine. As with all testing materials, pre-recorded audio may not be copied.

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

- **Sign Language Interpreters**: As previously stated, Signing Exact English from the reader script must be used for test items. American Sign Language may only be used for directions. Prior to the exam, the interpreter must sign the ACT WorkKeys State Testing Interpreter’s Agreement (page 111).

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

ACT will not transfer responses. If responses have not been transferred, the examinee will not receive scores.

Policies for Administering Extended and Multiple-Day Sessions

When you are administering an extended and/or multiple-day testing session, the following policies apply:

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

- **Testing with Stop-the-Clock Breaks**: Any examinees given stop-the-clock breaks must test individually, each in a separate room.

- **Testing Over Multiple Days or During Separate Sessions**: If an examinee is testing over multiple days, each test must be completed in a single session, and the examinee may not return to a test after being dismissed from that test session. The days do not have to be consecutive, but all tests must be completed in sequence within the designated two-week window or the answer documents will not be scored.
Testing with standard time materials on any day other than the initial or makeup test date will result in canceled scores.

**Reader or Interpreter Qualifications**

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

1. Be proficient in English and, if applicable, Signing Exact English.
2. Be experienced in testing.
3. Be employed by the school district where the examinee attends school.
4. Agree to administer the tests in compliance with the policies and procedures in this manual.
5. Read and sign the appropriate agreement in the back of this manual.

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

6. Not be a relative or guardian of the examinee.
7. Not be a private consultant or individual tutor whose fees are paid by the examinee or examinee’s family.
8. Not be engaged in test preparation activities for ACT WorkKeys during the current academic year. (See “Testing Staff Requirements,” page 20.)

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

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

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

Standardized Procedures
Throughout this manual, there are detailed directions for administering tests in a standardized manner. All testing personnel are required to read the materials provided by ACT, including this manual.

Adherence to these standardized procedures is mandatory.

Test Dates and Times
ACT WorkKeys testing with accommodations must be administered only within the date range outlined in the Schedule of Events. It is recommended that the verbal instructions start no later than 9:00 a.m. in all rooms.

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

In cases where an examinee disputes an ACT decision or communication regarding the administration, the examinee and/or his or her representatives should contact you directly and request information.

Confidentiality
Information about examinees is confidential, including their names. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information or use such information for any purpose other than administering
the tests. Questions concerning attendance or test day procedures from parents or examinees can be answered within the normal confines of student confidentiality policies at your school. However, all forms and information contained in the manual are the property of ACT and must not be shared with any person who is not part of the testing staff. Requests for copies of test date documentation (e.g., irregularity reports) from any source other than ACT or the designated state education agency are to be referred directly to ACT or the state agency.

**Equal Treatment**

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

**Fair Testing Practices**

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

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


**Authorized Observers**

An observer authorized by ACT or from your state education agency may visit your test site any day within the scheduled testing window. Such a visit is normally not announced in advance.

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

**Table 3. Identifying an Observer**

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1 | Check credentials. An observer must have one of the following:  
  - A state education agency ID with photo  
  - A photo ID and state education agency ID (without photo)  
  - An authorization letter from ACT and employer ID with photo  
  - An authorization letter from ACT and photo ID and employer ID (without photo) e.g. business card showing company affiliation  |
| 2 | Did the observer provide the necessary credentials?  
  - If **yes**, allow the observer access to the testing area and test materials, and give the observer your full cooperation.  
  - If **no**, deny the observer access to the testing area and test materials. |
| 3 | Submit an Irregularity Report that includes:  
  - The observer’s name  
  - Agency/company  
  - Whether or not the observer was admitted |

If you have concerns, call ACT.
Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under no circumstances are cameras of any type allowed in the test rooms.

Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms. Please inform ACT Media Relations at 800.553.6244, ext. 1028 of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is uniformly answered.

Program-Specific Materials

Some testing programs have supplemental materials (e.g., Administration Supplement, training materials) to be used in the administration of the tests. If your program has supplemental materials, refer to them for additional policies and procedures.

District Shipping Model

This manual is written for school staff with the understanding that test materials will be shipped directly to the school and back to ACT and will not be transported without written approval from ACT. However, if your state testing program includes district shipping, all shipments to and from ACT will first pass through a district official. ACT will inform the school test coordinator when they are part of a district shipping model.

The district official is supplied with a Manual Supplement for District Shipping. The supplement explains security measures to take, and how to document the transfer of materials to and from schools. The supplement includes a Secure Test Booklet and Test Package Transfer Form to complete. The supplement can be found on the website for states that use the district shipping model.

Safety

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

Prohibited Use of Cell Phones and Wearable Electronic Devices

Examinees may not handle or access a cell phone or electronic device at any time in the testing room or during breaks. This includes smart watches, fitness bands, and any other devices with recording, internet, or communications capabilities.

All devices, including cell phones and wearable devices, must be turned off and placed out of sight from the time the examinee is admitted to the test room until they are dismissed from testing for the day.
Test Facility Requirements

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

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

Room Setup
To ensure a fair and secure testing environment:

- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Ensure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Arrange the room so that:
  ~ The room supervisor will be facing the examinees during testing.
  ~ Testing staff can freely circulate the room and reach each examinee.
  ~ Testing staff will have a clear view of all examinees and materials. Seating that restricts staff’s view, such as seating with study carrels or other dividers, partitions, or booths, is prohibited.
  ~ Seating minimizes the possibility of prohibited behavior. (See “Prohibited Behavior,” page 48.)
Seating Arrangements
Seating arrangements must minimize any possibility of prohibited behavior. Examinees must be:

- Facing the same direction
- Spaced as far apart as possible, and seated no closer than is specified in Table 4

**Table 4. Examinee Spacing**

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Shoulder-to-Shoulder</th>
<th>Head-to-Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Level</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Multiple Level</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

- Seated in straight rows and columns, directly in line with each other
- Seated so that aisle space allows room for staff to circulate throughout the room without disturbing examinees
- Able to see the room supervisor without difficulty
- Able to see the room clock, if there is one, without looking around

Seating at Tables
See the requirements in the following graphic for the use of tables:

**Table 5. Examinees per Table**

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

Note: Do not seat examinees where two tables join.

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

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

Note: For left-handed examinees, use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so left-handed examinees can use both surfaces. (See Figure 2 on page 19 for an illustration.)
Examples of Seating Arrangements

Figure 2 shows examples of acceptable and unacceptable seating arrangements.

### Acceptable Seating Arrangement Examples

- **Level Seating with Movable Desks**
  - 3 ft. min. plus room to circulate

- **Level Seating with Stationary Desks**
  - 3 ft. min.

- **Left-Handed Examinees at Right-Handed Desks**

- **Left-Handed Examinees**

### Unacceptable Seating Arrangement Examples

- **Examinees Facing the Wall or Each Other**

- **Desk Surface Too Small**

- **Dividers, Study Carrels, and Partitions**

- **Examinees Too Close Together/Inadequate Aisle Space**

- **Examinees Facing Different Directions**

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

---

**Figure 2.** Seating arrangement examples
Testing Staff Requirements

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

Who May Act as Testing Staff
Staff members must be people of integrity. Room supervisors and proctors must be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals.

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

- High school students, volunteers, and lower-division undergraduates
- Anyone who intends to take ACT WorkKeys tests within the next 12 months
- Anyone involved in ACT WorkKeys test preparation activities at any time during the current testing year (September 1 through August 31)

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

In addition, to protect you and your relatives or wards from allegations of impropriety, if any relative or ward will test at your site or any school in your state on the same test date:

- You may not serve as test coordinator or back-up test coordinator for the administration of the tests that day. You must delegate all supervisory responsibilities for that date—including the receipt and return of test materials—to a qualified colleague.
- You may not have access to the secure test materials prior to test day.
- You may serve as a room supervisor or proctor, provided that the examinee is not assigned to test in a room where you are working.
- You must not have access to the examinee’s answer document or test materials.
Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship. Scores for an examinee will be canceled if any of these policies are violated.

**Attentiveness**

Staff must remain attentive to their testing responsibilities throughout the entire administration. Reading (except this manual or supplemental policy information), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is **not** allowed.

You must walk around the test room to ensure examinees are working on the correct test. Walking around the test room discourages prohibited behavior and also makes you available to answer questions, respond to illness, or replace defective test materials.

**Staff Training Requirements**

All staff, both new and experienced, must attend a training session conducted by the test coordinator before test day.

**Test Accommodations Coordinator**

Test accommodations coordinators may help the test coordinator administer accommodated testing.

**Room Supervisor**

Each room is required to have a room supervisor who must serve in one room for the entire session. A room supervisor may assume responsibility for only one test room. The test coordinator normally serves as the room supervisor if only one room is used.

Room supervisors are responsible for the tasks listed in Table 6.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Test Day</td>
<td>• Assisting the test coordinator in their responsibilities as needed&lt;br&gt;• Reading this manual and following its policies and procedures&lt;br&gt;• Attending the training and briefing sessions conducted by the test coordinator</td>
</tr>
<tr>
<td>Check-in Activities</td>
<td>• Checking ID or personally recognizing examinees&lt;br&gt;• Marking attendance/ID on roster&lt;br&gt;• Admitting examinees into the test room and directing them to their seats&lt;br&gt;• Ensuring all examinees admitted to a room are assigned to the same test timing or timing code (and if testing over multiple days, are ready to begin the same test)&lt;br&gt;• Ensuring that any examinees using readers, stop-the-clock breaks, transcribers, or responding orally are testing individually in separate rooms</td>
</tr>
</tbody>
</table>
Table 6. continued

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Administering the Test | • Taking responsibility for a test room and providing an environment conducive to testing  
|                        | • Distributing test materials, keeping test booklets in sequential serial number order  
|                        | • Reading verbal instructions verbatim to examinees  
|                        | • Monitoring testing progress  
|                        | • Counting test booklets upon receipt from the test coordinator  
|                        | • Walking around the test room during testing to replace defective materials and monitor testing progress  
|                        | • Properly timing tests and recording the start, five-minutes remaining, and stop times on the administration forms |
| Maintaining Security   | • Monitoring examinees and materials at all times  
|                        | • Monitoring for prohibited behavior  
|                        | • Collecting and accounting for all answer documents and tests  
| Ensuring Complete Documentation | • Completing all information on the appropriate administration forms  
|                        | • Recording detailed documentation of any irregularities and, as required, voiding examinees’ tests.  
|                        | • Returning all test materials and forms to the test coordinator after testing |

Proctors

A proctor may be used to assist a room supervisor. Proctors may help with the tasks listed below.

Table 7. Specific Proctor Responsibilities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Preparing for Test Day       | • Assisting the test coordinator in their responsibilities as needed  
|                              | • Reading this manual  
|                              | • Attending training and briefing sessions conducted by the test coordinator  
| Check-in Activities          | • Helping room supervisors identify and admit examinees  
|                              | • Directing each examinee to their seat  
| Administering the Test       | • Helping distribute test materials, keeping test booklets in sequential serial number order  
|                              | • Walking around the test room during testing to replace defective materials and monitor testing progress  
|                              | • Verifying timing of the tests using a different timepiece than the room supervisor  
| Maintaining Security         | • Monitoring for prohibited behavior  
|                              | • Reporting any irregularities to the room supervisor immediately  
|                              | • Accompanying examinees to the restroom if more than one leaves during the timed portion of the test  
|                              | • Helping the room supervisor collect and account for all test materials before dismissing examinees |
Roving Proctors
Schools that use multiple rooms, floors, or buildings are encouraged to appoint one or more roving proctors to assist the test coordinator. Roving proctors may help with the tasks listed below.

• Assisting with check-in and/or directing examinees to test rooms and seats
• Helping the test coordinator prepare the test materials for test rooms
• Monitoring hallways or escorting examinees
• Giving room supervisors a break during testing
• Keeping the hallways quiet if other rooms are still testing
• Counting and preparing test materials for return to ACT

Rotating Proctors
Proctors are normally expected to serve for the entire test session in the room to which they are assigned. However, if schedules require, proctors may be “rotated” or replaced during the break after Test 2, provided a staff member remains in the room.
Test Security Requirements

Security of Test Materials
Secure test materials include all ACT WorkKeys test booklets and alternate formats and all answer documents with examinee identifying information (even if the examinee completed only the non-test portions or if only a barcode label was applied).

Test booklets are copyrighted and cannot be photocopied, used for any purpose other than testing, or opened by anyone other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test questions or response choices to anyone. Scores earned by examinees who may have had advance access to test content will be canceled, will not be reported to examinees or educational institutions, and will be ineligible for ACT WorkKeys National Career Readiness Certificates. All test booklets and alternate test formats must be returned to ACT after testing. Do not destroy any materials unless ACT instructs you to do so.

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

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

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

In the Event of a Security Breach
Contact the test coordinator if a test booklet is lost, stolen, or otherwise missing (even if only temporarily) at any time.

After Testing
Return all used and unused test booklets and materials to your test coordinator immediately after each test administration.
Preparing for Test Day

Test Materials Provided by ACT
The quantity of test materials shipped for accommodated and/or supports testing is based on the order placed by the test coordinator. No overage is included. If you find the number of examinees scheduled to test exceeds the number of materials your received, the test coordinator may place an additional order through the PearsonAccessnext™ Additional Order Guide as soon as possible to order additional test materials until the deadline included in your Schedule of Events.

Examinees taking the test with accommodations or supports must use the test materials designated by ACT for accommodated testing.

Accommodations test booklets will have this symbol on the cover:

If examinees test with any other test materials, it will be considered a misadministration and they will not receive test scores.

Site Header
The State and District Testing Site Header identifies your school to the scoring system and also determines the test date to be reported. Be sure to use a separate site header for accommodations testing. You must complete the form accurately. See “Sample Site Header,” page 97.

Test Administration Forms
The test administration forms are on a large folded sheet (folder), separate from the manual.

- One folder is required for each test room.
- Do not separate the pages. Use and submit it as a single sheet.
- Make a photocopy of each completed folder and keep for at least six months.
Table 8. Test Administration Forms

<table>
<thead>
<tr>
<th>The folder for...</th>
<th>Contains...</th>
<th>To be completed by the...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations paper</td>
<td>Roster</td>
<td>Test coordinator and room supervisor</td>
</tr>
<tr>
<td></td>
<td>Test Room Report</td>
<td>Test coordinator and room supervisor</td>
</tr>
<tr>
<td></td>
<td>Seating Diagram</td>
<td>Room supervisor</td>
</tr>
<tr>
<td></td>
<td>Administration Report</td>
<td>Room supervisor</td>
</tr>
</tbody>
</table>

Materials Provided by Your School

Your school is responsible for providing the following items for each test room:

- A supply of soft-lead No. 2 pencils with erasers to lend to examinees who do not bring pencils (no mechanical pencils or ink pens)
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, interval timer, or wall clock
  
  *Note: Do not use a cell phone as a timepiece.*
- Signs, cards, or other materials used in admissions procedures
- Permitted calculators (if your school chooses to provide them to examinees)

Reporting High School Code (Answer Document Block 18)

Scores must be reported to each examinee’s official home high school (the “reporting” school).

Scores are reported to the high school code printed on the site header, for all answer documents included under the header.

If examinees test at your school but attend a different home high school, testing staff must enter information in the blank site header (sent with the secure materials) and on each answer document to correctly report scores for these examinees. If you have examinees from more than one home high school, request additional blank site headers from ACT so that you have a blank site header for each home high school.

Use the following criteria to determine when to complete block D of a blank site header and block 18 of the answer document:

Table 9. Criteria for Reporting High School Code

<table>
<thead>
<tr>
<th>If the examinee . . .</th>
<th>Then staff at the test site . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests at his or her home high school</td>
<td>Use the pregridded site header for accommodations testing and leave block 18 blank on the answer document</td>
</tr>
<tr>
<td>Tests at a school other than his or her home high school</td>
<td>Grid the home high school code in block 18 of the answer document and in block D of the site header</td>
</tr>
</tbody>
</table>

If you are unsure of the correct home high school for an examinee, contact your district office. To find high school codes, go to [www.actstudent.org/regist/lookups](http://www.actstudent.org/regist/lookups).

Instructions Before Test Day

Before test day, instruct examinees to bring the following:

- Two soft-lead No. 2 pencils with erasers (no mechanical pencils)
- An approved watch if they wish to pace themselves (alarm on watch must be turned off)
• A permitted calculator (if desired) for use on the Applied Math test
• Acceptable identification

Inform examinees that cell phones and other unapproved electronic devices may not be accessed from the time the examinee is admitted to the test room until they are dismissed from testing for the day. Inform examinees to not bring scratch paper, notes, reading materials, or any unauthorized testing aids.

Calculators
The ACT calculator policy is designed to ensure fairness for all examinees, avoid disturbances in the test room, and protect the security of the test materials.
• All problems on the Applied Math test can be solved without a calculator.
• A permitted calculator may be used on the Applied Math test only.
• The calculator must be turned off and put away during all other tests.
• A current Calculator Notice was provided in your materials shipment.
  ~ Provide each room supervisor with a copy of this notice.
  ~ Post this notice for examinees to see (e.g., at check-in stations, test rooms, etc.).
  ~ This document may be read to examinees as a general announcement before testing begins.

• Examinee responsibilites:
  ~ Bringing—and using—a permitted calculator.
  ~ Check www.act.org/calculator-policy.html or call 800.498.6481 for a recorded message about the current ACT calculator policy.
• If a calculator has characters one-inch-high or larger, or a raised display, seat the examinee where no others can see the display.
• Hand-held calculators may not be connected in any way to a computer or device being used for testing.

Prepare the Test Administration Forms
Do the following to prepare the Test Administration Forms:
• Test Room Report—complete the test site and room information
• Roster—list all the examinees assigned to that room
Barcode Labels

Overview
ACT will include barcode labels in the material shipment if examinee information is uploaded in PearsonAccess® or an enrollment request is made by the deadline listed in your Schedule of Events. Each label contains an examinee’s identifying data, such as name, student ID, and school information. In conjunction with the answer documents’ demographic sections, which examinees complete, these labels help the scanning system identify each answer document.

When to Apply the Labels
Apply the barcode labels to the answer documents before examinees are scheduled to complete the demographic sections on their answer documents. If you have a large number of examinees testing, be sure to plan accordingly.

Layout
A sample barcode label is shown in Figure 3, page 29.

Note: Your barcode labels might not contain the same data, nor appear in exactly the same format as the sample shown.

Each answer document has a shaded barcode label area on the back side (see Figure 3) where the barcode label is to be placed.

Applying the Labels
To correctly apply a barcode label, place the label over the shaded barcode label area, within the four corner brackets.

IMPORTANT! Do not place the barcode label in any other location on the answer document. It can only be scanned when affixed to page 4, in the proper place and at the proper orientation. Failure to place labels in the proper location and orientation may delay the production of your examinees’ score reports.

Distribution of Answer Documents
Because each barcode label is unique to an examinee, you will need to coordinate the distribution of answer documents on test day (and during the pretest session) so that each examinee receives the answer document with his or her barcode label.
If a pre-identification barcode is not present, carefully affix the label provided inside the four corner brackets.

Figure 3. ACT WorkKeys barcode label placement
## Examinee Transfers

Follow the guidelines listed below for examinees who transfer.

**Table 10. Examinee Transfer Barcode Instructions**

<table>
<thead>
<tr>
<th>If an examinee transfers ...</th>
<th>Then ...</th>
</tr>
</thead>
</table>
| **IN** prior to testing and there is no barcode label | • Grid the State-Assigned Student ID (SASID) for each examinee in Block 3.  
*Important* If you do not know the SASID number, contact your school’s district office. Do not use the examinee’s Social Security number in Block 3.  
• If the barcode label has not been affixed to an answer document, securely destroy the barcode label.  
• If the answer document has a barcode label or any non-test portions completed, securely destroy it.  
• Do not submit an answer document. |
| **OUT** prior to testing |  
• If the barcode label has not been affixed to an answer document, securely destroy the barcode label.  
• If the answer document has a barcode label or any non-test portions completed, securely destroy it. |
| **IN** at the time of testing  
• And already tested at the former school  
• Or is too late to start testing at the new school |  
• Do not submit an answer document. |
Test Day Activities

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

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

Be sure every room supervisor has a complete administration manual.

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

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

Distribute Test Materials to Rooms
The morning of test day, the test coordinator will remove the test materials from secure storage, check for tampering, and recount the test booklets to verify all accommodated test materials for the specific test date are present.
If anything is missing or you suspect tampering, do not proceed. Call ACT immediately for instructions.

1. Distribute materials to room supervisors only on the morning of test day, normally during the briefing session or after examinees have been seated.
2. Count out the appropriate number of test booklets and answer documents for each room, if not done before test day.
3. Record the quantities and test booklet serial number ranges on the Test Room Report, located on the Test Administration Forms.
4. Personally hand the test materials to each room supervisor.
5. Watch the room supervisor count the booklets to verify what was received. Resolve any discrepancies before proceeding. Be sure the Test Room Report accurately reflects the booklets that are in the room supervisor’s possession.
6. Write your initials in the “Before Testing” section of the Test Room Report, then watch the room supervisor sign the “Before Testing” section.
7. Return any excess materials not distributed to room supervisors to secure storage. If the secure storage location is remote from the testing area, use a room that can be locked when unattended, is convenient to the testing area, and where access is restricted to staff and authorized observers. Materials not locked in secure storage must never be left unattended.

**Completing the Roster**

Write the type of ID accepted for admission on the roster (page 4 of the Test Administration Forms). If your school provides a readable list of all examinees scheduled to test, by test room, you may use it in lieu of the roster. However, you must still document type of ID accepted or examinee absence for attendance. Return the marked original at the same time as the completed answer documents.
Admitting Examinees to the Test Room

From the time examinees are admitted to the test room until their dismissal, they may not access cell phones or other electronic devices suspected to have recording, internet, or communication capabilities. All devices must be powered off and stored out of sight.

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

We ask you to:

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

Check-In Location

If possible, perform an initial check at a central location, such as the entrance or lobby of the building, before examinees go to their test room to be checked in. Make announcements about the prohibited use of cell phones and electronic devices as many times as necessary as examinees arrive.

Get the attention of examinees and make the following announcement:

Attention. Please listen carefully.

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

Once you are checked into your test room, all devices must be powered off and placed out of sight. You may not handle or access such devices until you leave the test site.

If you have a cell phone or electronic device and can store it in a car, locker, or somewhere outside of the test room before you are checked in, please do so at this time.
When you are ready to admit examinees to the test room, make sure you do the following:

1. Admit examinees by checking them in, one-by-one, at the door of the test room.
2. Verify that the identification is acceptable per ACT requirements. (See “Acceptable Identification,” page 34.) Use Table 11 to determine your next steps.

**Table 11. Admitting Examinees**

<table>
<thead>
<tr>
<th>If the ID is ...</th>
<th>Then ...</th>
</tr>
</thead>
</table>
| Not presented or not acceptable and examinee cannot be recognized by school staff | 1. Do not admit the examinee.  
2. If examinee cannot present proper identification before test booklets have been distributed, dismiss the examinee.  
3. Write “denied” on the roster beside the examinee’s name. Use the following notation:  
D = Denied  

Acceptable or examinee can be recognized by school staff | 1. Compare the photo on the ID to the examinee.  
2. Mark on the roster the type of ID accepted using the following notations as a guide:  
P = Photo ID  
F = ACT Student Identification Form with photo  
R plus staff initials = Personal Recognition by Staff  
- = Absent (Absence must be indicated so you can decide which examinees to schedule for makeup testing.)  
Direct the examinee to his or her seat in the test room and instruct the examinee to wait patiently until testing begins. |

**IMPORTANT! Do not delay testing waiting for an examinee to bring identification or allow testing of late examinees.**

**Late Arrivals**

If an examinee is personally recognized or can present acceptable ID before the test booklets have been distributed, admit the examinee.

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

**Absent Examinees**

If an examinee was absent, mark a dash beside his or her name on the roster. Schedule the examinee to test on another day within the testing window.

**Denying Admission**

If an examinee arrived too late to admit, deny admission and write “denied” beside his or her name on the roster. Schedule the examinee to test on another day within the testing window.

**Acceptable Identification**

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

- Identification issued or verified by a relative is NOT allowed.
- All identification must be original; photocopies or reproductions are NOT allowed.
- Stamped, computer generated, or reproduced signatures are NOT allowed.
### Table 12. Acceptable Forms of Identification and their Roster Notations

<table>
<thead>
<tr>
<th>Roster Notation</th>
<th>Type of ID</th>
<th>Criteria for Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong></td>
<td><strong>Current Official Photo ID</strong></td>
<td>Must include <strong>ALL</strong> of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current (not expired)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Issued by a city/state/federal government agency or school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examinee’s first and last names</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Photo is clearly recognizable as the examinee</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Signature not required.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples: driver’s license, passport, school ID, state ID.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td><strong>ACT Student Identification Form with Photo</strong></td>
<td>Examinee must present the ACT Student Identification Form, which is available at <a href="http://www.act.org/content/dam/act/unsecured/documents/Identification-Letter-Form.pdf">http://www.act.org/content/dam/act/unsecured/documents/Identification-Letter-Form.pdf</a>. All items must be completed and include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individually completed in English—and signed in ink—by official of the examinee’s school or notary public (official or notary may not be a relative)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recent, recognizable, individual (not group), photo of the examinee attached to form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School or notary seal/stamp or school official/notary ink signature overlapping a portion of the photo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examinee’s first and last names</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examinee’s date of birth, gender, school name and location</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Signed by the examinee, in ink, in the presence of the school official or notary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Signed by the examinee on test day, in the presence of testing staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collect and return to ACT with the roster.</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td><strong>Plus Staff Initials</strong></td>
<td>Examinees without acceptable ID may be admitted only if they are personally recognized, face-to-face, by a school faculty member (this person cannot be a relative)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• That faculty member’s initials must be printed legibly beside the examinee’s name on the roster (without staff initials, personal recognition is invalid)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If all examinees in a room were recognized by the same staff member, state that on the roster, indicating the name of the staff member along with his or her initials (e.g., “all examinees in this room were recognized by ________”)</td>
</tr>
</tbody>
</table>

Examples of Unacceptable Identification

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

Prohibited Items in the Test Room

Examinees may not use cell phones, media players, smart watches, or any other electronic devices at any time, including during the break, and the examinee must not be able to access them during testing. Do not collect cell phones or other electronic devices from examinees; examinees should retain responsibility for them.

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

Examinees must not use or access the following items at any time while in the test room:
• Cell phones and other electronic devices must be turned off and placed out of sight (Do not collect cell phones or other electronic devices from examinees; examinees should retain responsibility for them.)
• Textbooks, foreign language or other dictionaries, scratch paper, notes, or other aids
• Highlight pens, colored pens or pencils, correction fluid/tape
• Reading material
• Tobacco in any form
• Food and beverages (including water), unless approved for medical reasons

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

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

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

Examinees may have a personal timepiece such as a watch, timer, or stopwatch, provided it is NOT:
• On the desk
• A distraction to others
• A prohibited device
**Directing Examinees to Seats**

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

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

**Left-Handed Examinees**

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

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

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

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

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

- **Calculators:** If desired, read a current list of prohibited calculators. You can find a list at www.actstudent.org.

- **Electronic devices:** Other than permitted calculators, examinees are not allowed to have or use any electronic devices in the test room or during the break.

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

- **Institutional requirements:** You may dismiss an examinee who purposefully disregards a posted regulation of your site or school policy and mark the answer document VOID. Some schools, for example, do not allow smoking on school grounds. Explain to the examinee the reason for the dismissal and document in full on the Irregularity Report.
• **Nervous noise**: Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, you should allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.

• **Restrooms**: Describe the location of restrooms and drinking fountains available during the break.

**Checking Calculators during Applied Math**

You must check for prohibited calculators during the *Applied Math* (Test 2). Check periodically to make sure examinees did not switch calculators after the first check. If you discover an examinee using a prohibited calculator, follow the procedures in “Dismiss for Prohibited Behavior,” page 49, to dismiss the examinee and void the answer document. Document this dismissal on the Irregularity Report.

**Calculators**

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

• All problems on the *Applied Math* test can be solved without a calculator.

• Examinees may only use a permitted calculator on the *Applied Math* test.

• The calculator must be turned off and put away during all other tests.

• A current *Calculator Policy* was provided in your materials shipment.

  ~ **Each room supervisor must be given a copy of this notice.**
  ~ Post this notice for examinees to see (e.g., at check-in stations, test rooms, etc.).
  ~ This document may be read to examinees as a general announcement before testing begins.

• Examinee responsibilities:

  ~ Ensure any calculator brought on test day is permitted.

  ~ Check [www.act.org/calculator-policy.html](http://www.act.org/calculator-policy.html) or call **800.498.6481** for a recorded message about the current ACT calculator policy.

• If a calculator has characters one inch high or higher, or a raised display, seat the examinee where no others can see the display.

**Formula Sheet**

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

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

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

Sequence of Tests

The tests must be administered in the order listed below for all examinees in all rooms. If this order is altered, the answer documents will not be scored.

<table>
<thead>
<tr>
<th>Test</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>Workplace Documents</td>
</tr>
<tr>
<td>Test 2</td>
<td>Applied Math</td>
</tr>
<tr>
<td>Break</td>
<td>(Not applicable for testing over multiple days)</td>
</tr>
<tr>
<td>Test 3</td>
<td>Graphic Literacy</td>
</tr>
</tbody>
</table>

Figure 4. Sequence of tests

Note: An additional time of 15–30 minutes may be needed for completing demographic information on the answer documents prior to Test 1 if this was not completed prior to test day.
**Break after Test 2**

ACT requires that you allow a break of 15 minutes at the end of Applied Math (Test 2) to allow examinees to relax or go to the restroom. The break timing starts when you call stop on Applied Math and ends when you begin reading the verbal instructions for Graphic Literacy, no more than 15 minutes later. The following policies and guidelines apply:

**Timing and Sequence:**

- You must begin timing the break immediately upon calling stop on Applied Math. The break is timed as the entire time between the end of the Applied Math test (Test 2) and the start of the Graphic Literacy test (Test 3), not just the time examinees are out of the room. You must begin the verbal instructions for Graphic Literacy no later than 15 minutes after the break starts.
- Do not delay or lengthen the break in your room to wait for other rooms. Do not attempt to preset an exact schedule for all test rooms.
- Do not alter the testing sequence by skipping the break, lengthening the break, allowing additional breaks, or scheduling the break at another time. **Any alteration of the testing sequence may result in canceled scores.**
- Do not delay testing waiting for examinees who are late. Late examinees may be readmitted but may not make up lost time—keep conversation with these examinees to a minimum.
- If the break is longer than 15 minutes, explain why on the Irregularity Report. **Breaks longer than 15 minutes will be questioned and may result in canceled scores.**

**During the Break:**

- All test booklets must be closed with the answer documents inside them before examinees are allowed to leave the test room or speak to each other.
- Whether examinees may talk among themselves during the break is left to your discretion.
- Assign testing staff to control hallway noise if other rooms are still testing.
- You may designate a break area.
- If examinees remain in the room, collect the materials or otherwise ensure that examinees do not tamper with them.
- Be attentive to examinees trying to access cell phones or electronic devices. Dismiss any examinees who violate the cell phone and electronic device policy.
- **Do not leave the test room unattended.**
- The break may not include lunch. If it does, scores for all examinees may be canceled.

**Timing the Tests**

The following guidelines will help assist you in making sure you provide the correct amount of time for each test:

- Use a stopwatch or interval timer to keep time and use a wristwatch or other accurate timepiece as a back-up. A cell phone may not be used.
- If possible, a second member of the testing staff, such as a proctor, should also keep time.
- Check your times carefully before time is called.
- Each room must provide the full time allotted for each test even if one or all examinees appear to have finished early.

**Take extreme care to ensure the exact time is allowed for each test.**
Announcement of Time Remaining
A verbal announcement of time remaining should be read five minutes before the end of each test.

Posting Times on the Board (Optional)
You may post the start and stop times or time allowed for each test on the board, if one is available, at the start of the test.

Examinees Who Leave during a Test and Return
Examinees may go to the restroom during a test, but it is best not to announce it. Collect test materials and answer documents from examinees who go to the restroom and return them individually as examinees are readmitted. Be sure the same examinees return after leaving. If you have doubts, recheck the identification.

Unless the examinee is testing with stop-the-clock breaks, he or she may not make up lost time. The absence need not be recorded on the Irregularity Report.

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

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

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

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

*It is very important that all testing personnel be familiar with the instructions on completing the personal demographic information, Test Form, and Booklet Number on the answer documents. The Test Form indicates which answer key ACT will use in scoring the test. Therefore, if a Test Form is not entered correctly, ACT may not be able to score the answer document.*
Irregularities

Submit an Irregularity Report
Submit an Irregularity Report for each occurrence of a group or individual irregularity. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of any examinees involved. Attach any affected answer documents to the Irregularity Report and return it to ACT in the processing envelope. If no irregularities occur at your test site, do not submit an Irregularity Report.

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

Interruptions or Disturbances
Examples: Unexpected visitors, a noise or distraction in the room, sudden illness, technical difficulties
1. If you can take action to eliminate the disturbance, do so. Otherwise, instruct examinees to stop testing.
2. Have examinees close their test booklets and put their answer documents inside.
3. Make note of the time.
4. Determine if you can resume testing.
   a. If you can resume testing, go to Step 5.
   b. If you cannot resume testing, call ACT for next steps.
5. Resume testing when possible.
   - Pick up timing where you left off.
Note: Collect materials to maintain security, if necessary.

Emergency Evacuations
Examples: Fire alarm, severe weather, public safety concern
1. Get examinees and staff to safety.
2. If possible, make note of the time.
3. If possible, collect the test materials (or lock the test room).
4. Call ACT (when safe to do so).
IRREGULARITIES

Power Outages

**Examples:** Loss of electricity, affecting room comfort or equipment
1. If it is reasonable to continue testing without power, do so.
2. For a brief outage, follow the instructions for Interruptions or Disturbances.
3. For an extended outage, call ACT for next steps.

Reschedules

**Examples:** Severe weather or facility issues that prevent you from starting any testing
1. Reschedule to another day within your testing window.
2. Contact ACT to let us know you are unable to test.

Missing or Stolen Test Materials

**Examples:** Post-test counts do not match what was distributed, examinee attempts to leave with test materials, secure materials are unaccounted for at any time (before, during, or after testing)
1. Recover the missing materials (if possible).
2. Call ACT immediately.

Mistimings

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

If a mistiming occurs, call ACT immediately to determine next steps.

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

**Individual Irregularities**

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

Examinees Who Leave and Return

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

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

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

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

1. Collect and secure the examinee’s test materials.

2. **If testing on a single day:** Decide if tests should be scored or if the examinee should be scheduled for makeup testing.

3. **If testing over multiple days:** Schedule examinee to complete the remaining tests, in sequence, within the testing window.

*Note: Examinees cannot return to an incomplete test. It is in the examinee’s best interest to either complete a test before leaving or not begin a new test if they feel they may need to leave.*

**Test Item Challenges**

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

1. If an examinee challenges typographical errors in the test or ambiguities, instruct the examinee to choose an answer based on the information available and report the details of the challenge after the test is over.

2. Record the following information on the Irregularity Report:
   a. Examinee’s name
   b. Address
   c. Test booklet number
   d. Test form
   e. The test item number being challenged
   f. Examinee’s question about the item

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

**Defective Test Materials**

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

If an alternate test format is defective, call ACT immediately for instructions.

**Attempts to Copy Test Materials**

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

1. Do not allow staff or examinees to duplicate or record any part of the test by copying, taking notes, photographing, scanning, or using any other means.

2. Ensure all secure materials are collected and returned.
   a. Examinees must return all materials to room supervisors before dismissal.
   b. Room supervisors must return all materials to the test coordinator immediately after testing.
   c. The test coordinator must pack and return materials to ACT following testing.

3. If you observe an examinee attempting to copy test materials or remove test materials, dismiss them for prohibited behavior.
   a. Confiscate and clear any devices used in an attempt to copy materials.
b. Inform the examinee the tests will not be scored. VOID the answer document.

4. Call ACT immediately to determine if additional action is needed.

Unauthorized Marking of Responses in the Test Booklet

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

1. If the examinee was not approved to mark responses in the test booklet or if local arrangements were not made for the examinee to mark responses in the test booklet, take action as soon as possible to remedy the issue.
   a. **If time remains on the current test:** Instruct the examinee to immediately transfer responses from the test booklet to the answer document.
   b. **If time has already been called on that test:** No answers can be transferred at any time, including during the break or after testing.

2. Instruct the examinee to continue testing by marking responses on the answer document.


4. Determine if the examinee needs to be scheduled for makeup testing.

5. Determine what to do with the answer document.
   a. **If there are some responses marked on the answer document:** Submit the answer document for scoring.
   b. **If there are no responses marked on the answer document:** Attach the answer document to the Irregularity Report.
   c. **If the examinee is going to retest on the makeup test day:** Write REPLACED across the answer document and attach it to the Irregularity Report. Keep the Irregularity Report and answer document. Schedule the examinee for another non-test session during which the examinee can transfer the non-test items from the used answer document to a new one.

*Note: This error in marking is not prohibited behavior; do not dismiss the examinee.*

Marking Responses in a Future Section of the Answer Document

**Examples:** Examinee marked Test 1 responses in the section for Test 2 (during the time for Test 1)

1. At the end of the current test, give the examinee a new answer document and collect the first answer document.
   a. Call ACT for instructions if you do not have a new answer document to give the examinee.

2. Instruct the examinee to begin marking responses in the correct section of the new answer document.

3. After testing is completed, supervise the examinee as he or she transfers the non-test information and all previous test responses from the first answer document to the correct sections on the new answer document. Examinee must not have access to the test booklet during this transfer.

4. Mark the first answer document “REPLACED” and attach it to the Irregularity Report. Note details of the marking error on the report.

5. Return the new answer document for scoring.

*Note: This error in marking is not prohibited behavior; do not dismiss the examinee.*
Marking Responses in a Previous Section of the Answer Document (Working on a Test Other Than the Current Test)

**Examples:** Examinee marked responses in the section for Test 2 during the time for Test 3
1. Dismiss the examinee. This is prohibited behavior.
2. VOID the answer document and inform the examinee the tests will not be scored.

Irrational Behavior

**Examples:** Examinee yells or disrupts the test room, examinee becomes violent, examinee places him or herself or others in danger
1. Try to prevent other examinees from being interrupted, affected, or involved.
2. Handle the behavior as quietly as possible without physical force or contact.
3. If necessary, call security or police to protect staff and other examinees’ safety.
4. Collect and retain the disruptive examinee’s test materials.
5. Dismiss the examinee and inform him or her the tests will not be scored. VOID the answer document.

Refusal to Turn In Test Materials

**Examples:** Examinee will not allow the room supervisor to collect his or her testing materials
1. Warn the examinee that the police will be contacted and this action may result in fines and imprisonment.
2. Call ACT immediately, providing the examinee’s name and test form serial number.
3. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

**Prohibited Behaviors at the Test Site**

The prohibited behaviors below are taken directly from the Terms and Conditions all examinees agree to when they complete their non-test sections.

The following behaviors are prohibited. You may be dismissed and/or your test may not be scored, at ACT’s sole discretion, if you are found:

- Filling in or altering responses or continuing to write the essay after time has been called on that test section. This means that you cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark.
- Looking back at a test section on which time has already been called.
- Looking ahead in the test.
- Looking at another person’s test or answers.
- Giving or receiving assistance by any means.
- Discussing or sharing test content, test form identification numbers, or answers during test administration, during breaks, after the test, or on social media.
- Using a **prohibited calculator** (www.act.org/calculator-policy.html).
- Using a calculator on any test section other than mathematics.
- Sharing a calculator with another person.
- Using a watch with recording, internet, communication, or calculator capabilities (e.g., a smart watch or fitness band).
• Accessing any electronic device other than an approved calculator or watch. All other electronic devices, including cell phones and other wearable devices, must be powered off and stored out of sight from the time you are admitted to test until you leave the test center.

• Attempting to photograph, copy, or memorize test-related information or remove test materials, including questions or answers, from the test room in any way, including through social media.

• Using highlight pens, colored pens or pencils, notes, dictionaries, or other aids.

• Using scratch paper.

• Not following instructions or abiding by the rules of the test site.

• Exhibiting confrontational, threatening, or unruly behavior; or violating any laws. If ACT suspects you are engaging in criminal activities, such activities will be reported to law enforcement agencies.

• Allowing an alarm to sound in the test room or creating any other disturbance.

ACT may restrict the items you bring into the test site. All items brought into the test site, such as hats, purses, backpacks, cell phones, calculators, watches, and other electronic devices, may be searched at the discretion of ACT and its testing staff. Searches may include the use of tools, such as handheld metal detectors, that detect prohibited devices. ACT and its testing staff may confiscate and retain for a reasonable period of time any item suspected of having been used, or capable of being used, in violation of these prohibited behaviors. ACT may also provide such items to and permit searches by third parties in connection with an investigation conducted by ACT or others. ACT and its testing staff shall not be responsible for lost, stolen, or damaged items that you bring to a test center. Your test center may also have additional procedures with which you must comply.

Prohibited Behavior

Examples: See “Prohibited Behaviors at the Test Site”

Monitor examinees at all times. If you observe or suspect prohibited behavior, take prompt action.

1. If you are certain prohibited behavior occurred, promptly dismiss the examinee.

2. If you suspect prohibited behavior occurred but are not certain, take these steps:
   a. Discreetly warn the examinee that he or she is suspected of prohibited behavior.
   b. Continue close observation.
   c. After one warning, if you continue to suspect prohibited behavior, promptly dismiss the examinee.

Note:
• The behavior does not need to be verified by the test coordinator or another staff member. Dismiss based on your own observation.
• You do not need to directly observe prohibited behavior to determine that it occurred. For example, if you are certain that ovals left unfilled at the end of a test were filled in after time was called, dismiss the examinee.
Dismiss for Prohibited Behavior

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

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.

2. Collect the examinee’s test materials.

3. If you believe an electronic device or other item was used to store or exchange information, or to take an image of the test, collect the device/item from the examinee and call ACT immediately. ACT will determine if the device/item is to be retained and sent to ACT or returned to the examinee. Do not return the device/item to the examinee without ACT approval.

4. Tell the examinee:
   a. You observed or are certain of the prohibited behavior.
   b. He or she is being dismissed because of the behavior.
   c. The tests will not be scored.

5. Write VOID on page 1 of the answer document. Do so in the examinee’s presence, if possible.

6. Dismiss the examinee.

7. Submit a detailed Irregularity Report that includes:
   a. The time of the incident and the name(s) of the examinee(s).
   b. The test the examinee was working on at the time.
   c. The test room and seating location(s) of the examinee(s).
   d. The details of what you observed.
   e. The statements you and the examinee(s) made and the actions that were taken.
   f. The name(s) of the staff who observed or were certain of the irregularity.

8. Attach the voided answer document to the Irregularity Report (do NOT staple) and return it in the processing envelope. Return the examinee’s test booklet with the other test booklets from the room.

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

Note: All prohibited behavior will be reported to the state or district.

Void Answer Documents


2. Mark page 1 of an answer document VOID and attach it to the Irregularity Report only if an examinee is dismissed for prohibited behavior and was told the answer document will not be scored.

Note: Do not void an answer document for any other reason (e.g., examinee leaves early, refuses to continue testing, asks that the answer document not be scored).
Verbal Instructions for Completing Demographics on the Answer Document

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

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

   I [We] will now distribute the answer documents. Check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand…

2. Hand each examinee his or her answer document individually, and continue with the instructions below.

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

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

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

The five match criteria are:
First Name, Last Name, Month of Birth, Day of Birth, and ID Number.
Remember what these are and always use the same five match criteria when taking an A-C-T WorkKeys test.

Additionally, if you are taking these tests to receive the A-C-T WorkKeys National Career Readiness Certificate or a local career readiness certificate, your name will be printed on the certificate exactly as it appears on the barcode label on page 4 of the answer document, or if you do not have a barcode label, exactly as you print it on page 1. Names on certificates are all capital letters and do not include hyphens. It is best not to put spaces in the last name as they tend to look out of place on the certificate.

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

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

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

Skip block 3. This section will be completed by testing staff for examinees who do not have barcode labels on their answer document.

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

You are encouraged, but not required, to complete blocks 5 through 11.
VERBAL INSTRUCTIONS FOR COMPLETING DEMOGRAPHICS ON THE ANSWER DOCUMENT

Fill in the appropriate oval in block 5. . . .
In block 6, fill in the ovals that best describe your racial or ethnic group as generally recognized by your family and friends.
Now, look at block 7. Fill in the oval that best describes your current or highest level of education. . . .
Optionally complete blocks 8–11 at this time.
Complete blocks 12–15 by entering your address and filling in the appropriate ovals. For the state code, enter [announce your state code from the table inside the front cover of this manual].
Leave blocks 16–25 blank at this time. We will go back to blocks 16 and 25 later.

If your state requires you to enter information in Block 26, you will be given specific instructions (e.g., Administration Supplement) for completing them.

3. Use the following to determine your next step:
• If you are concluding a pretest session, collect the answer documents and keep them secure until test day. Check each answer document to be sure the name on page 1 matches the barcode label (if present).
• If you are continuing with testing, continue to the Introductory Instructions for All Timings.
Introductory
Instructions for All Timings

Administering the Tests
ACT WorkKeys must always be administered under supervised, timed, secure, standardized testing conditions. No test room may be left unattended (a staff member must remain in the room), even if only one examinee is testing. To ensure security of test materials, distribute answer documents and test forms only when directed by the verbal instructions, not prior to the arrival of examinees.

You must accurately record the date(s) of the administration and the total minutes actually used by each examinee on each test on the Administration Report.

English Learner Supports
If an examinee is approved by ACT to use a word-to-word bilingual dictionary and/or translated test directions, note the following:

- Using a dictionary or translated test directions without ACT approval is prohibited.
- It is the examinee’s responsibility to bring an approved dictionary.
- The examinee may not bring a copy of the translated test directions. Only the translated test directions you hand out on the test day may be used.
- The dictionary and/or translated test directions may be kept on the examinee’s desk and used throughout testing.
- Writing or marking anything in the dictionary and/or translated test directions is prohibited behavior.
- Only one dictionary can be used for the entire test.
- Prior to testing:
  ~ Confirm that the examinee’s dictionary is on the ACT-Approved Bilingual Word-to-Word Dictionaries list. Using an unapproved dictionary is prohibited behavior.
  ~ Inspect (flip through) the examinee’s dictionary and confirm that there is nothing written, highlighted, or enclosed in it. If there is, the examinee must store the dictionary out of sight and cannot use it. Using or accessing a notated dictionary during testing is prohibited behavior.
• Before dismissing examinees at the end of testing:
  ~ Collect all translated test directions that were handed out.
  ~ Inspect (flip through) all dictionaries used during testing to confirm that nothing is written or enclosed in them.

  *Note: See “Dismiss for Prohibited Behavior,” page 49.

**Before You Begin**

• Before you begin reading the verbal instructions, make sure you have the following forms:
  ~ Test Administration Forms (1 per test room)
  ~ ACT WorkKeys Testing Irregularity Report (page 105)
• Staff must be in the room if examinees or test materials are present. Do not leave the room unattended, even momentarily, even if only one examinee is testing.
• Distribute answer documents and test booklets only when directed by the verbal instructions.
• Time the tests exactly and document the time accurately. Follow the directions in “Timing the Tests,” page 41.

**Recommendation**

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

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

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

**General Verbal Instructions**

1. If you conducted a separate pretest session prior to test day, start with step 2. Otherwise, start with step 3.
2. Hand each examinee his or her answer document individually. Then say:

Look at your answer document. If your name does not appear in block 2, please raise your hand . . .

Now, check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand . . .

3. Read the following:

You are about to take the A-C-T WorkKeys assessments, composed of three tests: Workplace Documents, Applied Math, and Graphic Literacy.
There is one scheduled break during the test administration, after the second test. However, you may obtain permission to go to the restroom if you need to do so during testing by raising your hand. You will not, however, be given extra time for the test. Only one person will be allowed to leave the test room at a time unless escorted by testing personnel. Are there any questions? . . .

4. Answer any questions, then continue by saying:

Please listen carefully. All items brought into the test site may be searched. Items suspected of being used to engage in misconduct may be confiscated and retained. Cell phones, smart watches, fitness bands, and any other devices with recording, internet, or communication capabilities are prohibited. You may not handle or access such devices during testing or during breaks. All electronic devices must be powered off and stored out of sight. Turning your device to silent or airplane mode is not acceptable. If you have a cell phone or other electronic device, power it off now and store it away in a backpack, purse, pocket, or other area where it will be out of sight.

5. Wait for examinees to power off and store their cell phones, then continue by saying:

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

6. From this point forward, if you see an examinee with a phone or electronic device, or if a device activates or makes any noise, the examinee MUST be dismissed. Look around the room again to check for any devices, then say:

Please clear your desk of everything except soft-lead No. 2 pencils, erasers, and your answer document. Place all personal items under your seat. You will not be allowed to access them during testing or during the break. A-C-T and this test center are not responsible for the loss of any personal items. If you brought a calculator, put it under your seat now; you may use it only during the Applied Math test. Word-to-word foreign language glossaries are permitted for those whose first language is not English.
7. Say:

Open your answer document to page 2 and look at block 16, Form Type. Fill in “Accommodated” . . .

8. Then say:

I will now hand you a test booklet. Do not break the seal or open it until I tell you to do so. When you receive your test booklet, sign and print your name in the spaces provided on the front cover. Then, look up at me. . . .

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

10. When all examinees have signed their test booklets, say:

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

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

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

12. Walk around the room to be sure all examinees are signing the Examinee Agreement. When all examinees have signed their answer documents, say:

Now, turn your test booklet so the front cover faces up. Read the directions silently. (Examinees using a reader may have the directions read to them here. Examinees using pre-recorded audio will hear these instructions when they begin the Workplace Documents test.) Then, look up at me. Do not open this booklet until you are told to do so. . . .

13. When all examinees have read the directions, say:

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

I will walk around the room during testing to be sure you are working on the right test. If you have a question or need another pencil, raise your hand. Do not look around.

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

I will keep the official time for this examination. I will announce when 5 minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions?

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

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

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

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

Please pay attention to the announcement of 5 minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down immediately and look up. If you finish before I call time, recheck your work, place your answer document inside your test booklet, and close the cover. You may not read or engage in any other activity that could distract others still testing. From this time on, there must be no talking. Listen carefully to these instructions.

15. Use the following to determine your next step:
• For standard-time testing or for testing with stop-the-clock breaks, go to page 59.
• For time-and-a-half testing, go to page 68.
• For double-time testing, go to page 76.
• For three-hour testing, go to page 84.
Verbal Instructions for Testing with Standard Time or Stop-the-Clock Breaks

Stop-the-Clock Breaks
If an examinee is testing with stop-the-clock breaks, adjust these instructions accordingly.

Readers and Pre-Recorded Audio
If an examinee is testing with a reader or pre-recorded audio, you must read these verbal instructions except where you are directed otherwise. These verbal instructions are not included in the reader script or on the pre-recorded audio.

Workplace Documents—55 Minutes

Verbal Instructions for Administering *Workplace Documents*
1. Say:

Look at your answer document. Turn to page 3 and find the section titled *Workplace Documents*.

A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet number. Print the seven-digit number in the boxes for the Test Booklet number in this section. Fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document.
2. Walk around the room to be sure examinees are entering the Test Booklet number correctly on their answer documents. Then say:

You may now break the seal on your test booklet, and open the booklet to the cover page for Test 1, Workplace Documents. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. . . . Leave the Admin. Code column blank.

3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents.

4. Use the following to determine your next step:
   - For testing with a reader script, instruct the reader to begin reading the Workplace Documents test instructions from the reader script. Skip to step 8 to begin timing the test when the reader begins the text for question 1.
   - For testing with pre-recorded audio, instruct the examinee(s) to begin playing the Workplace Documents test. Then skip to step 8 to begin timing the test.
   - For other formats, continue with step 5.

5. Say:

Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. Do not turn the page until you are told to do so. . . .

6. When all examinees have read the directions, say:

You will have 55 minutes to work on Workplace Documents. During this time, you are to work only on Workplace Documents. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

7. Set your stopwatch or interval timer to 55 minutes, then say:

You have 55 minutes to work on this test. Open your booklet to Workplace Documents and begin work.

8. Begin timing.

9. As you begin testing, enter the actual time of day you announce START on the Administration Report on page 3 of the set of Test Administration Forms. (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the stop time). See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepieces carefully against the time you have written down and verify it with the proctor. If one is in the room.
**Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

10. During the test, do the following:
   - Make sure to record the actual times you make your announcements.
   - Walk around the room to monitor examinees.
   - Complete the Seating Diagram on page 2 of the set of Test Administration Forms. If you need to verify booklet numbers for your diagram, do so at the break. Complete every item on the form.
   - Monitor for cell phone and electronic device usage throughout testing. Dismiss any examinees observed accessing a device.

11. When your watch or timer indicates **exactly 50 minutes** have passed, and you have checked the time, say:

   **There are 5 minutes left.**

12. When your watch or timer indicates **exactly 55 minutes** have passed, and you have checked the time, say:

   **Stop, put your pencil down, close your test booklet, and look up at me now. . . . (Also instruct any examinees using pre-recorded audio to stop the test playback.)**

13. If examinees are scheduled to take the next test on a later day, continue with steps 14–15. Otherwise, skip to Verbal Instructions for Administering *Applied Math*, step 1.

14. Collect each answer document and test booklet individually before dismissing examinees. Remind examinees when the next session will occur.

   **Testing will resume on ________ promptly at _______.**

   (date) (time)

15. Direct examinees to the next activity as determined by your school administration.

   When examinees report for the next day of testing, be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

**Applied Math—55 Minutes**

**Verbal Instructions for Administering *Applied Math***

1. Say:

   Look at your answer document. Find the section titled *Applied Math*. Open your test booklet to the cover page for Test 2, *Applied Math*. A Test Form Number is printed in the upper-right corner of the cover.
page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document.

Leave the Admin. Code column blank.

2. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents.

3. Use the following to determine your next step:
   - For testing with a reader script, instruct the reader to begin reading the Applied Math test instructions from the reader script. Skip to step 7 to begin timing the test when the reader begins the text for question 1.
   - For testing with pre-recorded audio, instruct the examinee(s) to begin playing the Applied Math test. Then skip to step 7 to begin timing the test.

For other formats, continue with step 4.

4. Say:

   Now turn to the next page in your test booklet, and read the directions silently. You may tear out the formula sheet for easier use. When you are done reading the directions, look up at me. Do not turn the page until you are told to do so. . . .

5. When all examinees have read the directions, say:

   **You will have 55 minutes to work on Applied Math.** During this time, you are to work only on Applied Math. If you finish before time is called, recheck your work on this test, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test, and do not work on, fill in, or alter ovals for the previous test.

6. Set your stopwatch or interval timer to 55 minutes, then say:

   **You have 55 minutes to work on this test.** Do any figuring in your test booklet or on your formula sheet. Open your booklet to Applied Math and begin work.

7. Begin timing.

8. As you begin testing, write the START time, 5-minutes-remaining time, and the STOP time for this test on the Administration Report on page 3 of the set of Test Administration Forms. See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the time you have written down and verify it with the proctor if one is in the room.
Reminder: You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

9. During the test, do the following:
   • Make sure to record the actual times you make your announcements on the Administration Report on page 3 of the set of Test Administration Forms.
   • Walk around the room to monitor examinees.
   • Check all calculators periodically. (For calculator policies, see “Calculators,” page 27.) If an examinee uses a prohibited calculator, follow the procedures in “Dismiss for Prohibited Behavior,” page 49, to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.

10. When your watch or timer indicates **exactly 50 minutes** have passed, and you have checked the time, say:
   
   There are 5 minutes left.

11. When your watch or timer indicates **exactly 55 minutes** have passed, and you have double-checked the time, say:
   
   Stop and put your pencil down. If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. (Also instruct any examinees using pre-recorded audio to stop the test playback.) Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now. . . .

12. Use the following to determine your next step:
   • If examinees are scheduled to take the next test on a later day, continue to step 13.
   • If you will be moving on to the second test of the day, skip to Verbal Instructions for Administering Graphic Literacy, step 2.
   • If you are continuing to the third test of the day, skip to step 15 to administer the break.

13. Collect each answer document and test booklet individually before dismissing examinees. Remind examinees when the next session will occur.
   
   Testing will resume on ____________ promptly at _______.
   (date)  (time)

14. Direct examinees to the next activity as determined by your school administration. (Do not read steps 15 or 16.)

   When examinees report for the next day of testing, be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.
15. Verify everyone has stopped, then say:

Put your calculator away. You will not be permitted to use it for the remaining test. You will have a 15-minute break. Testing will resume promptly at [give the time]. If you return late, you will not be allowed to make up lost time. Remember, you may not access phones or other electronic devices and you may not eat or drink in the test room. [If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.]

16. During the break:

- Monitor for cell phone and electronic device usage. Dismiss any examinees observed accessing a device.
- Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets.
- Do not leave the test room unattended. If examinees remain in the room, monitor them closely.
- You may allow examinees to eat or drink outside the test room during break (if school or site regulations permit).
- Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late, they may be readmitted but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.
- If an examinee does not return, refer to “Examinees Who Leave and Do Not Return,” page 45.

**Graphic Literacy—55 Minutes**

**Verbal Instructions for Administering Graphic Literacy**

1. At the end of the break, say:

Attention. Please get ready to resume testing. Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off. If you have a cell phone or other electronic device, it must remain powered off and stored out of sight until you are dismissed from all testing for the day.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. Do not open your test booklet. Remove your answer document and check page 1 of your answer document to be sure your name appears in block 2. . . .
2. Then say:

Now, turn your answer document to page 3 and find the section titled *Graphic Literacy.*
Open your test booklet to the cover page for Test 3, *Graphic Literacy.* A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document.
Leave the Admin. Code column blank.

3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents.

4. Use the following to determine your next step:
   - For testing with a reader script, instruct the reader to begin reading the *Graphic Literacy* test instructions from the reader script. Skip to step 8 to begin timing the test when the reader begins the text for question 1.
   - For testing with pre-recorded audio, instruct the examinee(s) to begin playing the *Graphic Literacy* test. Then skip to step 8 to begin timing the test.
   - For other formats, continue with step 5.

5. Say:

Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. **Do not turn the page until you are told to do so. . . .**

6. When all examinees have read the directions, say:

**You will have 55 minutes to work on Graphic Literacy.** During this time, you are to work only on *Graphic Literacy.* If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals for previous tests. Remember that filling in or altering ovals on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.
7. Set your stopwatch or interval timer to 55 minutes, then say:

**You have 55 minutes to work on this test.** Open your booklet to *Graphic Literacy* and begin work.

8. Begin timing.

9. As you begin testing, write the START time, 5 minutes remaining time, and the STOP time for this test on the Administration Report on page 3 of the set of Test Administration Forms. See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the time you have written down and verify it with the proctor if one is in the room.

**Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

10. During the test, do the following:

   - Make sure to record the actual times you make your announcements on the Administration Report found on page 3 of the set of Test Administration Forms.
   - If any examinees do not return from break, collect their materials shortly after testing has begun.
   - Walk around the room to monitor examinees.

11. When your watch or timer indicates **exactly 50 minutes** have passed, and you have checked the time, say:

    **There are 5 minutes left.**

12. When your watch or timer indicates **exactly 55 minutes** have passed, and you have double-checked the time, say:

    **Stop, close your test booklet, and look up at me now. . . .** (Also instruct any examinees using pre-recorded audio to stop the test playback.)

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

    **Remember, you may not access your cell phone or other electronic devices until you are dismissed from all testing for the day.**

    Now, refold your answer document so that page 1 faces up, and leave it on your desk next to your test booklet. Do not open, alter, or mark on your answer document, and do not place it inside your test booklet. I will first collect and check the answer documents, and then I will collect and check the test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further directions. . . .
14. While examinees remain in their seats:
   • Collect and count the answer documents individually from each examinee. Turn all the
     answer documents one way, and make certain you have a signed answer document for
     each examinee.
   • Collect the test booklets individually from each examinee, and count them. As you do,
     check to make sure they are signed. Do not allow the booklets to be passed in. Verify
     that you collect the same number of booklets you distributed. If you are short a test
     booklet, use the booklet numbers to match the booklets with the answer documents and
     determine whose booklet was not collected. Make sure all formula sheets are returned in
     the test booklets.

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

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

16. After all answer documents and test booklets have been collected and counted, say:

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

17. At the conclusion of testing:
   • Direct examinees to the next activity of the day as determined by your school
     administration.
   • Check your counts and complete the Test Room Report—Accommodations (on page 1
     of the set of Test Administration Forms). The number of used and unused test booklets
     must equal the number you received for your room.
   • Complete the Administration Report (on page 3 of the set of Test Administration Forms).

18. Grid the appropriate administration codes (see “Table 2. Administration Codes
    and Descriptions,” page 11) on page 3 of every answer document for every test
    administered. Then return all of your testing materials to your test coordinator. Room
    supervisors must personally return all accommodations testing materials to the test
    coordinator immediately after testing. Examinees may not assist with the transportation
    of any test materials.

**Figure 5. Sample administration code grid**
Verbal Instructions for Time-and-a-Half Testing

Workplace Documents—83 Minutes

Verbal Instructions for Administering Workplace Documents

1. Say:

Look at your answer document. Turn to page 3 and find the section titled Workplace Documents.

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

2. Walk around the room to be sure examinees are entering the Test Booklet number correctly on their answer documents. Then say:

You may now break the seal on your test booklet, and open the booklet to the cover page for Test 1, Workplace Documents. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document.

Leave the Admin. Code column blank.
3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. Do not turn the page until you are told to do so.

4. When all examinees have read the directions, say:

You will have up to 83 minutes to work on Workplace Documents. During this time, you are to work only on Workplace Documents. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

5. Set your stopwatch or interval timer to 83 minutes, then say:

You will have up to 83 minutes to work on this test. Open your booklet to Workplace Documents and begin work.


7. As you begin testing, enter the actual time of day you announce START on the Administration Report on page 3 of the set of Test Administration Forms (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the stop time). See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepieces carefully against the time you have written down and verify it with the proctor, if one is in the room.

Reminder: You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

8. During the test, do the following:

- Make sure to record the actual times you make your announcements.
- Walk around the room to monitor examinees.
- Complete the Seating Diagram (on page 2 of the set of Test Administration Forms). If you need to verify booklet numbers for your diagram, do so at the break. Complete every item on the form.

9. When your watch or timer indicates exactly 78 minutes have passed, and you have checked the time, say:

There are 5 minutes left.

10. When your watch or timer indicates exactly 83 minutes have passed, and you have checked the time, say:
Stop please. Put down your pencils, close your test booklets, and look up.

11. If examinees are scheduled to take the next test on a later day, continue with steps 12–13. Otherwise, skip to Verbal Instructions for Administering *Applied Math*, step 1.

12. Collect each answer document and test booklet individually before dismissing examinees. Remind examinees when the next session will occur.

Testing will resume on _________ promptly at _________.

(date) (time)

13. Direct examinees to the next activity as determined by your school administration. When examinees report for the next day of testing, be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

**Applied Math—83 Minutes**

**Verbal Instructions for Administering *Applied Math***

1. Say:

Look at your answer document. Find the section titled *Applied Math*. Open your test booklet to the cover page for Test 2, *Applied Math*. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document. Leave the Admin. Code column blank.

2. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet and read the directions silently. Note that you may tear out the formula sheet for easier use. When you are done reading the directions, look up at me. **Do not turn the page until you are told to do so**...
3. When all examinees have read the directions, say:

**You will have up to 83 minutes to work on Applied Math.** During this time, you are to work only on Applied Math. If you finish before time is called, recheck your work on this test, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test, and do not work on, fill in, or alter ovals for the previous test. Please remember to close your calculator quietly in consideration of others.

4. Set your stopwatch or interval timer to 83 minutes, then say:

**You have up to 83 minutes to work on this test.** Do any figuring in your test booklet or on your formula sheet. Open your booklet to Applied Math and begin work.

5. Begin timing.

6. As you begin testing, write the START time, 5-minutes-remaining time, and the STOP time for this test on the Administration Report on page 3 of the set of Test Administration Forms. See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the time you have written down and verify it with the proctor if one is in the room.

**Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

7. During the test, do the following:
   - Make sure to record the actual times you make your announcements.
   - Walk around the room to monitor examinees.
   - Check all calculators periodically. (See “Calculators,” page 27.) If an examinee uses a prohibited calculator, follow the instructions in “Dismiss for Prohibited Behavior,” page 49 to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.

8. When your watch or timer indicates **exactly 78 minutes** have passed, and you have checked the time, say:

**There are 5 minutes left.**

9. When your watch or timer indicates **exactly 83 minutes** have passed, and you have double-checked the time, say:

**Stop please. Put down your pencils, close your test booklets, and look up...** If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.
10. Use the following to determine your next step:
   • If examinees are scheduled to take the next test on a later day, continue to step 11.
   • If you will be moving on to the second test of the day, skip to Verbal Instructions for Administering Graphic Literacy, step 2.
   • If you are continuing to the third test of the day, skip to step 13 to administer the break.

11. Collect each answer document and test booklet individually before dismissing examinees.
    Remind examinees when the next session will occur.

    Testing will resume on ___________ promptly at _______.
    (date) (time)

12. Direct examinees to the next activity as determined by your school administration. (Do not read steps 13 or 14.)
    When examinees report for the next day of testing, be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

13. Verify everyone has stopped, then say:

    **Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now...** Put your calculator away. You will not be permitted to use it for the remaining test. You will have a 15-minute break. Testing will resume promptly at [give the time]. If you return late, you will not be allowed to make up lost time. Remember, you may not access phones or other electronic devices and you may not eat or drink in the test room. [*If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.*]

14. During the break:
   • Monitor for cell phone and electronic device usage. Dismiss any examinees observed accessing a device.
   • Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets.
   • **Do not leave the test room unattended.** If examinees remain in the room, monitor them closely.
   • You may allow examinees to eat or drink outside the test room during break (if school or site regulations permit).
   • Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late, they may be readmitted but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.
   • If an examinee does not return, refer to “Examinees Who Leave and Do Not Return,” page 45.
**Graphic Literacy—83 Minutes**

**Verbal Instructions for Administering Graphic Literacy**

1. At the end of the break, say:

   Attention. Please get ready to resume testing. Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off. If you have a cell phone or other electronic device, it must remain powered off and stored out of site until you are dismissed. Clear your desk of everything except your pencils, erasers, test booklet, and answer document. Do not open your test booklet. Remove your answer document and check page 1 of your answer document to be sure your name appears in block 2.

2. Then say:

   Now, turn your answer document to page 3 and find the section titled Graphic Literacy. Open your test booklet to the cover page for Test 3, Graphic Literacy. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document. Leave the Admin. Code column blank.

3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:

   Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. **Do not turn the page until you are told to do so**.

4. When all examinees have read the directions, say:

   **You will have up to 83 minutes to work on Graphic Literacy.** During this time, you are to work only on Graphic Literacy. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals for previous tests. Remember that filling in or altering ovals on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.
After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

5. Set your stopwatch or interval timer to 83 minutes, then say:

**You have up to 83 minutes to work on this test.** Open your booklet to *Graphic Literacy* and begin work.


7. As you begin testing, write down the START time, 5-minutes-remaining time, and the STOP time for this test on the Administration Report on page 3 of the set of Test Administration Forms. See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the time you have written down and verify it with the proctor if one is in the room.

**Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

8. During the test, do the following:
   - Make sure to record the actual times you make your announcements.
   - Walk around the room to monitor examinees.

9. When your watch or timer indicates **exactly 78 minutes** have passed, and you have checked the time, say:

   There are 5 minutes left.

10. When your watch or timer indicates **exactly 83 minutes** have passed, and you have double-checked the time, say:

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

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

    Remember, you may not access your cell phone or other electronic devices until you are dismissed from all testing for the day.
    Now, refold your answer document so that page 1 faces up, and leave it on your desk next to your test booklet. Do not open, alter, or mark on your answer document and do not place it inside your test booklet. I will first collect and check the answer documents, and then I will collect and check the test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further directions. . . .
12. **While examinees remain in their seats:**
   - Collect and count the answer documents individually from each examinee. Turn all the answer documents one way, and make certain you have a signed answer document for each examinee.
   - Collect the test booklets individually from each examinee, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.

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

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

14. After all answer documents and test booklets have been collected and counted, say:

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

15. At the conclusion of testing:
   - Direct examinees to the next activity of the day as determined by your school administration.
   - Check your counts and complete the Test Room Report on page 1 of the set of Test Administration Forms. The number of used and unused test booklets must equal the number you received for your room.
   - Complete all 4 pages of the set of Test Administrations Forms.

16. Grid the appropriate administration codes (see Table 2, page 11) on page 3 of every answer document for every test administered. Then return all of your testing materials to your test coordinator. Room supervisors must personally return all accommodations testing materials to the test coordinator immediately after testing. Examinees may not assist with the transportation of any test materials.

   ![Figure 6. Sample administration code grid](image-url)
Verbal Instructions for Double-Time Testing

Workplace Documents—110 Minutes

Verbal Instructions for Administering Workplace Documents

1. Say:

Look at your answer document. Turn to page 3 and find the section titled Workplace Documents.
A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet number. Print the seven-digit number in the boxes for the Test Booklet number in this section. Fill in the corresponding oval in each column. . . .

2. Walk around the room to be sure examinees are entering the Test Booklet number correctly on their answer documents. Then say:

You may now break the seal on your test booklet, and open the booklet to the cover page for Test 1, Workplace Documents. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document.
Leave the Admin. Code column blank.

3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:
Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. **Do not turn the page until you are told to do so...**

4. When all examinees have read the directions, say:

**You will have up to 110 minutes to work on Workplace Documents.** During this time, you are to work only on Workplace Documents. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

5. Set your stopwatch or interval timer to 110 minutes, then say:

**You have up to 110 minutes to work on this test.** Open your booklet to Workplace Documents and begin work.


7. As you begin testing, enter the *actual* time of day you announce START on the Administration Report on page 3 of the set of Test Administration Forms (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the stop time). See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepieces carefully against the time you have written down and **verify it with the proctor**, if one is in the room.

**Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

8. During the test, do the following:
   - Make sure to record the actual times you make your announcements.
   - Walk around the room to monitor examinees.
   - Complete the Seating Diagram on page 2 of the set of Test Administration Forms. If you need to verify booklet numbers for your diagram, do so at the break. Complete every item on the form.

9. When your watch or timer indicates **exactly 105 minutes** have passed, and you have checked the time, say:

There are 5 minutes left.
VERBAL INSTRUCTIONS FOR DOUBLE-TIME TESTING

10. When your watch or timer indicates **exactly 110 minutes** have passed, and you have checked the time, say:

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

11. If examinees are scheduled to take the next test on a later day, continue with steps 12–13. Otherwise, skip to Verbal Instructions for Administering *Applied Math*, step 1.

12. Collect each answer document and test booklet individually before dismissing examinees. Remind examinees when the next session will occur.

Testing will resume on _________ promptly at _______.

(date) (time)

13. Direct examinees to the next activity as determined by your school administration. When examinees report for the next day of testing, be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

**Applied Math**—110 Minutes

**Verbal Instructions for Administering Applied Math**

1. Say:

Look at your answer document. Find the section titled *Applied Math*. Open your test booklet to the cover page for Test 2, *Applied Math*. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document. Leave the Admin. Code column blank.

2. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet and read the directions silently. Note that you may tear out the formula sheet for easier use. When you are done reading the directions, look up at me. **Do not turn the page until you are told to do so**. . . .
3. When all examinees have read the directions, say:

**You will have up to 110 minutes to work on Applied Math.** During this time, you are to work only on Applied Math. If you finish before time is called, recheck your work on this test, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test, and do not work on, fill in, or alter ovals for the previous test.

4. Set your stopwatch or interval timer to 110 minutes, then say:

**You have up to 110 minutes to work on this test.** Do any figuring in your test booklet or on your formula sheet. Open your booklet to Applied Math and begin work.

5. Begin timing.

6. As you begin testing, write the START time, 5-minutes-remaining time, and the STOP time for this test on the Administration Report on page 3 of the set of Test Administration Forms. See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the time you have written down and verify it with the proctor if one is in the room.

**Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

7. During the test, do the following:
   - Make sure to record the actual times you make your announcements.
   - Walk around the room to monitor examinees.
   - Check all calculators periodically. (For calculator policies, see “Calculators,” page 27.) If an examinee uses a prohibited calculator, follow the procedures in “Dismiss for Prohibited Behavior,” page 49, to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.

8. When your watch or timer indicates **exactly 105 minutes** have passed, and you have checked the time, say:

There are 5 minutes left.

9. When your watch or timer indicates **exactly 110 minutes** have passed, and you have checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up. . . . If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.
VERBAL INSTRUCTIONS FOR DOUBLE-TIME TESTING

10. Use the following to determine your next step:
   - If examinees are scheduled to take the next test on a later day, continue to step 11.
   - If you will be moving on to the second test of the day, skip to Verbal Instructions for Administering Graphic Literacy, step 2.
   - If you are continuing to the third test of the day, skip to step 13 to administer the break.

11. Collect each answer document and test booklet individually before dismissing examinees.
    Remind examinees when the next session will occur.

   **Testing will resume on _______ promptly at _______.
   (date) (time)**

12. Direct examinees to the next activity as determined by your school administration. (Do not read steps 13 or 14.)

   When examinees report for the next day of testing, be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

13. Verify everyone has stopped, then say:

   **Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now. . . . Put your calculator away. You will not be permitted to use it for the remaining test. You will have a 15-minute break. Testing will resume promptly at [give the time]. If you return late, you will not be allowed to make up lost time. Remember, you may not access phones or other electronic devices and you may not eat or drink in the test room. [If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.]**

14. During the break:
   - Monitor for cell phone and electronic device usage. Dismiss any examinees observed accessing a device.
   - Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets.
   - Do not leave the test room unattended. If examinees remain in the room, monitor them closely.
   - You may allow examinees to eat or drink outside the test room during break (if school or site regulations permit).
   - Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late, they may be readmitted but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.
   - If an examinee does not return, refer to “Examinees Who Leave and Do Not Return,” page 45.
Graphic Literacy—110 Minutes

Verbal Instructions for Administering Graphic Literacy
1. At the end of the break, say:

Attention. Please get ready to resume testing. Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off. If you have a cell phone or other electronic device, it must remain powered off and stored out of site until you are dismissed from all testing for the day.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. Do not open your test booklet. Remove your answer document and check page 1 of your answer document to be sure your name appears in block 2.

2. Then say:

Now, turn your answer document to page 3 and find the section titled Graphic Literacy.

Open your test booklet to the cover page for Test 3, Graphic Literacy. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document.

Leave the Admin. Code column blank.

3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. Do not turn the page until you are told to do so.

4. When all examinees have read the directions, say:

You will have up to 110 minutes to work on Graphic Literacy. During this time, you are to work only on Graphic Literacy. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals for previous tests. Remember that filling in
or altering ovals on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

5. Set your stopwatch or interval timer to 110 minutes, and then say:

**You have up to 110 minutes to work on this test.** Open your booklet to Graphic Literacy and begin work.


7. As you begin testing, write down on the next page the START time, 5-minutes-remaining time, and the STOP time for this test on the Administration Report on page 3 of the set of Test Administration Forms. See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the time you have written down and verify it with the proctor if one is in the room.

**Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

8. During the test, do the following:
   - Make sure to record the actual times you make your announcements.
   - Walk around the room to monitor examinees.

9. When your watch or timer indicates **exactly 105 minutes** have passed, and you have checked the time, say:

   There are 5 minutes left.

10. When your watch or timer indicates **exactly 110 minutes** have passed, and you have double-checked the time, say:

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

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

    Remember, you may not access your cell phone or other electronic devices until you are dismissed from all testing for the day.

    Now, refold your answer document so that page 1 faces up, and leave it on your desk next to your test booklet. Do not open, alter, or mark on your answer document and do not place it inside your test booklet.
I will first collect and check the answer documents, and then I will collect and check the test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further directions. . . .

12. While examinees remain in their seats:
   • Collect and count the answer documents individually from each examinee. Turn all the answer documents one way, and make certain you have a signed answer document for each examinee.
   • Collect the test booklets individually from each examinee, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.

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

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

14. After all answer documents and test booklets have been collected and counted, say:

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

15. At the conclusion of testing:
   • Direct examinees to the next activity of the day as determined by your school administration.
   • Check your counts and complete the Test Room Report on page 1 of the set of Test Administration Forms. The number of used and unused test booklets must equal the number you received for your room.
   • Complete all four pages of the set of Test Administrations Forms.

16. Grid the appropriate administration codes (see Table 2, page 11) on page 3 of every answer document for every test administered. Then return all of your testing materials to your test coordinator. Room supervisors must personally return all accommodations testing materials to the test coordinator immediately after testing. Examinees may not assist with the transportation of any test materials.

![Figure 7. Sample administration code grid](image-url)
Verbal Instructions for Three-Hour Testing

Readers and Pre-Recorded Audio
If an examinee is testing with a reader or pre-recorded audio, you must read these verbal instructions except where you are directed otherwise. These verbal instructions are not included in the reader script or on the pre-recorded audio.

Workplace Documents—180 Minutes

Verbal Instructions for Administering Workplace Documents
1. Say:

Look at your answer document. Turn to page 3 and find the section titled Workplace Documents. A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet number. Print the seven-digit number in the boxes for the Test Booklet number in this section. Fill in the corresponding oval in each column. . . .

2. Walk around the room to be sure examinees are entering the Test Booklet number correctly on their answer documents. Then say:

You may now break the seal on your test booklet, and open the booklet to the cover page for Test 1, Workplace Documents. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document. Leave the Admin. Code column blank.
3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents.

4. Use the following to determine your next step:
   - For testing with a reader script, instruct the reader to begin reading the *Workplace Documents* test instructions from the reader script. Skip to step 8 to begin timing the test when the reader begins the text for question 1.
   - For testing with pre-recorded audio, instruct the examinee(s) to begin playing the *Workplace Documents* test. Then skip to step 8 to begin timing the test.
   - For other formats, continue with step 5.

5. Say:

   Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. **Do not turn the page until you are told to do so . . . .**

6. When all examinees have read the directions, say:

   **You will have up to 180 minutes to work on Workplace Documents.** During this time, you are to work only on *Workplace Documents*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

7. Set your stopwatch or interval timer to 180 minutes, then say:

   **You have up to 180 minutes to work on this test.** Open your booklet to *Workplace Documents* and begin work.

8. Begin timing.

9. As you begin testing, enter the actual time of day you announce START on the Administration Report on page 3 of the set of Test Administration Forms (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the stop time). See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepieces carefully against the time you have written down and verify it with the proctor, if one is in the room.

   **Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

10. During the test, do the following:
   - Make sure to record the actual times you make your announcements.
   - Walk around the room to monitor examinees.
   - Complete the Seating Diagram on page 2 of the set of Test Administration Forms. If you need to verify booklet numbers for your diagram, do so at the break. Complete every item on the form.
11. When your watch or timer indicates \textbf{exactly 175 minutes} have passed, and you have checked the time, say:

\textbf{There are 5 minutes left.}

12. When your watch or timer indicates \textbf{exactly 180 minutes} have passed, and you have double-checked the time, say:

\textbf{Stop please. Put down your pencils, close your test booklets, and look up… (Also instruct any examinees using pre-recorded audio to stop the test playback.)}

13. If examinees are scheduled to take the next test on a later day, continue with steps 14–15. Otherwise, skip to Verbal Instructions for Administering \textit{Applied Math}, step 1.

14. Collect each answer document and test booklet individually before dismissing examinees. Remind examinees when the next session will occur.

\textbf{Testing will resume on \underline{(date)} promptly at \underline{(time)}.}

15. Direct examinees to the next activity as determined by your school administration. When examinees report for the next day of testing, be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

\textbf{Applied Math—180 Minutes}

\textbf{Verbal Instructions for Administering \textit{Applied Math}}

1. Say:

\textbf{Look at your answer document. Find the section titled \textit{Applied Math}. Open your test booklet to the cover page for Test 2, \textit{Applied Math}. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document. Leave the Admin. Code column blank.}

2. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents.
3. Use the following to determine your next step:
   • For testing with a reader script, instruct the reader to begin reading the Applied Math test instructions from the reader script. Skip to step 7 to begin timing the test when the reader begins the text for question 1.
   • For testing with pre-recorded audio, instruct the examinee(s) to begin playing the Applied Math test. Then skip to step 7 to begin timing the test.
   • For other formats, continue with step 4.

4. Say:

   Now turn to the next page in your test booklet and read the directions silently. Note that you may tear out the formula sheet for easier use. When you are done reading the directions, look up at me. Do not turn the page until you are told to do so. . . .

5. When all examinees have read the directions, say:

   You will have up to 180 minutes to work on Applied Math. During this time, you are to work only on Applied Math. If you finish before time is called, recheck your work on this test, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test, and do not work on, fill in, or alter ovals for the previous test.

6. Set your stopwatch or interval timer to 180 minutes, then say:

   You have up to 180 minutes to work on this test. Do any figuring in your test booklet or on your formula sheet. Open your booklet to Applied Math and begin work.

7. Begin timing.

8. As you begin testing, write down on the next page the START time, 5-minutes-remaining time, and the STOP time for this test on the Administration Report on page 3 of the set of Test Administration Forms. See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the time you have written down and verify it with the proctor if one is in the room. **Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

9. During the test, do the following:
   • Make sure to record the actual times you make your announcements.
   • Walk around the room to monitor examinees.
   • Check all calculators periodically. (For calculator policies, see “Calculators,” page 27.) If an examinee uses a prohibited calculator, follow the procedures in”Dismiss for Prohibited Behavior,” page 49 to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.
10. When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are 5 minutes left.

11. When your watch or timer indicates **exactly 180 minutes** have passed, and you have double-checked the time, say:

**Stop please. Put down your pencils, close your test booklets, and look up.** . . . If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. (Also instruct any examinees using pre-recorded audio to stop the test playback.)

12. Use the following to determine your next step:
   - If examinees are scheduled to take the next test on a later day, continue to step 13.
   - If you will be moving on to the second test of the day, skip to Verbal Instructions for Administering Graphic Literacy, step 2.
   - If you are continuing to the third test of the day, skip to step 15 to administer the break.

13. Collect each answer document and test booklet individually before dismissing examinees. Remind examinees when the next session will occur.

   **Testing will resume on ________ promptly at ______.**
   
   (date) (time)

14. Direct examinees to the next activity as determined by your school administration. (Do not read steps 15 or 16.)

   When examinees report for the next day of testing, be sure examinees receive their own materials. Individually hand examinees the answer documents and test booklets.

15. Verify everyone has stopped, then say:

   **Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now.** . . . Put your calculator away. You will not be permitted to use it for the remaining test. You will have a 15-minute break. Testing will resume promptly at [give the time]. If you return late, you will not be allowed to make up lost time. Remember, you may not access phones or other electronic devices and you may not eat or drink in the test room. [If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.]

16. During the break:
   - Monitor for cell phone and electronic device usage. Dismiss any examinees observed accessing a device.
   - Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets.
• **Do not leave the test room unattended.** If examinees remain in the room, monitor them closely.

• You may allow examinees to eat or drink outside the test room during break (if school or site regulations permit).

• Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late, they may be readmitted but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.

• If an examinee does not return, refer to “Examinees Who Leave and Do Not Return,” page 45.

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**Graphic Literacy—180 Minutes**

**Verbal Instructions for Administering Graphic Literacy**

1. At the end of the break, say:

   Attention. Please get ready to resume testing. Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off. If you have a cell phone or other electronic device, it must remain powered off and stored out of sight until you are dismissed.

   Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet.** Remove your answer document and check page 1 of your answer document to be sure your name appears in block 2...

2. Then say:

   Now, turn your answer document to page 3 and find the section titled *Graphic Literacy*.

   Open your test booklet to the cover page for Test 3, *Graphic Literacy*. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. If the test form number is not entered correctly, ACT may not be able to score your answer document.

   Leave the Admin. Code column blank.

3. Walk around the room to be sure examinees are entering the Test Form Number correctly on their answer documents.

4. Use the following to determine your next step:

   • For testing with a reader script, instruct the reader to begin reading the *Graphic Literacy* test instructions from the reader script. Skip to step 8 to begin timing the test when the reader begins the text for question 1.
VERBAL INSTRUCTIONS FOR THREE-HOUR TESTING

- For testing with pre-recorded audio, instruct the examinee(s) to begin playing the Graphic Literacy test. Then skip to step 8 to begin timing the test.
- For other formats, continue with step 5.

5. Say:

Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. **Do not turn the page until you are told to do so. . . .**

6. When all examinees have read the directions, say:

**You will have up to 180 minutes to work on Graphic Literacy.** During this time, you are to work only on Graphic Literacy. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals for previous tests. Remember that filling in or altering ovals on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

7. Set your stopwatch or interval timer to 180 minutes, and then say:

**You have up to 180 minutes to work on this test.** Open your booklet to Graphic Literacy and begin work.

8. Begin timing.

9. As you begin testing, write the START time, 5-minutes-remaining time, and the STOP time for this test on the Administration Report on page 3 of the set of Test Administration Forms. See the Test Timing Chart (page 107) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the time you have written down and verify it with the proctor if one is in the room.

**Reminder:** You may post the start and stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

10. During the test, do the following:

- Make sure to record the actual times you make your announcements.
- Walk around the room to monitor examinees.
11. When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are 5 minutes left.

12. When your watch or timer indicates **exactly 180 minutes** have passed, and you have double-checked the time, say:

Stop, close your test booklet, and look up at me now. . . . (Also instruct any examinees using pre-recorded audio to stop the test playback.)

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

Remember, you may not access your cell phone or other electronic devices until you are dismissed from all testing for the day.

Now, refold your answer document so that page 1 faces up, and leave it on your desk next to your test booklet. Do not open, alter, or mark on your answer document and do not place it inside your test booklet. I will first collect and check the answer documents, and then I will collect and check the test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further directions. . . .

14. **While examinees remain in their seats:**

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

- Collect the test booklets individually from each examinee, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.

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

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

16. After all answer documents and test booklets have been collected and counted, say:

Thank you for your cooperation. Remember, discussing or sharing test content, test form identification numbers, or answers is prohibited, including on social media. This ends today’s testing.
17. At the conclusion of testing:
   • Direct examinees to the next activity of the day as determined by your school administration.
   • Check your counts and complete all 4 pages of the set of Test Administration Forms. The number of used and unused test booklets on the Test Room Report (page 1 of the set of Test Administration Forms) must equal the number you received for your room.

18. Grid the appropriate administration codes (see Table 2, page 11) on page 3 of every answer document for every test administered. Then return all of your testing materials to your test coordinator. Room supervisors must personally return all accommodations testing materials to the test coordinator immediately after testing. Examinees may not assist with the transportation of any test materials.

Figure 8. Sample administration code grid
After the Test

Overview
When all accommodations testing has been completed, or immediately after the testing window ends, the room supervisor must account for all test materials by:

• Keeping test materials separate
• Making sure all documentation is accurate and complete
• Returning all test materials to test coordinator

These procedures are covered in the following sections.

Keep Materials Separate
Make sure to keep your return materials for accommodations testing separate from any materials being returned for standard time testing.

Documentation
Check to see that all sections of your Test Administration Forms have been completed, and that any of the forms that were needed from the back of the manual contain all of the necessary information.

Test Materials Return
Return all test materials to the test coordinator immediately after testing. The test coordinator will return materials to ACT using the return process outlined in the Test Coordinator Information Manual.
Training Session Outline and Topics for Discussion

The test coordinator is expected to discuss the following topics with staff during the training session. The test accommodations coordinator must also attend and share any relevant topics with accommodations testing staff in a separate training session. All training sessions must occur before test day and include information from training conducted by ACT.

1. Security of Test Materials
   a. Security is of utmost concern. Test materials must **never** be left unattended. Test booklets must be kept away from doors and away from examinees in the test room before and after testing.
   b. Describe how the test coordinator will distribute materials to the test rooms, and how room supervisors are to distribute materials inside the test rooms.
   c. Room supervisors are to count test booklets when they receive them from the test coordinator, and again before examinees are dismissed. Review the Test Room Report and sample.
   d. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. Authorized observers must be asked for credentials.
   e. Staff members must **never** leave a test room unattended.

2. Room Preparation
   a. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed examinees, ease of staff movement, and inappropriate posted materials.
   b. Describe any items that will be supplied by the school (e.g., pencils, timepieces, calculators) and how they will be distributed and returned.
   c. Discuss how to handle examinees who bring cell phones or electronic devices into the test room.

3. Pretest Activities
   a. Discuss when and how barcode labels will be applied to answer documents.
   b. Determine whether the high school code must be filled in.
c. Review room supervisor and proctor roles and responsibilities.

d. Discuss when testing staff are required to arrive on test day.

e. Discuss location and time of briefing session on test day.

f. Review test day schedule.

g. Review break policies.

h. Practice reading the verbal instructions aloud.

4. Test Day

a. Review a roster of examinees, explain the information on it, and how to mark it on test day.

b. Review acceptable forms of photo identification if an examinee cannot be recognized by a member of that day’s testing staff. Emphasize the importance of accurately marking the roster. If an examinee is personally recognized, enter “R” and the staff member’s initials on the roster.

c. Room supervisors are not to delay testing for examinees attempting to present an acceptable form of photo identification.

d. Examinees must not be allowed to select their own seats. Direct them to specific, assigned seats and pay particular attention to separating known friends or relatives.

e. No one may be admitted to the test room after test booklets have been distributed. Discuss how to handle late arrivals in accordance with school policy.

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

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

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

i. Discuss the policy for cell phones and other electronic devices.

j. It is recommended that the verbal instructions start no later than 9:00 a.m. in all rooms on each test date.

k. Verbal instructions must be read to examinees verbatim from this manual.

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

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

n. Accurate timing of each test is critical. Room supervisors must record the actual Start, 5 minutes remaining, and Stop times on the Timing Report. Also review the example of how to time the tests and the timing chart for each test in the verbal instructions. Discuss the consequences of a mistimed test. If a retest is necessary, a retest of all tests is required, not just the test that was mistimed.

o. Review how to complete the Seating Diagram showing where examinees were seated and how test booklets were distributed. Stress the importance of providing complete and accurate information. The number of test booklets handed out and the number of examinees in the room must match. Also review the instructions for the use of numbered spaces located on the Seating Diagram.
p. Staff members must not read (other than this manual), grade papers, use a computer, cell phone, recording or media device, talk casually with other staff, or do anything not related to administering the tests. They must not eat or drink in the test room.

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

r. Discuss how permitted calculators will be distributed to examinees before testing begins (if applicable).

s. Calculators must be checked during Test 2 (Applied Math) to ensure they do not violate ACT standards. Review permitted and prohibited calculators. Stress that examinees using a prohibited calculator must be dismissed.

t. During testing, staff members are to walk quietly around the room to check that examinees are working on the correct test, respond to illness, replace defective test materials, and discourage prohibited behavior. Advise staff not to pause near an examinee long enough to be a distraction.

u. Stress the importance of ensuring that the correct test form is entered and the corresponding oval filled in by every examinee. Also discuss the Examinee Statement examinees must sign after you read the list of prohibited behaviors.

v. Discuss how to handle the 15-minute break between Tests 2 and 3. Stress that the break begins immediately after STOP is called on Test 2 and is not a lunch break. If the break is longer than 15 minutes, the room supervisor must explain why on the Irregularity Report. Remind room supervisors that extending the break could result in the cancellation of scores. Review what to do if an examinee does not return after break. Also discuss procedures for leaving during testing to go to the restroom.

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

x. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency. Discuss potential individual irregularities and actions to take. Review the Irregularity Report.

5. After the Test

a. Discuss how to decide which examinees to schedule for makeup testing. The test coordinator must enter makeup enrollment in the designated online ordering system no later than the day after the initial test date.

b. Room supervisors must verify the count of used and unused test booklets, then return test booklets, answer documents, and completed Test Administration Forms to the test coordinator immediately after testing.

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

d. Emphasize the importance of correctly completing all required documentation and returning all answer documents to be scored immediately after testing to ensure timely and accurate scoring of the answer documents by ACT.

e. Discuss how to dismiss examinees.
**Sample Site Header**

---

**State and District Testing Site Header**

ACT
PO Box 168
Iowa City, IA 52243-0168

**DIRECTIONS:** A site header is required for all answer documents being returned to ACT for scoring. Please complete only blocks A, B, and C following the instructions listed below. Leave blocks D, E, and F blank.

**A**

**SCHOOL NAME, ADDRESS, AND TELEPHONE**

Use a soft lead No. 2 pencil only.

<table>
<thead>
<tr>
<th>School Name</th>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
<th>Telephone Number</th>
</tr>
</thead>
</table>

**B**

**NUMBER OF ANSWER DOCUMENTS**

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

**C**

I supervised the administration of the ACT WorkKeys® tests. I hereby certify that all examinees tested at this center were positively identified from photo-bearing documents, a letter of identification, or were personally recognized by a member of the testing staff. The ACT WorkKeys tests were administered according to the procedures outlined in the manual of instructions. All test materials were stored in a secure location and all test booklets are being returned without delay.

<table>
<thead>
<tr>
<th>Signature (Do not print)</th>
<th>Date</th>
</tr>
</thead>
</table>

**DO NOT COMPLETE BLOCKS D, E, AND F BELOW.**

**D**

**ACT HIGH SCHOOL CODE**

<table>
<thead>
<tr>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

**E**

**TEST DATE**

<table>
<thead>
<tr>
<th>Month</th>
<th>Year (4-digits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>April</td>
</tr>
<tr>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>July</td>
<td>Aug.</td>
</tr>
<tr>
<td>Nov.</td>
<td>Dec.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>20</td>
</tr>
<tr>
<td>Feb.</td>
<td>20</td>
</tr>
<tr>
<td>Mar.</td>
<td></td>
</tr>
<tr>
<td>Apr.</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>Jun.</td>
<td></td>
</tr>
<tr>
<td>Jul.</td>
<td></td>
</tr>
<tr>
<td>Aug.</td>
<td></td>
</tr>
<tr>
<td>Sept.</td>
<td></td>
</tr>
<tr>
<td>Oct.</td>
<td></td>
</tr>
<tr>
<td>Nov.</td>
<td></td>
</tr>
<tr>
<td>Dec.</td>
<td></td>
</tr>
</tbody>
</table>

**F**

**ACT CONTRACT NUMBER**

<table>
<thead>
<tr>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

**Office Use Only (Do Not Mark)**

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IM-196629-001:654321 A0419101070
Sample Answer Document
Sample Answer Document (continued)
ACT WorkKeys Room Report Form Instructions
(see page 1 of the set of Test Administration Forms)

Before Testing
A. Test Booklets Received
   1. Complete Sections A and B in the presence of the test coordinator, at the time you receive your room’s test booklets.
   2. If there is a discrepancy in your materials, notify the test coordinator immediately and do not proceed until the discrepancy is resolved.
   3. Room supervisor—sign to certify that you personally counted and verified your materials.
   4. Test coordinator—initial to acknowledge the materials were received and accounted for.
   5. Room supervisor—you are now responsible for these materials until they are returned to the test coordinator.

During Testing
B. Examinee Count During Test 1
   6. During Test 1, count the examinees in the room.
   7. In the upper section of the Test Room Report, enter the number of occupied seats you marked on your Seating Diagram. This serves as a cross-check to make sure the number of occupied seats on the Seating Diagram equals the number of examinees in the room.

After Testing
C. Test Booklets Returned
   8. After Test 3, collect and count the test booklets and complete Sections C-F of the form.
      Do not allow any examinee to leave the room until all materials have been accounted for.
   9. Be certain the total number of used and unused test booklets returned equals the number of booklets you started with. If a booklet is missing, check the booklet numbers on the answer documents to determine which examinee’s booklet is missing. No one may leave the room until any discrepancy is resolved.

D. Answer Documents Returned
   10. Be certain you have an answer document for every examinee—check against your roster to be sure. Record the numbers of answer documents to be scored, voided, or replaced in Section D.

E. Return all materials and forms to the test coordinator.
   11. Test coordinator—count and verify all materials returned after testing by the room supervisor. Sign Section F to certify that you personally counted and verified the returned materials.
   12. Room supervisor—initial in Section F to acknowledge all materials were returned and accounted for.
   13. Test coordinator—return this completed form to ACT in the purple envelope after testing.
### Test Administration Forms

#### Accommodations/Supports, Paper

**Test Room Report**

<table>
<thead>
<tr>
<th>ACT High School Code</th>
<th>9 8 7 6 5 4</th>
<th>State</th>
<th>MI</th>
</tr>
</thead>
</table>

**School Name** ACT High School

**Test Date** MM/DD/YY

**Room Supervisor** Allison C. Turner

**Room** 102

- [x] Testing at school
- [ ] Testing off-site—provide off-site location name and address:
  - **Location Name**
  - **Address/City**

**Number of Examinees Seated in This Room** 18

**Number of Staff in This Room** 2

If two or more, complete the Seating Diagram.

**Proctors**

---

#### BEFORE TESTING: Complete A through B to record and account for ALL TEST BOOKLETS provided to this room.

**A. Test Booklets**

<table>
<thead>
<tr>
<th>First Serial Number</th>
<th>Last Serial Number</th>
<th>Total # Booklets</th>
</tr>
</thead>
<tbody>
<tr>
<td>100000001</td>
<td>10000021</td>
<td>021</td>
</tr>
</tbody>
</table>

---

**B. Sign and initial as indicated to confirm the transfer of test booklets to the room supervisor.**

<table>
<thead>
<tr>
<th>Room Supervisor Signature</th>
<th>Test Coordinator Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison C. Turner</td>
<td>ML</td>
</tr>
</tbody>
</table>

---

#### AFTER TESTING: Complete C through F to record and account for ALL MATERIALS returned to the test coordinator.

**C. Test Booklets**

<table>
<thead>
<tr>
<th># Used</th>
<th># Unused</th>
<th>Total # Booklets</th>
</tr>
</thead>
<tbody>
<tr>
<td>018</td>
<td>003</td>
<td>021</td>
</tr>
</tbody>
</table>

---

**D. Answer Documents**

(used only)

<table>
<thead>
<tr>
<th># To Score</th>
<th># Voided</th>
<th># Replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**E. Test Coordinator**—After testing, mark [x] as you confirm counts and completeness/correctness of documents that apply to this room.

<table>
<thead>
<tr>
<th>Test Booklets</th>
<th>Answer Documents</th>
<th>Test Room Report</th>
<th>Seating Diagram</th>
<th>Administration Report</th>
<th>Roster</th>
<th>ACT ID Forms</th>
<th>Irregularity Reports</th>
<th>Translated Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x]</td>
<td>[x]</td>
<td>[x]</td>
<td>[x]</td>
<td>[x]</td>
<td>[x]</td>
<td>[x]</td>
<td>[x]</td>
<td>[x]</td>
</tr>
</tbody>
</table>

If applicable, submit an Irregularity Report to explain test booklet and/or answer document discrepancies.

---

**F. Sign and initial as indicated to confirm the transfer of test booklets to the test coordinator.**

<table>
<thead>
<tr>
<th>Test Coordinator Signature</th>
<th>Room Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molly Lin</td>
<td>AT</td>
</tr>
</tbody>
</table>

---

**Test Coordinator**—Return this completed folder in the GOLD envelope. Keep all pages together (do not separate).
**Test Administration Forms**

**Accommodations/Supports, Paper**

**Seating Diagram**

Instructions:
- Complete blocks 1 through 4 during testing.
- Enter Test Booklet serial numbers during the first test.
- If using tables, show which examinees are at the same table.
- Draw your own diagram and attach it to this form if this diagram doesn’t fit your room.

Each box represents one seat.

You may use scratch paper or the numbered spaces (1, 2, 3) to track unfinished ovals at the end of each test.

See the Administration Manual for acceptable seating arrangements and a sample completed form.

<table>
<thead>
<tr>
<th>1</th>
<th>Room Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Single Level</td>
<td>OR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Writing Surfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Desks: ___ in. by ___ in.</td>
<td></td>
</tr>
<tr>
<td>☐ Tables: _____ in. by _____ in., # _____ per table</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Distance between Examinees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoulder-to-Shoulder:</td>
<td>3 ft.</td>
</tr>
<tr>
<td>Head-to-Head:</td>
<td>5 ft. (single level) 7 ft. (multiple level)</td>
</tr>
</tbody>
</table>

Instructions:
- Complete blocks 1 through 4 during testing.
- Enter Test Booklet serial numbers during the first test.
- If using tables, show which examinees are at the same table.
- Draw your own diagram and attach it to this form if this diagram doesn’t fit your room.

Sample ACT WorkKeys Seating Diagram
Enter the information requested for all examinees testing in this room. Attach additional pages if more than 10 examinees.

Enter the relevant Administration Code (from this table) on page 3 of the answer document and in the chart below, for each test administered with accommodations.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Administration Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Print Materials (including extended time)</td>
<td>Single-Day Testing</td>
</tr>
<tr>
<td></td>
<td>Time-and-a-Half</td>
</tr>
<tr>
<td></td>
<td>Double Time</td>
</tr>
<tr>
<td></td>
<td>Three Hours</td>
</tr>
<tr>
<td></td>
<td>Testing Over Multiple Days</td>
</tr>
<tr>
<td></td>
<td>Regular Time (55 min)</td>
</tr>
<tr>
<td>Regular Print Materials (including extended time)</td>
<td>400 150 200 300 500 510 520 530</td>
</tr>
<tr>
<td>Large Print</td>
<td>400 130 235 291 501 511 521 531</td>
</tr>
<tr>
<td>Pre-recorded audio</td>
<td>294 534</td>
</tr>
<tr>
<td>Reader Script</td>
<td>293 533</td>
</tr>
<tr>
<td>EBAE Braille</td>
<td>292 532</td>
</tr>
<tr>
<td>UEB Braille with Nemeth</td>
<td>296 535</td>
</tr>
<tr>
<td>UEB Braille without Nemeth</td>
<td>297 537</td>
</tr>
<tr>
<td>Instructions Translated ONLY</td>
<td>600 610 620 630 550 551 552 553</td>
</tr>
<tr>
<td>ACT-Provided (non-Spanish) Translation of Workplace Documents; or Applied Math; or Graphic Literacy</td>
<td>941* 954*</td>
</tr>
<tr>
<td>Modifications (ineligible accommodations and/or supports)</td>
<td>900* 910* 920* 930* 940* 950* 951* 952* 953*</td>
</tr>
</tbody>
</table>

*Ineligible for ACT WorkKeys scores and the ACT® WorkKeys® National Career Readiness Certificate®

List all examinees tested in this room. For each ACT WorkKeys test administered, give the test date, the start and stop times, and the administration code describing the accommodation provided exactly as it is marked on the examinee’s answer document. Also note any accommodations provided not directly related to the test. You may use the Test Timing Chart in the Administration Manual to aid accurate timing.

<table>
<thead>
<tr>
<th>Examinee Names</th>
<th>Accommodations Provided Describe all.</th>
<th>Workplace Documents</th>
<th>Applied Math</th>
<th>Graphic Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Time-and-a-Half</td>
<td>Admin Code 150</td>
<td>Date 3/14</td>
<td>Start 10:02</td>
</tr>
</tbody>
</table>

Is there an Irregularity Report regarding timing?  □ Yes  □ No
Enter the information requested for all examinees testing in this room. Attach additional pages if more than 10 examinees.

<table>
<thead>
<tr>
<th>Administration Codes</th>
<th>Single-Day Testing</th>
<th>Testing Over Multiple Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular Time (55 min)</td>
<td>Time-and-a-Half (83 min)</td>
</tr>
<tr>
<td>Regular Print Materials (including extended time)</td>
<td>400</td>
<td>150</td>
</tr>
<tr>
<td>Large Print</td>
<td>400</td>
<td>130</td>
</tr>
<tr>
<td>Pre-recorded audio</td>
<td>294</td>
<td>534</td>
</tr>
<tr>
<td>Reader Script</td>
<td>293</td>
<td>533</td>
</tr>
<tr>
<td>EBAE Braille</td>
<td>292</td>
<td>532</td>
</tr>
<tr>
<td>UEB Braille with Nemeth</td>
<td>296</td>
<td>535</td>
</tr>
<tr>
<td>UEB Braille without Nemeth</td>
<td>297</td>
<td>537</td>
</tr>
<tr>
<td>Instructions Translated ONLY</td>
<td>600</td>
<td>610</td>
</tr>
<tr>
<td>ACT-Provided (non-Spanish) Translation of Workplace Documents; or Applied Math; or Graphic Literacy</td>
<td>941*</td>
<td>534</td>
</tr>
<tr>
<td>Modifications (ineligible accommodations and/or supports)</td>
<td>900*</td>
<td>910*</td>
</tr>
</tbody>
</table>

*Ineligible for ACT WorkKeys scores and the ACT® WorkKeys® National Career Readiness Certificate®

List all examinees tested in this room. For each ACT WorkKeys test administered, give the test date, the start and stop times, and the administration code describing the accommodation provided exactly as it is marked on the examinee’s answer document. Also note any accommodations provided not directly related to the test. You may use the Test Timing Chart in the Administration Manual to aid accurate timing.

<table>
<thead>
<tr>
<th>Examinee Names</th>
<th>Accommodations Provided</th>
<th>Workplace Documents</th>
<th>Applied Math</th>
<th>Graphic Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Admin Code</td>
<td>Date</td>
<td>Start</td>
<td>Stop</td>
</tr>
<tr>
<td>Sample Examinee 1</td>
<td>510</td>
<td>3/14</td>
<td>8:41</td>
<td>10:04</td>
</tr>
<tr>
<td>Sample Examinee 2</td>
<td>510</td>
<td>3/14</td>
<td>8:41</td>
<td>10:04</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
<td>7.</td>
</tr>
</tbody>
</table>

Is there an Irregularity Report regarding timing? ☐ Yes ☒ No
### ACT WorkKeys Testing Irregularity Report

#### Individual and Group Irregularities

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

**Purpose of this form:** This form is used by room supervisors to report any testing irregularities that occur in their test rooms on test day.

**Instructions for the test coordinator:** If you receive an Irregularity Report from a room supervisor, ensure that the appropriate procedures for reporting the testing irregularity were followed: Check the form for completeness; be sure that voided answer documents, if applicable, are attached; for group irregularities, be sure that a list or roster of examinees in that room is attached. Make a copy of the completed forms for your records and return the originals to ACT.

**Instructions for room supervisors:** If an irregularity occurs in your test room, complete all appropriate fields on this form and return the completed form to the test coordinator.

<table>
<thead>
<tr>
<th>Test Site Room #/Location</th>
<th>ACT High School Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staple any voided answer documents or defective test materials to this form. Return in envelope with other test administration forms.

### Individual Irregularities

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

<table>
<thead>
<tr>
<th>Examinee Name and ID Number</th>
<th>Form Code/Test Booklet Number</th>
<th>Description of Irregularity (include time the irregularity occurred)</th>
<th>Action Taken by Test Site Personnel (including any notification given to examinees)</th>
<th>Answer Document Voided? (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Form Code:</td>
<td>Description of Irregularity</td>
<td>Action Taken by Test Site Personnel</td>
<td>Answer Document Voided?</td>
</tr>
<tr>
<td>ID Number:</td>
<td>Booklet Number:</td>
<td></td>
<td></td>
<td>(Y/N)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Form Code:</td>
<td>Description of Irregularity</td>
<td>Action Taken by Test Site Personnel</td>
<td>Answer Document Voided?</td>
</tr>
<tr>
<td>ID Number:</td>
<td>Booklet Number:</td>
<td></td>
<td></td>
<td>(Y/N)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Form Code:</td>
<td>Description of Irregularity</td>
<td>Action Taken by Test Site Personnel</td>
<td>Answer Document Voided?</td>
</tr>
<tr>
<td>ID Number:</td>
<td>Booklet Number:</td>
<td></td>
<td></td>
<td>(Y/N)</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Group Irregularities (attach names of examinees in room)

Examples of group irregularities include: • mistiming • disturbances/distractions • emergency evacuation • power failure • missing/stolen test materials • inclement weather (See complete explanation of irregularities in manual.) Call ACT immediately if there has been a mistiming.

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

**Room Supervisor’s Name (print)  Test Coordinator’s Name (print)**

**Room Supervisor’s Signature  Test Coordinator’s Signature**
# Test Timing Chart

All times are “minutes after the hour.”

<table>
<thead>
<tr>
<th>Tests 1, 2, or 3</th>
<th>Regular Time (55 minutes)</th>
<th>Up to Time-and-a-Half (83 minutes)</th>
<th>Up to Double-Time (110 minutes)</th>
<th>Up to Three Hours (180 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>START Stop Stop Stop Stop</td>
<td>:00 :55 :23 :50 :00</td>
<td>:01 :56 :24 :51 :01</td>
<td>:02 :57 :25 :52 :02</td>
<td>:03 :58 :26 :53 :03</td>
</tr>
</tbody>
</table>
ACT WorkKeys State Testing Reader’s Agreement

(This document may be photocopied as needed if different readers are used for different tests.)

**Note:** Examinees using this accommodation must test individually.

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

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

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

ACT has prepared a script for readers to use in administering ACT WorkKeys to examinees who need to have the test questions read to them. The tests must be read verbatim by a reader who meets the qualifications specified by ACT (see “Reader or Interpreter Qualifications,” page 13).

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

The examinee may ask you to read any portion of a test as often as necessary within the time allowed for that test. Each time you read them, you must read the test directions, test passages, and test questions exactly as they are presented, with no explanation and no additional information provided to the examinee through the reading. A reader may read, but not interpret graphed values or otherwise interpret the meaning of any graphic images. All test questions rely on the examinee being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect that which the tests are designed to measure.

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

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

<table>
<thead>
<tr>
<th>Reader’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Indicate the tests read by this reader:

- [ ] Workplace Documents
- [ ] Applied Math
- [ ] Graphic Literacy

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

(this page can be removed)
### ACT WorkKeys State Testing Interpreter’s Agreement

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

- □ Signing Exact English
- □ Cued Speech

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

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

<table>
<thead>
<tr>
<th>Test Site Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**City, State**

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

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

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

<table>
<thead>
<tr>
<th>Interpreter Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpreter Name (printed)</th>
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</table>

<table>
<thead>
<tr>
<th>Test Coordinator Signature</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Test Coordinator Name (printed)</th>
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<td></td>
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</table>

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

**ACT WorkKeys**:  
- □ Workplace Documents
- □ Applied Math
- □ Graphic Literacy*

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

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

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

Test site staff are expected to report test administration irregularities and security issues to ACT Test Administration by completing the Irregularity Report or calling 800.553.6244, ext. 1788. Immediate reporting to ACT Test Administration is critical to the standardized administration of the ACT WorkKeys.

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

ACT Test Security Principles

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