

2024–2025

**THE ACT TEST**

User Handbook for  
Educators



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- ***Code of Fair Testing Practices in Education***: American Psychological Association (<https://www.apa.org/science/programs/testing/fair-testing.pdf>)
- ***Code of Professional Responsibilities in Educational Measurement***: National Council on Measurement in Education ([www.ncme.org](http://www.ncme.org)) (<https://www.ncme.org/resources-publications/professional-learning/library>)

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## Overview of the ACT Test

Each year, millions of high school students use ACT programs and services to develop postsecondary educational and career plans. Educators need to know what the test does and how the results can be used to help their examinees.

This handbook is designed to help educators at high schools and colleges, and professionals at the district and state level, as they administer ACT testing, advise students, and use ACT data to make informed decisions.

## Components of the ACT Test

The ACT® test is made up of four multiple-choice tests in English, mathematics, reading, and science, and an optional 40-minute writing test. The ACT tests are based on the major areas of high school and postsecondary instructional programs. An examinee's performance on the tests has a direct relationship to their educational achievement. The meaning of that performance, as indicated by test scores, reporting categories, and skill statements based on the [ACT College and Career Readiness Standards](#), can be readily understood and interpreted by educators and examinees.

## Test Scores

### Multiple-Choice Tests

For each of the four multiple-choice tests, the raw score is the number of correct responses. Raw scores are converted to scale scores through equating procedures to ensure that scores reported across test forms have consistent meaning (that is, a scale score of 21 on Form A has the same meaning as a scale score of 21 on Form B). Scale scores range from 1 (low) to 36 (high) for each of the four multiple-choice tests and the Composite score. The Composite is the average of the four multiple-choice test scores, rounded to the nearest integer.

More information about ACT scores and their appropriate interpretation is available at <https://www.act.org/content/act/en/products-and-services/the-act/scores/understanding-your-scores.html>.



## Optional Writing Test

The ACT writing test measures examinees' writing skills—specifically, those writing skills emphasized in high school English classes and in entry-level college composition courses.

The test describes an issue and provides three different perspectives on the issue. Examinees are asked to read and consider the issue and perspectives, state their own perspective on the issue, and analyze the relationship between their perspective and at least one other perspective on the issue.

Examinees will receive a total of five scores for this test: a single subject-level writing score and four domain scores based on an analytic scoring rubric. The four domain scores are:

- Ideas and Analysis
- Development and Support
- Organization
- Language Use and Conventions

Each domain has a score range of 2–12. ACT reports the overall writing score on a 2–12 score range, with 12 being the highest possible score. The overall writing score is the rounded average of the four domain scores.

Two trained readers score each essay in the four domains, each giving it a rating from 1 (low) to 6 (high). The sum of those ratings is the score for that domain. If the readers' ratings disagree by more than one point, a third reader evaluates the essay and resolves the discrepancy.

An examinee's writing test score has no impact on their test section scores or Composite score. If an examinee does not take the writing test, the absence of a writing test score has no effect on the test section scores or Composite score, either. However, without writing test scores, no English Language Arts (ELA) score will be reported.

**Note:** *If an examinee chooses to take the ACT writing test, that examinee must take the multiple-choice tests and the writing test in the same test administration.*

More information about writing scores, the domain scores, and the scoring rubric for each domain is available at <https://www.act.org/content/act/en/products-and-services/the-act/scores/writing-test-scores.html>.

## Fifth Test

ACT tries out questions on National test dates to develop future tests. Analyses of the new items help ensure that ACT tests maintain high quality content and similar statistical properties over time. All examinees testing under standard time conditions—that is ACT (no writing) or ACT with writing—should expect to take a fifth test after the

science test. The fifth test is a 20-minute test and will not affect the examinees' test sections or ACT Composite scores.

**Note:** *Examinees testing with extended time will not take the fifth test.*

## Reporting Categories, Other Scores, and Readiness Indicators

Score reports include scores and indicators designed to show performance and preparedness in areas important to success after high school.

To provide learners with the most useful information, the score reports incorporate a comprehensive set of reporting categories for each test section.

These categories make it easier for examinees, parents, and educators to gain deeper insight into examinees' performance, thereby improving understanding of strengths and areas for improvement in each subject. Reporting categories provide examinees with detailed information about topics and skill areas found within each subject.

On all score reports, each reporting category includes the total number of points possible, the total number of points an examinee achieved, and the percentage of points achieved. ACT reporting categories are aligned with [ACT College and Career Readiness Standards](#) and other standards that target college and career readiness.

On Student and High School Score Reports, each reporting category also indicates the ACT Readiness Range, which enables examinees to compare their performance on the reporting categories to examinees who met the ACT College Readiness Benchmark for the corresponding subject. The minimum of the range is the expected percentage of points that would be achieved by an examinee whose score equals the ACT College Readiness Benchmark on the subject test. The maximum value of the range corresponds to answering all questions in that reporting category correctly.

The combination of reporting category scores and the ACT Readiness Ranges provides educators and examinees with information to more clearly show which areas require the most attention for additional learning and intervention.

The English Language Arts (ELA) score is a rounded average of the English, reading, and writing test scale scores and represents a measure of the examinee's overall literacy skills. The ELA score is reported on a scale of 1–36. To calculate the ELA score, the examinee's writing raw score (8–48) is converted to a 1–36 scale. This 1–36 writing scale score is used only for ELA score calculation.

The STEM score is a rounded average of the mathematics and science scale scores and represents examinees' overall performance in these test sections. As the only national college admission exam to measure science skills, the ACT is in a unique position to inform examinees about their STEM skill strengths. The STEM score is reported on a scale of 1–36.

The Understanding Complex Texts indicator is based on scores on a subset of questions on the reading test. These questions measure examinees' global comprehension of the passages instead of sentence- or word-level understanding. This indicator relates to how well examinees are likely to meet the complex text reading demands in college.

The Progress Toward the ACT® WorkKeys® National Career Readiness Certificate™ indicator estimates the ACT National Career Readiness Certificate (ACT® NCRC®) level that examinees with a given ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. The Progress Toward Career Readiness indicator is reported as one of four levels: Bronze, Silver, Gold, or Platinum. An examinee whose ACT Composite score falls below 13 is unlikely to earn an ACT NCRC.

For more information about updates to the NCRC indicator, visit <https://www.act.org/content/dam/act/unsecured/documents/R1712-ncrc-progress-indicator-2018-08.pdf>.

## Measurement Error and Score Ranges

A test score estimates an examinee's true educational development based on the available information—that is, based on correct and incorrect responses to test questions. To reflect imprecision in test scores, ACT score reports display a score range extending one standard error of measurement—or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and other test scores—below and above the achieved score.

More information about interpreting the scores can be found at [www.act.org/the-act/scores](http://www.act.org/the-act/scores).

## College and Career Readiness Standards

What do the scores on the ACT really mean? That is, when an examinee achieves a certain score on the ACT, what does the score indicate about what that examinee is likely to know and to be able to do? To respond to these questions, ACT developed the ACT College and Career Readiness Standards.

The ACT College and Career Readiness Standards are intended to help you understand the meaning of the scores earned on PreACT® and the ACT.

These standards can help you:

- Communicate widely shared learning goals and educational expectations
- Relate the test scores to the types of skills needed for success in high school and beyond
- Understand the increasing complexity of skills across the score ranges in English, mathematics, reading, and science

The ACT College and Career Readiness Standards are complemented by suggested learning experiences for examinees to further develop their knowledge and skills and directly link what they have learned to what they are ready to learn next. The suggested learning experiences, in turn, provide links between the standards in one score range and those in the next higher score range. The ideas for progressing to the next score range demonstrate ways that information from standardized test results can be used to improve instruction in high school classes.

The ACT College and Career Readiness Standards are also linked to college instruction. More than 40 years of research has shown that performance on the ACT is directly related to first-year college grade point average.

The ACT College and Career Readiness Standards are at [www.act.org/standard](http://www.act.org/standard).

## ACT College Readiness Benchmarks

The ACT College Readiness Benchmarks are scores on the ACT test sections that represent the level of achievement required for examinees to have a 50% chance of obtaining a B or higher and about a 75% chance of obtaining a C or higher in corresponding credit-bearing, first-year college courses. These college courses include English composition, college algebra, social sciences, and biology. Based on a sample of 214 institutions and more than 230,000 examinees, the benchmarks are weighted median ACT scores associated with success at these institutions and as such represent a typical set of expectations.

**Table 1.** ACT College Readiness Benchmarks

College Course	ACT Test	ACT Benchmark
English Composition I	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

Benchmarks for the ACT STEM and ELA scores were developed using the same methodology as the single-test section ACT College Readiness Benchmarks. The STEM Readiness Benchmark represents the level of achievement necessary for examinees to have a 50% chance of obtaining a B or higher and about a 75% chance of obtaining a C or

higher in typical first-year math and science college courses taken by examinees majoring in STEM fields. These courses include calculus, biology, chemistry, physics, and engineering. The resulting benchmark, a STEM score of 26, was the median value across nearly 80 institutions, which included more than 84,000 examinees.

The ELA Readiness Benchmark represents the level of achievement necessary for examinees to have a 50% chance of obtaining a B or higher and about a 75% chance of obtaining a C or higher in typical first-year English and social science college courses. These courses include English composition, American history, other history, psychology, sociology, political science, and economics. The resulting benchmark, an ELA score of 20, was the median value across 233 institutions, which included more than 198,000 examinees.

## ACT National Curriculum Survey

The ACT National Curriculum Survey® is a nationwide survey of educational practices and expectations conducted every three to five years by ACT. The survey collects data about what entering college students should know and be able to do to be ready for college-level coursework in English, mathematics, reading, science, and writing.

The results of the survey are used to inform ongoing efforts to develop, refine, and update academic standards as well as to inform policymakers and educators.

The results are also used to help guide development of ACT's assessments to ensure that they measure the requirements of college and career readiness.

The current study results are based on a national sample of approximately 10,000 participants, including middle school/junior high school teachers, high school teachers, and college instructors in English, writing, mathematics, reading, and science. More information on the ACT National Curriculum Survey can be found at <https://www.act.org/content/act/en/research/reports/act-publications/national-curriculum-survey.html>.

## US and State Ranks

US and state ranks reported in score reports are based upon the most recent scores of high school students who graduated during the previous three years and tested in 10th, 11th, or 12th grade.

The reported rank values are expressed as a cumulative percentage. A cumulative percentage is the percent of examinees who scored at or below a given score. For example, if a Composite scale score of 20 has a cumulative percentage of 48, then 48% of graduates over the previous three years had a Composite score of 20 or below. Consequently, 52% had a Composite score of 21 or above.

The most recent National ranks based on ACT-tested graduates from the last three years are at [www.act.org/the-act/scores](http://www.act.org/the-act/scores).

Because each test was scaled separately, scores on the tests are not directly comparable. For example, a score of 27 on the mathematics test does not indicate the same level of educational development relative to other examinees as a score of 27 on the reading test. One way to compare mathematics and reading performance is to use the ranks. An examinee, for example, may have a rank of 62 on the mathematics test and a rank of 40 on the reading test. This indicates that the examinee performed comparatively better in mathematics than reading.

As a further illustration, while a scale score of 27 on science might have a cumulative percent of 88, a scale score of 29—not 27—on English might have this same cumulative percent. Thus, it can be stated that a scale score of 27 on science is comparable to a scale score of 29 on English for one group of ACT-tested graduates, in the sense that the two scores have the same cumulative percents for this group. That is, those scores are comparable in terms of their locations within their respective score distributions. Note that comparisons using ranks are always based on a particular group of examinees, and the ranks may change from group to group and year to year.

## Additional Information about the Tests of Educational Development

Additional information about the scale scores and their technical characteristics can be found in *The ACT Technical Manual* located at <https://www.act.org/content/act/en/research/reports/technical-manuals-and-fairness-reports.html>.

## ACT/SAT Concordance Tables

ACT and the College Board released the 2018 ACT/SAT Concordance Tables in June 2018. The tables allow users to compare scores from the ACT and the SAT. Some institutions also use the tables to convert scores for use in a predictive model or index.

The two tests measure similar—but not identical—content and skills, and they employ different score scales:

- The ACT Composite score is reported on a scale of 1 to 36.
- The SAT Total score ranges from 400 to 1600.

The 2018 ACT/SAT Concordance Tables are the only official concordance tables and should be used as the sole source of reference when comparing scores on the two tests.

For more information, visit [www.act.org/concordance](http://www.act.org/concordance).

## Non-Test Components

Examinees are asked to respond to the non-test components of the ACT before they take the test. The MyACT Profile components include:

- Demographic Information and Educational Opportunity Service—age, race/ethnicity, gender, language, and parent/guardian education level; option for students to connect with colleges, scholarship agencies, and other educational opportunities
- Your ACT High School Resume—characteristics of examinee's high school, examinee's class rank, GPA, program of study
- Your High School Courses & Grades—high school course taking and performance (see below for additional information)
- College Plans—housing and enrollment plans, plans to apply for financial aid, work plans, rank order importance of institutional preferences, needs for academic or career planning, major and occupation choice, certainty of choice, highest education expected
- Extracurriculars—high school participation in and college plans to participate in each of 14 kinds of activities
- ACT Interest Inventory—preferences for everyday activities (see below for additional information)

The MyACT Profile is designed to help examinees think about their future education and career and to help colleges in their planning.

**All of the MyACT Profile questions are optional unless noted.** It is important for examinees to provide accurate information, if they choose to respond, because it will be used in various ways. For example, a college may use some of their ACT information as their application for admission, and scholarship programs may use their answers to certain questions to consider them for an award. Information that they choose to provide might become part of their basic record at a college.

Although examinees may skip any optional question that they do not wish to answer, we can provide colleges and scholarship programs with a more complete profile when they answer more questions and provide updates to ACT. **ACT strongly encourages examinees and their parent(s) or guardian(s) to carefully review the [ACT Privacy Policy](#) to understand how we collect, use, and disclose personally identifying information.**

## High School Course/Grade Information

A common finding in education is that high school grades are predictive of college grades and that test scores and high school grades combined are a better predictor of college grades than either one alone.

The High School Course/Grade Information Section asks examinees about the courses they completed or plan to take in high school and



the grades they received. The 30 courses listed represent six major curricular areas: English, mathematics, natural sciences, social studies, languages, and arts. The courses include those that customarily form the basis of a college preparatory curriculum and are frequently required for college admission.

Results furnished to colleges provide preliminary data for use in admissions, course placement, and academic advising. The information also may assist college officials in addressing federal and state requirements regarding the high school coursework of prospective or admitted first-year students.

Tables summarizing the relationship between examinees' curricular preparation and ACT scores are included in the ACT Profile Report found at <https://www.act.org/content/dam/act/unsecured/documents/2022/2022-National-ACT-Profile-Report.pdf>. Counselors and administrators can examine the relationship between ACT scores and the curricular background and plans of their students.

### **Accuracy of High School Course/Grade Information**

According to ACT research, examinees report data on the High School Course/Grade Information Section with a high degree of accuracy. In a study based on over 15,000 examinees from a 2009 Midwestern high school graduating class, the evidence showed that examinees' self-reported information was an accurate representation of their high school experience. About 94% of examinees accurately reported their coursework. The correlation between self-reported and transcript course grades was 0.66 with 96% of self-reported grades within a single letter grade of their transcript grade. High school grade point average (HSGPA) computed from self-reported course grades was highly correlated with transcript grade point average ( $r = 0.83$ ). The accuracy of coursework and grades differed little by gender, race/ethnicity, or low-income status.

Based on our findings, coursework taken and overall HSGPA provided by examinees can be a good measure of academic preparation and achievement for researchers and postsecondary administrators. We find that using self-reported coursework taken is a reliable way to estimate course-specific, student-level experiences; however, a measure of caution is appropriate for the use of course-specific, student-level grades. For the overall HSGPA of an individual, we have a stronger basis for trusting self-reported values. Regardless of these student-level cautions, the results indicate that self-reported coursework and grades are reasonably valid measures for education researchers and for preliminary screening of students. Detailed information about this study is provided in ACT Research Report 2016 (3), [\*How Accurate Are Self-Reported High School Courses, Course Grades, and Grade Point Average?\*](#)



## ACT Interest Inventory

### Development and Content

The ACT Interest Inventory was designed to help people see the connections between the world of work and the everyday things they like to do. Results can help examinees identify personally relevant career options, an essential developmental skill for persons in the early stages of career planning. The inventory was introduced in the ACT in 1977 and is updated periodically. Responses to the inventory generate scores on six scales designed to parallel the six interest and occupational types proposed by John Holland (Holland, Whitney, Cole, & Richards, 1969; Holland, 1997). Figure 1 describes what each scale measures. The Holland type is shown in parentheses. The ACT Interest Inventory is usually completed when examinees register for the ACT, and results derived from the inventory scores are reported on the Student Report, the High School Report, and the College Report.

ACT Interest Inventory item content emphasizes everyday work-relevant activities that are familiar to people and that tap the intended interest constructs, while avoiding job titles and specific work activities. Additional information on item content is found in the [ACT Interest Inventory Technical Manual](#) (ACT, 2023). Norms are based on a nationally representative sample of examinees. Specifics regarding the rationale, development, norms, validity, and reliability of the inventory are found in the technical manual, as is research supporting the use of the inventory with diverse racial/ethnic groups.

Science & Technology (I-Investigative)	Investigating and attempting to understand phenomena in the natural sciences through reading, research, and discussion.
Arts (A-Artistic)	Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities (e.g., listening to music, reading literature).
Social Service (S-Social)	Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, and engaging in social/political studies.
Administration & Sales (E-Enterprising)	Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management.
Business Operations (C-Conventional)	Developing and/or maintaining accurate and orderly files, records, accounts, etc; designing and/or following systematic procedures for performing business activities.
Technical (R-Realistic)	Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery and raising crops/animals.

**Figure 1.** The ACT Interest Inventory scales

## Reporting Procedures

Results derived from the ACT Interest Inventory are reported in four ways:

- **Standard Scores.** The six scores, one for each of the six ACT Interest Inventory scales, each have a mean of 50 and a standard deviation of 10 for a nationally representative sample of 12th graders. These scores are listed and displayed on a bar graph on the High School Report.
- **Interest-Major Fit\*.** Interest-Major Fit measures the strength of the relationship between the examinee's profile of ACT Interest Inventory scores and the profile of interests of examinees in the examinee's planned major. Additional information is described below. The examinee's level of fit is displayed visually on an Interest-Major Fit bar, and is found on the Student, High School, and College score reports.  
***\*Level of fit is temporarily unavailable as of April of 2021, but will be included in future enhancements.***
- **Career Map Regions.** The ACT Career Map is an interpretive tool that visually displays the examinee's ACT Interest Inventory results as areas of a map. The Career Map permits examinees to see the connections between their interests and occupations. Twelve map regions (described in more detail below) can be used to summarize these results. The Career Map is used for [college and career planning](#), and map regions are reported in the ACT online reporting download hub under the student-level data file.
- **Career Connector.** The ACT Career Connector is a brief visual summary of the results of the ACT Interest Inventory. It is based on the Career Map and uses the same compass points, thus it provides an introduction to the foundational concepts underlying the Career Map. The Career Connector also includes a personalized list of five occupations based on the examinee's interest scores. The Career Connector is displayed on the Student Report (see page 59).

## Standard Scores

Some examinees may seek opportunities for more intensive self/career exploration. The standard scores on the High School Report readily lend themselves to clinical interpretations, drawing on professional training and experience. Some examinees will need to be reminded that having interests in an area does not necessarily mean they have fully developed abilities in that area. Encourage such examinees to engage in activities that might improve their abilities. Interests and abilities should be considered in combination as examinees plan for college and beyond.

ACT Interest Inventory scores are not reported on the High School Report when an examinee's responses to the inventory are missing or when the score profile is undifferentiated (flat). A flat profile may occur because an examinee has a limited range of work-related experiences and knowledge. Counselors and advisors may be able to help examinees by suggesting how they can obtain work-relevant life experiences. Examinees can also benefit from expanding their

knowledge of occupations by exploring the occupational and educational information at [www.act.org/collegeplanning](http://www.act.org/collegeplanning).

### Interest-Major Fit

**Note:** *Level of fit is temporarily unavailable as of April of 2021, but will be included in future enhancements.*

The Interest-Major Fit level is derived from two data elements collected from examinees during ACT registration: the examinee's ACT Interest Inventory scores and the major they plan to enter. Interest-Major Fit measures the strength of the relationship between the college examinee's profile of ACT Interest Inventory scores and the profile of interests of examinees in the examinee's planned major. Interest profiles for each of the 294 majors on the ACT registration list are based on a large national sample of undergraduate students with a declared major and a GPA of at least 2.0. Major was determined in the third year for students in 4-year colleges, and in the second year for students in 2-year colleges.

The Interest-Major Fit level is based on an Interest-Major Fit score. Although not shown on these reports, fit scores range from 00 to 99. The higher the score, the better the interest-major fit. Using data from a large national sample, three levels of fit were established based on the empirical relationships between Interest-Major Fit scores and the proportion of examinees who persisted in their college major. Level of interest-major fit is displayed on the Student, High School, and College score reports as shading of one of the three (Low, Medium, High) sections of the Interest-Major Fit bar.

Evidence is accumulating that the fit between examinees' interests and their college majors is important in understanding and predicting student outcomes. Research involving the ACT Interest Inventory suggests that if examinees' measured interests (i.e., patterns of scores on interest inventories) are similar to the interests of people in their chosen college majors, they will be more likely to persist in college (Tracey & Robbins, 2006; Allen & Robbins, 2008), remain in their major (Allen & Robbins, 2008), and complete their college degree in a timely manner (Allen & Robbins, 2010). Even before examinees declare a major in college, fit between their interests and planned major is a good predictor of whether they will follow through on their college major plans (ACT, 2013; ACT, 2018, pages 14–17). The value of Interest-Major Fit is not limited to the ACT Interest Inventory or to the outcomes listed above. A large-scale meta-analysis, involving data over a 60-year period and including a range of outcome and interest measures (including the ACT Interest Inventory), found that interest-environment fit is related to persistence and performance in both academic and work settings (Nye, Su, Rounds, & Drasgow, 2012). Additional information on research involving the ACT Interest Inventory and Interest-Major Fit is described in the [ACT Interest Inventory Technical Manual](#) (ACT, 2023).

## Career Map

The Career Map, formerly known as the World-of-Work Map, shows the locations of 26 career areas (groups of related occupations) and is designed to serve two purposes. First, it provides a simple yet comprehensive overview of the thousands of occupations in the work world. Second, it helps examinees identify and explore occupations in line with their interests. To this end, the examinee's ACT Interest Inventory results are reported as career areas (described below). Reported career areas visually summarize the examinee's preferences, based on responses to the inventory, for working with Data, Ideas, People, and Things. These four basic work tasks, described in Figure 2, underlie the map and provide the crucial link between measured interests and career options (ACT, 2023). Career Map data sources and development procedures are described by Prediger and Swaney (2004). The Student Report directs examinees to [www.act.org/collegeplanning](http://www.act.org/collegeplanning) to explore career options on the Career Map that are of interest. While there, examinees can also explore college majors on the Major Map that might be of interest. The ACT Major Map displays over 150 majors with respect to basic work tasks, and visually identifies groups of college majors that align with the examinee's inventory results.

## Work Tasks

The four basic work tasks are compatible with the hexagon used by Holland to depict degree of similarity among his six interest/occupational types (Holland et al., 1969; Holland, 1997). Extensive research (e.g., Prediger 1982, 1996) indicates that two orthogonal work-task dimensions (Data/Ideas and People/Things) underlie Holland's hexagonal model of interests and occupations. Thus, a two-dimensional space can serve to display both a comprehensive set of occupations as well as the results of measured interests.

The six ACT Interest Inventory scales are related to these dimensions as shown on the Career Map. Because both occupational work tasks and individual interests can be organized along these two dimensions, the work tasks provide a unique visual bridge for connecting interests to occupational options (ACT, 2023).

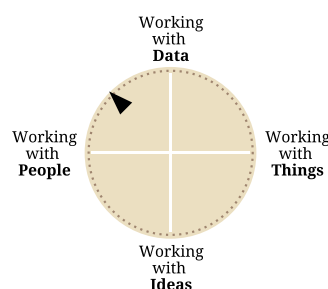
Data/Ideas Dimension	People/Things Dimension
<p><b>Data</b> (facts, records, files, numbers; systematic procedures for facilitating goods/services consumption by people). “Data activities” involve impersonal processes such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and secretaries work mainly with data. Related ACT Interest Inventory scales: Business Operations, Administration &amp; Sales.</p>	<p><b>People</b> (no alternative terms). “People activities” involve interpersonal processes such as helping, informing, serving, persuading, entertaining, motivating, and directing—in general, producing a change in human behavior. Teachers, salespeople, and social workers work mainly with people. Related ACT Interest Inventory scales: Social Service, Administration &amp; Sales, Arts.</p>
<p><b>Ideas</b> (abstractions, theories, knowledge, insights, new ways of expressing something—for example, with words, equations, or music). “Ideas activities” involve intrapersonal processes such as creating, discovering, interpreting, and synthesizing abstractions or implementing applications of abstractions. Scientists, musicians, and philosophers work mainly with ideas. Related ACT Interest Inventory scales: Arts, Science &amp; Technology.</p>	<p><b>Things</b> (machines, mechanisms, materials, tools, physical and biological processes). “Things activities” involve nonpersonal processes such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work mainly with things. Related ACT Interest Inventory scales: Technical, Science &amp; Technology, Business Operations.</p>

**Figure 2.** Basic work tasks

**Career Areas.** Because there are so many occupations—more than 900 are listed in the US Department of Labor’s O\*NET Occupational Information Network—ACT has developed a system of grouping occupations that makes career exploration easier for examinees. ACT’s occupational groups, called “career areas,” consist of occupations with similar work tasks, purposes of work, and work settings. The Career Map shows where each career area is located on the work task dimensions. For instance, Career Area B (Marketing & Sales) is located in the upper left part of the map, indicating primary involvement with data and people. Career areas are organized into six clusters, similar to Holland’s six types of occupations (Holland, 1997). Career areas are also grouped into 12 regions. Instead of reporting all of the examinee’s career areas, the two or three map regions they fall in are reported in the examinee’s ACT electronic record file.

### Career Connector

The Career Connector visually summarizes an examinee’s work-relevant interests. The compass points are the four basic work tasks shown to underlie the work activities of occupations across the work world: working with Data, Ideas, People, and Things. The



Career Connector summarizes the pattern of results from the ACT Interest Inventory and visually displays it as one or two directions with respect to these compass points. The Career Connector also provides a personalized list of five potential occupations that involve work tasks in this same direction.

Counselors and advisors can expand on Career Connector results in several ways. Besides briefly describing the results, they can foster discussions around questions and issues such as these:

- Measured interests are more informative when supported by life experiences. What kinds of experiences has the examinee had in the types of activities (People, Data, Things, or Ideas) that their Career Connector indicates? Did they enjoy them?
- Does the examinee understand the connection between their reported interests and the list of five related occupations? Do any of the five listed occupations sound good to the examinee?
- Why the examinee should visit [www.act.org/collegeplanning](http://www.act.org/collegeplanning) to learn more about themselves, see a full map of occupational options, and explore occupations (work tasks, training requirements, etc.).

**Considering Options.** The Educational and Occupational Plans section of the High School Report lists examples of majors and occupations that are similar to those reported by the examinee during ACT registration. Learning more about these options can help examinees make more informed decisions as they firm up their plans for college and beyond. Extensive information about these majors and occupations can be found at [www.act.org/collegeplanning](http://www.act.org/collegeplanning).

## Composite Scores from Multiple Sets of ACT Scores

Over the years, the question of how colleges and universities should use ACT test scores sent to them by applicants who have taken the ACT more than once has come up on numerous occasions. This issue has become more pressing as examinees are increasingly taking the ACT more than once.

A survey of the current landscape of college admissions highlights the fact that there isn't a "one-size-fits-all" solution. Some postsecondary institutions use an examinee's most recent score. Other institutions "pick and choose," selecting the best scores an examinee has earned in each content area over the course of multiple test administrations and forming a combined highest Composite score (superscoring). Are these approaches equally valid? Does it matter which is used? Does ACT recommend one approach? What is ACT's position on superscoring?

### What Are Postsecondary Institutions Using as an ACT Composite Score for Examinees Who Have Multiple Sets of Test Scores?

A postsecondary institution may adopt a "most recent," "single highest," or "combined highest" approach in defining what ACT Composite score it considers:

- The most recent Composite score is simply the Composite score obtained from the four test scores on an examinee's most recent test administration.
- The single highest Composite score is the highest Composite score an examinee has obtained in any single test administration.
- The combined highest Composite score (superscoring) is the score obtained for an examinee who has tested more than once, by using the highest English, highest mathematics, highest reading, and highest science scores to form an average—regardless of the administrations from which each score was obtained.

### **Why Would Postsecondary Institutions Prefer One Approach Over Another?**

Each approach has its advantages. The most recent Composite score would seem to reflect the examinee's current level of achievement more accurately than the other approaches. The single highest Composite score, on the other hand, allows for the fact that examinees do not always perform at their best. If, for example, an examinee had a poor night's sleep, suffered a sudden attack of nerves, or was preoccupied with a personal problem, the examinee's most recent test score may reflect their abilities less accurately than higher scores earned on an earlier test date. Use of the combined highest Composite score might be defended on similar grounds.

### **Which Approach Does ACT Recommend?**

We believe that individual postsecondary institutions should decide which approach is best for them as they are in the best position to understand their unique needs and the context within which the scores are being used.

With that in mind, ACT does recommend some additional stipulations:

- 1. Consistency:** Whatever score use policy an institution chooses, that policy should be applied consistently to all applicants. Concerns of fairness arise if one score use policy (most recent score) is applied to some groups of applicants (e.g., females, ACT test takers) and a different score use policy (superscore) is applied to other groups of applicants (e.g., males, SAT test takers).
- 2. Concordance:** For institutions that receive both ACT and SAT scores from applicants, the [2018 ACT-SAT concordance](#) should be used to convert SAT scores to ACT scores and vice versa. Given the change in the score scale for the 2016 SAT, using the previous ACT-SAT concordance puts ACT test takers at an unfair disadvantage.

These recommendations apply not only to colleges and universities but also to scholarship granting agencies or any institution that uses ACT and SAT scores to make important educational decisions



### **What is ACT's Position on Superscoring?**

In the past, ACT has discouraged the use of superscoring as there were concerns that superscoring may overstate some examinees' abilities (in testing terminology, to "capitalize on positive measurement error"). To test that hypothesis, ACT recently conducted a study (Mattern, Radunzel, Bertling, & Ho, 2018) on the validity and fairness of different scoring methods. Contrary to our expectations, the results showed that superscores were just as predictive (actually slightly more predictive) of first-year grades as other scoring methods (recent, average, highest administration). Moreover, superscoring resulted in the least amount of differential prediction associated with the number of times an examinee tests. Interestingly, we found that first-year grades for examinees who tested more often was underpredicted even when prediction models were based on superscores. That is, retesters performed better in college than what was expected based on their test scores. And this prediction error was lower for superscores than other scoring methods. If superscores reflected positive measurement error—that is, an overestimate of one's true achievement level—then superscores would predict examinees to earn higher grades in college than what they actually earned, and this overprediction would increase as the number retesting occasions increase. However, the results of the study suggested exactly the opposite.

Why is this the case? One hypothesis is that superscores and number of retesting occasions reflect not only academic preparation but also a motivational component. Specifically, examinees who are willing to forgo multiple Saturdays to sit for a multiple-hour test with the hope of maybe increasing their score are also the examinees who are likely to ask questions in their college courses, visit their professors during office hours, and take advantage of any extra credit opportunities to ensure the best possible grade. An overview of this study is provided in the [2017 Higher Education Research Digest](#) (see pages 3-6).

Based on this research, ACT supports the use of superscoring in making college admissions decisions.

More information on forming Composite scores from multiple sets of ACT scores can be found at <http://www.act.org/content/act/en/products-and-services/the-act-postsecondary-professionals/scores/multi-scores.html>.



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## Preparing for and Taking the ACT

The ACT tests measure the knowledge and skills that examinees have acquired throughout their education. The tests emphasize examinees' capabilities in understanding and interpreting information, solving problems, and applying their knowledge and skills. Because these proficiencies are not readily acquired in a short period of time, only sustained instruction in the subject-matter areas tested is likely to be effective in developing the knowledge and skills required. Last-minute academic preparation is not advised.

### Preparation Options

#### Test Preparation Resources

##### ***The Official ACT Self-Paced Course, Powered by Kaplan***

This online experience provides a range of test prep content including 5 authentic practice tests, 30 video lessons and more than 2000 practice questions. Learn anywhere, anytime with on-demand tutorials. These bite-sized lessons offer the perfect mix of structure and flexibility. Learn more at: <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-kaplan.html>.

##### ***The Official ACT Live Online Course, Powered by Kaplan***

In addition to access to Self-Paced content, this course has a team of top-rated teachers that instructs students what to study and how to study during a series of engaging live classes. Learn from expert teachers who can answer your questions and adapt to your needs in real time through 16 hours of instruction from the comfort of your home. Learn more at: <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-kaplan.html>.

##### ***The Official ACT Tutoring, Powered by Kaplan***

In addition to access to Self-Paced content, get personal 1-1 instruction to ACT success with individual sessions packed with test strategies from top-rated teachers. Tutoring packages ranges from 5 – 40 hours. Learn more at: <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-kaplan.html>.

### ***The Official ACT Prep Guide***

The only guide written by the makers of the ACT® test, this official print guide includes 6 complete practice tests, each followed by a separate writing test. Explanations are given for all answer choices. Test-taking strategies for each test section are provided, as well as hundreds of additional practice questions and digital flash cards in the online platform and companion app. Learn more at <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/the-official-guide.html>.

### **The Official ACT Subject Guides**

The ACT official subject guides are a step by step guide for preparing for each ACT section test. Each one of the official guides is an efficient prep tool comprised of the most current and relevant test information packed into one guide. The ACT official subject guides are the best resource to get detailed input and practice to help you in preparation for the ACT. Learn more at <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-subject-guides.html>.

### **ACT® Online Prep (AOP)**

An online test prep platform from the makers of the ACT designed for state and district customers. AOP includes 2 practice tests with real ACT test questions, personalized learning paths and engaging games that encourage students to test their knowledge. AOP has robust reporting features that track progress at individual and aggregate levels, including time spent and performance on practice questions and tests. Learn more at <https://www.act.org/content/act/en/products-and-services/act-online-prep-schools.html>.

### **MyACT**

MyACT offers a free online practice test for each test section along with contextual learning resources through our Digital Learning Library. Learn more at [www.myact.org](http://www.myact.org).

### ***Preparing for the ACT® Test***

This free preparation booklet contains a full-length practice multiple choice test and practice writing test form as well as helpful tips and strategies about preparing for and taking the ACT test. Download at <https://cloud.e.act.org/free-practice-act-test>.

### **College and Career Planning**

Visit ACT's online college and career planning hub to get free resources to help find the college major or career that's right for you. Learn more at [www.act.org/collegeplanning](http://www.act.org/collegeplanning).

## Free Resources

ACT offers a hub of Prep resources that include sample classes, free practice tests and more available at <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html>.

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## Registering for the ACT

The National ACT test is administered on test dates at more than 5,500 test centers in the United States, US territories, and Puerto Rico.

For National ACT test dates, non-Saturday testing is available only for examinees who cannot test on a Saturday because of religious reasons. Search for non-Saturday centers at [www.act.org/the-act](http://www.act.org/the-act).

Examinees may receive scores from only one test date per National or International administration (Saturday, non-Saturday, or rescheduled test date arranged by ACT). Examinees participating in State testing and District testing may receive scores from only one test date per state administration. If examinees are admitted and allowed to test more than once, they will receive only the scores from the first test date.

## Creating an Online Account

In order to register for the ACT, examinees need to create a MyACT account. Examinees can also use this account to:

- Upload a photo
- View and print their ticket
- View scores
- Send Additional Score Reports (ASRs)
- Register for the next test date
- Make changes to an existing registration

To sign in to or create a web account, please visit [www.act.org/the-act/signin](http://www.act.org/the-act/signin).

## Registration Deadlines

Registration deadlines are at [www.actstudent.org](http://www.actstudent.org). The deadlines apply for all registration methods.

If examinees miss the regular registration deadline, they may register up to the late deadline for an additional fee. See [www.act.org/the-act/fees](http://www.act.org/the-act/fees) for a list of ACT fees.

## Standby Testing

Examinees who test in the US, US Territories, and Puerto Rico, and miss the deadline to register or make changes for their test date, may request standby testing. There is an additional standby fee. Complete instructions and fees are at [www.act.org/the-act/fees](http://www.act.org/the-act/fees).

## Choosing a Test Date

We advise examinees to consider college and scholarship deadlines and allow at least 2–8 weeks after the test date for ACT to process and deliver their score reports. Examinees taking the ACT with writing should allow 5–8 weeks after the test date for ACT to process and deliver their reports. Examinees should take the ACT when they have completed a substantial portion of the coursework that the tests cover. In many schools, college-bound examinees reach this point by spring of their junior year. There are several advantages to taking the ACT then:

- The resulting information is available for planning the senior year.
- Most colleges prefer to hear from prospective students by the summer before their senior year.
- Examinees may test again and still have the new information available in time to meet deadlines. Examinees cannot plan to receive their results in time to register for the next test date.

## Choosing a Test Option

Examinees may choose the ACT (no writing) or the ACT with writing. When we surveyed colleges and universities, the majority responded that they would not require a writing test for their admissions process. As a result, we made the ACT writing test optional and allow examinees to decide whether or not to take it, based on their specific needs.

The ACT writing test can benefit examinees because it:

- Complements the existing multiple-choice ACT English and reading tests, and provides a more complete picture of writing ability
- Offers a writing sample produced under standardized testing conditions
- Provides instructionally relevant information about writing skills (rubric-based domain scores) as well as a single, overall indication of performance on a writing task representative of college-level writing

Examinees should take the ACT writing test if they:

- Plan to apply to colleges or universities that require the writing test
- Are strong writers and feel the additional measure may improve their admission chances

## Testing with Accommodations and English Learner Supports

ACT provides access to the ACT test for individuals with disabilities through appropriate, allowable accommodations based on the examinee's demonstrated needs. To assist examinees in demonstrating a need for accommodations, ACT has established guidelines regarding submission of documentation of an examinee's disability and history of using accommodations. ACT approves accommodations in accordance with the Americans with Disabilities Act (ADA), and in alignment with determinations made by school officials pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504 Rehabilitation Act (Section 504). See [ACT's Policy for Requesting Accommodations](#) for the ACT Test for more information.

### English Learner Supports

The ACT (no writing) and ACT with writing are offered only in English; however, English learner supports are available to examinees with limited English proficiency.

Examples of supports include:

- Up to 50% time extension, self-paced, one-day testing
- Use of approved word-to-word bilingual dictionary

To be eligible for supports on the basis of English learning needs, an examinee must provide proof of enrollment at a school located within the United States, US territories, or Puerto Rico and documentation of one or more of the following:

- Limited English Proficiency
- Participation in an English language Acquisition program
- Current supports received in school for English learner needs
- Use of test directions translated into the examinee's native language
- Testing in a familiar environment or small group

*Note: See [www.act.org/the-act/accommms](http://www.act.org/the-act/accommms) for more information about English Learner Supports.*

### Requesting Accommodations and/or Supports

To request accommodations and/or supports for an administration of the ACT, examinees must first:

- Create a MyACT account at [MyAct.org](http://MyAct.org)
- Register for a test date

When registering to test, examinees must determine what accommodations and/or supports will meet their needs.

Refer to the comparison chart at [www.act.org/the-act/accomms](http://www.act.org/the-act/accomms) to review the requirements and features of National Extended Time (50% time extension) and Special testing (at the examinee's school) to decide which is most appropriate for them.

*Note: ACT does not charge extra fees for accommodated testing.*

Once an examinee has registered online for the ACT, ACT will automatically email instructions (with Subject: Requesting Accommodations on the ACT) regarding how to work with a qualified school official to request accommodations and/or supports and how to submit supporting documentation via the Test Accessibility and Accommodations System (TAA). The test coordinator will need the [Test Accessibility and Accommodations System User Guide](#) to get access and instructions on how to navigate through this system.

### **Benefits of Using TAA**

The benefits of the system include:

- Online registration for all examinees, eliminating the need to send payment or registration materials via mail
- A single online accommodations and/or supports request form to complete
- Updated procedures that eliminate unnecessary documentation
- Better visibility, allowing schools to follow the progress of the request online
- Expedited request process—decisions provided approximately 10 days sooner on average than paper requests

After ACT reviews a request for accommodations and/or supports to be authorized by ACT, an examinee-specific Accommodations Decision Notification is created in TAA. When the notification is available, the individual who submitted the request will receive an email. That individual should provide a copy to the examinee and/or parent(s)/guardian(s). The notification contains the:

- Examinee's name
- Examinee's personal identification number (PIN) for TAA
- Accommodations and/or supports authorized (including any special authorizations), or not authorized, as applicable
- Reason accommodations and/or supports were not authorized, if applicable

If an examinee is no longer in school or requires assistance working with their school to submit a request in TAA, they should call ACT at 319.337.1332, option 3. ACT Customer Service is available to take your calls Monday–Friday, 8:30 a.m. to 5:00 p.m. central time.

ACT will treat all information the examinee provides to support their request as confidential and will use it solely to determine their eligibility for accommodations and/or supports. Details about their test accommodations and/or supports will be shared only with testing staff and will not be released to anyone else, including an examinee's chosen score report recipients. The only exceptions are for those instances in which an examinee's accommodations- and/or supports-related documents and information are the subject of a subpoena or other court order, or an enforceable request from a government entity.

## Special Circumstances

### **ACT On-Campus Testing**

An on-campus testing program is available to ACT-participating colleges to administer the ACT to examinees who were unable to test on an ACT National test date. ACT® On-Campus™ testing is strictly limited to examinees who have enrolled, have been admitted, or have officially applied to your institution. Scores from On-Campus testing are reported only to your institution for admission, course placement, and advising purposes.

### **Test Dates**

- The On-Campus testing year runs November 1 through September 30.
- On-Campus testing may be conducted on any dates EXCEPT the seven regularly scheduled ACT National test dates.

### **Scores**

- Scores from On-Campus testing are valid only at the college and cannot be transferred by transcript or other means to any other institution or agency.
- Scores from On-Campus testing are reported only to the college administering the test.
- No Score Reports are generated.
- Scores from On-Campus testing cannot be transferred to any other institution.

### **Restrictions**

- On-Campus testing is not a practice test.
- On-Campus testing is not for use with younger examinees.
- An institution may not provide On-Campus testing to individuals who do not intend to attend that institution.
- On-Campus testing is restricted to on-campus administrations. Test booklets may not be transported from campus to campus or to any off-campus locations.

- A minimum of 60 days must elapse before an examinee can take another On-Campus test. Scores achieved before the minimum elapsed time will be canceled without refund.
- See <https://www.act.org/content/act/en/products-and-services/the-act-postsecondary-professionals/on-campus-testing/about-on-campus-testing.html> for fees and details.

## International Testing

For more information about International testing, visit [global.act.org](http://global.act.org).

## College Report Recipients

Examinees may designate up to four score recipients as part of their test fee when they register to test. When registering online, examinees have the option to designate two additional score recipients (for a total of six) for a small extra fee.

Additions, deletions, and changes for the National test may be made until noon (central time), the Thursday after the regularly scheduled Saturday test date.

To send reports to more than six colleges, and for all reports after the change deadline, examinees must submit and pay for Additional Score Reports (ASRs) after they test.

## Prebilled Vouchers

Vouchers are available when a school/agency would like to pay the regular ACT test registration fee for an examinee or group of examinees. Vouchers are invoiced and delivered to schools in a convenient electronic format. For more information visit [www.act.org/the-act/supportmaterials](http://www.act.org/the-act/supportmaterials).

## ACT Fee Waivers

The ACT Fee Waiver program is designed to assist examinees in the US, US territories, and Puerto Rico, for whom payment of the test fee could be a barrier to college entrance. Fee waiver information and request forms are sent each summer to high schools in the US, US territories, and Puerto Rico.

## Eligibility Requirements

Each examinee who receives an ACT Fee Waiver must meet all eligibility requirements:

1. Be currently enrolled in high school in the 11th or 12th grade.
2. Will test in the US, US territories, or Puerto Rico.
3. Meet one or more of the following indicators of economic need:
  - Enrolled in a federal free or reduced-price lunch program at school.



- Enrolled in a federally funded program for the economically disadvantaged (e.g., GEAR UP or Upward Bound)  
**Note:** *If the examinee participates in one of these programs but is not economically disadvantaged, they are not eligible for a fee waiver.*
- Resides in a foster home, is a ward of the state, or is homeless.
- Family receives low-income public assistance or lives in federally subsidized public housing.
- Family's total annual income is at or below the USDA levels for free or reduced-price lunches listed on the USDA Food and Nutrition Service website, published at <https://www.fns.usda.gov/school-meals/income-eligibility-guidelines>.

ACT Fee Waivers cover the registration fee for either the ACT (no writing) or ACT with writing. The waiver covers one report to an examinee's high school and up to six college choices (at the time of registration). After registration, the examinee can request any number of score reports for free. Waivers may NOT be used to pay for any additional fees, products, or services. ACT Fee Waivers also provide free access to The Official ACT® Self-Paced Course, Powered by Kaplan®.

Fee waiver forms are valid through August 31 each year. A limited number of fee waivers are authorized each testing year. Once funds have been exhausted, requests for waivers must be denied.

Eligible examinees may use a maximum of **four** separate ACT Fee Waivers. The waiver is used once the examinee registers, or submits a standby request, even if the examinee does not test on the requested test date.

**Important: Ensure examinees registered with fee waivers take the test.** Remind examinees who do not follow through and test that they miss a valuable opportunity and may prevent others from testing at that center. Please emphasize to examinees the importance of sitting for the test. High no-show rates at a school may indicate inappropriate distribution of waivers. ACT routinely audits compliance with fee waiver requirements and may request written evidence of examinee eligibility. Non-eligible examinees may be billed, and non-compliant schools/agencies may be denied additional waivers.

### Waiver/Deferral of College Admission Application Fee

Many colleges and universities will consider waiving or deferring the admission application fee for examinees who have been granted an ACT Fee Waiver. To facilitate consideration of such requests, ACT has provided a form which high school counselors can photocopy and complete for examinees who qualify for a fee waiver (see "Request for Waiver or Deferral College Admission Application Fee," page 84). Please complete this form for examinees to use as part of their

application process. Individual institutions are not obligated to waive or defer their admission application fees for any particular applicants. You may also find a copy of this form at <https://www.act.org/content/dam/act/unsecured/documents/RequestForWaiverForm.pdf>.

## Test Information Release

### What is Test Information Release?

By purchasing Test Information Release (TIR), examinees will receive a digital copy of the multiple-choice test questions, your answers, a copy of your answer document, the answer key, and the conversion table used in determining your ACT scores. If an examinee took the optional writing test, they will receive a copy of the writing prompt, the writing test scoring rubric, and their essay scores.

Examinees can expect digital TIR materials to be provided within MyACT a few weeks after score release. If an examinee requested and was approved for alternate formats (April testing only), these materials will be prepared once the TIR report is available in MyACT and may take up to eight weeks for processing and shipping.

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### Who is eligible for a Test Information Release?

TIR is only offered to:

- Examinees who test through National testing at a National test center, on a National test date in either September, December, or February.
- Examinees who register for the April test date and test through ACT Special testing during the designated Special Testing Window in the US, US territories, and Puerto Rico. You will also be able to request TIR materials in any alternate formats you were approved for.
- This service is not offered for any other administrations of the ACT. See MyACT for eligible dates.
- If for any reason we replace the test version scheduled for use at the test center or reschedule the administration, this offer becomes void, and we will refund the fee for this service. This service is not offered for any other administrations of the ACT.

**Note:** *Students who register for the ACT with a fee waiver qualify to add a Test Information Release (TIR) to their registration at no extra cost on the TIR eligible test dates*

**National Test Dates:**

- Saturday, December 14, 2024
- Saturday, February 8, 2025
- Saturday, April 5, 2025
- Saturday, June 14, 2025

**Special Testing:**

- Saturday, April 5, 2025

**Ordering TIR:**

- Examinees can order TIR in MyACT during registration. After the test, the TIR can be ordered separately for up to six months after the eligible test date for an additional fee.

## Test Day Requirements

To be admitted to test, examinees must present acceptable photo identification at the time of check-in. See [www.act.org/the-act/testday](http://www.act.org/the-act/testday) for photo ID requirements and to download ACT's Student Identification Form for examinees who do not have an official photo ID. Examinees will be required to sign the form again at the test center, and the test center will send it to ACT for its files. Forms are not returned to examinees.

Examinees who do not present acceptable photo ID at the time of check-in **will not** be admitted to test.

**Admission Ticket Policy**

An admission or standby ticket is currently not required for admission. However, failure to bring a ticket will delay an examinee's scores.

Admittance to the test center does not mean that an examinee's form of identification is valid or that the examinee's scores will be reported. All cases of questionable identification are subject to review and appropriate action, including possible score cancellation.

The assistance of schools in providing acceptable identification for their examinees helps to ensure that no examinees gain an advantage over other examinees and protects the validity of ACT scores for use by all examinees, colleges, and agencies.

## Retaking the ACT

Many examinees take the ACT more than once. Advise examinees to consider retesting if they:

- Feel that their scores should be higher than those received
- Had any problems during the tests, like misunderstanding the directions or feeling ill
- Have since taken more coursework or an intensive review in the areas covered
- Want to apply to a college that requires or recommends the writing test

ACT research shows that of examinees who tested more than once:

- 56% increased their Composite score on the retest
- 20% had no change in their Composite score on the retest
- 24% decreased their Composite score on the retest

The typical second ACT Composite score is about one point higher than the first score for examinees with an initial ACT Composite score between 13 and 29.

- The lower an examinee's initial ACT Composite score, the more likely the examinee's second score will be higher than the first score.
- The higher an examinee's initial ACT Composite score, the more likely the examinee's second score will be the same as or lower than the first score. Additional research on ACT score gains from retesting is available in [\*Six Things About Score Gains From Retesting\*](#).

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## ACT Reports and Services

Score data are used in a variety of ways and ACT normally makes available three different reports for each examinee who tests:

- **Student Report** (available to the examinee in MyACT)
- **High School Report** (available to the high school on record)
- **College Report** (available to colleges requested by the examinee)

The data used in preparing these reports are gathered from the examinee's responses to the ACT tests and non-test components, from ACT-participating colleges, and from ACT research in the areas of educational and vocational measurement. All self-reported examinee information is shown as recorded by the examinee at the time of registration.

## Confidentiality of ACT Data

All recipients of ACT data and examinee information are reminded that they are responsible for protecting the confidentiality of that information in accordance with applicable laws and institutional policies. Score recipients assume responsibility for protecting the confidentiality of ACT data reported to them and must agree to terms and conditions before accessing platforms containing examinee score data.

**In order to keep scores confidential, we do not give them to anyone by telephone, fax, or email.**

## Reporting to Students Online

Examinees may view their scores through their MyACT account. Schedules for posting scores after each test date are at [act.org/the-act/scores](https://act.org/the-act/scores).

If examinees take the ACT with writing, the four multiple-choice scores plus the Composite score are posted as soon as they are ready. Writing scores are added as soon as they are available. The scores are not officially released for reporting until writing scores have been added.

Scores are posted continually during ACT business hours through the scoring window.

Examinees who test as part of State testing or District testing can view their scores if they create a MyACT account. Examinees are provided a student code that allows them to link their account to the information provided by their school.

## Reporting to High Schools and Colleges

High school reports are delivered automatically to the high school on record through an online portal. Online reporting allows schools to easily access report data for the ACT test at the student and district/school level.

If your school has not already accessed online reporting, check with your school/district leader to contact ACT to receive your access code.

Using this code will allow you to establish an account within online reporting as a Trusted Agent.

Trusted Agents assume the responsibility of managing user access for districts and schools in their jurisdiction. Once an account is created, you can appoint additional Trusted Agents and roles for your organization.

If you need help getting started, various online reporting training resources are also available.

Groups of score reports are processed during ACT business hours and are made available as ACT resolves situations such as:

- If an examinee took the ACT with writing, reports will not be issued until the writing results are included.
- If answer documents arrive late from a test center, they will be added to processing weekly.
- If the identifying information an examinee provides on the answer document is not consistent with the information provided at the time of registration, reports will be delayed until the information can be matched accurately.
- If an examinee provides incomplete or inaccurate test form information on the answer document, reports will be delayed until the correct test form is confirmed.
- If an irregularity is reported at the test center, reports may be delayed pending clarification of actions taken on test day.

## Misdirected Reports

Counselors who receive reports for examinees not enrolled at their schools should notify ACT. Counselors should also contact ACT if they fail to receive reports for all of their tested examinees after eight weeks following the test date.

## Automatic Reporting of Scores

Some state/federal scholarship programs or education departments use ACT scores as one source of information to recognize student achievement. ACT reports examinee records for this purpose without requiring examinees to use one of their college choices.

Scores will be reported unless the examinee specifically directs ACT, in writing, not to do so. During registration, examinees are informed of this automatic reporting policy and the deadline to inform ACT in writing that they do not want us to report their scores for this purpose. This does not affect the reporting of scores to colleges. For further details, please review the terms and conditions found within this document and also at [www.act.org/the-act/terms](http://www.act.org/the-act/terms).

## Additional Score Reports (ASRs)

Many examinees request additional score reports after they test.

Normally, all scores are available for reporting by eight weeks after the test date.

### ASR Services Available

- **Superscore.** Your superscore is made up from your best individual scores to create the best overall composite score. When institutions receive your superscore they not only receive those scores, but also scores from your highest test event, as well as the events that make up that overall superscore composite.
- **Scores from a Test Event.** Want to make sure a college has a specific score? You can still send scores from a specific test event.

### Ordering ASRs

Examinees must wait until **after** testing to submit a request. Once submitted, the ASR request cannot be changed or canceled. See [www.act.org/the-act/fees](http://www.act.org/the-act/fees) for a list of ACT fees.

Examinees may submit an ASR request through their [MyACT account](#) (credit card required).

There are no options to speed the scoring of tests.

## Making Changes in Reports

If, after an examinee receives a score report, they find a significant error in the information supplied to ACT about themselves, or if they need to update their address, they may ask ACT to correct their record. Inquiries about examinee records must include the examinee's name and address (as given at the time of registration or testing), ACT ID, date of birth, test date (month and year), and test location (if applicable). The test date and test location (e.g., State) are especially important if the examinee has taken the ACT more than once.

## Score Verification Service

Examinees can ask ACT to verify their multiple-choice and/or writing test scores up to 12 months after the test date. A verification request form is available at [www.act.org/the-act/scores](http://www.act.org/the-act/scores). The examinee will need to complete the form and mail to:

ACT Customer Support  
PO Box 414  
Iowa City, IA 52243

Enclose a check payable to ACT Customer Support for the applicable fee.

For multiple-choice tests, ACT will verify that responses were checked against the correct score key. For writing tests, ACT will verify that the essay was scored by at least two independent, qualified readers and by a third reader in the event that the two scores differed by more than one point in any domain. ACT will also verify that the essay was properly captured and displayed to readers. If errors are discovered during score verification, ACT will rescore the essay.

ACT will inform the examinee by letter of the results of the score verification about 3–5 weeks after receiving their request. If a scoring error is discovered, the scores will be changed and corrected reports will be released to the examinee and all previous score report recipients at no charge. In addition, the score verification fee will be refunded.

## Correction of Errors

If an examinee thinks there is an error in information other than their scores or they want to change information (e.g., address change) within three months of receiving their scores, they may write to:

ACT Customer Support  
PO Box 414  
Iowa City, IA 52243

If an error is found to have been made by ACT and requires the examinee to retest, it will be at the expense of ACT.



If an error is found to have been made by ACT and does not involve retesting, corrected score reports will be sent to the examinee and all previous score recipients at no charge. If an error is not found to be made by ACT and the examinee wishes to send corrected reports, they must request and pay for Additional Score Reports (ASRs).

## ACT Score Inquiries

ACT routinely receives inquiries from high schools and colleges that have noticed discrepancies between an examinee's performance on the ACT and the examinee's high school grades.

Anyone who notices a significant discrepancy between an examinee's performance on the ACT and their grades, or is aware of information about irregularities during the test session, is urged to submit an inquiry at [www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry) as soon after the test date as possible.

ACT includes the examinee's photo in the upper-right corner of the paper high school report (for those tested at National test centers). If an exception was approved by ACT, text will appear in the photo area instead of a photo. The presence of the examinee photo provides high schools with an additional piece of information to confirm examinee identity. As the high school staff know the examinee best, ACT relies on and urges test staff to ensure that the photo matches the examinee named on the score report and that any ACT-authorized exceptions due to religious reasons are reasonable based on the school's knowledge of the examinee. If test staff notices an inconsistency, they should submit an inquiry at [www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry).

ACT will conduct a confidential investigation into any photo- or score-related inquiries submitted by a school.

# The ACT Test Terms and Conditions

## Testing Rules and Policies for the ACT Test

### 2024–2025

**The ACT® Test Terms and Conditions: Testing Rules and Policies for the ACT Test** (“*Terms and Conditions*”) are a legal agreement between the person who will take the ACT test (“you”) and ACT Education Corp. (“ACT”). They set out important rules and policies relating to your taking the ACT test, including those relating to test security. By registering for, launching, starting, or submitting answer documents for an ACT test (“test”), you are agreeing to these *Terms and Conditions*. All references to “test” or “tests” in these *Terms and Conditions* refer to the ACT test and test-related documents in paper or electronic form, including test booklets, test questions, test responses, and responses marked on answer documents.

Please read these *Terms and Conditions* carefully. If you have any questions, you may discuss them with your parent, legal guardian, or trusted adult. You should carefully review the *Terms and Conditions* each time you test (available on the ACT website at [www.act.org/the-act/terms](http://www.act.org/the-act/terms)).

If you have difficulty accessing these *Terms and Conditions* and/or any of the ACT rules and policies referred to in the *Terms and Conditions*, please contact ACT Customer Support at 319.337.1270

or at [www.act.org/content/act/en/contact-act.html](http://www.act.org/content/act/en/contact-act.html) before registering for or taking the ACT test. ACT will be happy to provide these *Terms and Conditions*, rules, or policies in an alternative format or give you access to these *Terms and Conditions* in some other reasonable manner.

**NOTICE:** By registering for and/or taking the ACT test, you represent and affirm the following to ACT:

- The information you have provided to ACT is true.
- You have read, understand, and agree to be bound by these *Terms and Conditions* and the ACT rules and policies referenced in these *Terms and Conditions*.
- You are not working for or on behalf of any test preparation provider(s).
- Any and all disputes, claims, or controversies (“Disputes”) between you and ACT will be resolved through binding arbitration except as expressly provided in Section 14 below, and you understand that by agreeing to arbitration you and ACT are waiving the right to have any such Disputes heard and decided by a judge or jury.

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1. **Privacy Policy and Notice of Collection of Personally Identifying Information.** ACT collects personally identifying information when you register for or take one of our tests. Some of this information is mandatory (including, but not limited to, your name, address, and date of birth), because it enables ACT to, for example, administer the test, report scores to colleges, and protect test security. ACT recognizes the importance of protecting the privacy of your personally identifying information. Our processing of such information, including collection, use, transfer, and disclosure, is described in the ACT Privacy Policy found at [www.act.org/privacy](http://www.act.org/privacy). When you register for or take an ACT test, you consent to the ACT Privacy Policy. If you or your parent or guardian has any questions about the ACT Privacy Policy, contact our Data Protection Officer at [dpo@act.org](mailto:dpo@act.org).
2. **Automatic Score Reporting for Scholarship Purposes.** Some scholarship and recognition programs use ACT scores as one source of information to recognize student achievement. If you meet the program's criteria, ACT may automatically report your test scores (including superscores) and other information about you (including personally identifying information) to these programs, unless you opt out of such sharing. To opt out, you must send an email to [act-services@act.org](mailto:act-services@act.org) no later than the late registration deadline for the test date for which you do not want your scores and information reported.  
***Note:** Opting out of scholarship score reporting will not affect other uses of your scores, such as reporting to the colleges you select when you register for the test, reporting to your high school, or sending your information to Educational Opportunity Service (EOS) recipients if you opt in to that service. This section does not apply to the ACT On-Campus testing program, which is a limited testing program authorized for use by institutions of higher education.*
3. **Photo Submission Requirement for Registration.** During test registration, ACT may require you to submit a photo that meets the ACT Photo Submission Requirements found at [www.act.org/the-act/photo-requirements.html](http://www.act.org/the-act/photo-requirements.html). Your photo may be used for test security and other identification purposes. For example, ACT may place your photo on your admission ticket, provide it to test staff, and/or include it on the score report that is sent to your high school. You must have the right to submit the photo to ACT, either because you own it or because you have permission to submit it from the person who owns it. ACT may use your photo for all the purposes described in the ACT Privacy Policy, the ACT Photo Submission Requirements, and this section.
  - a. **Consequences for Failure to Provide Photo:** Photos must be submitted by the photo upload deadline found at [www.act.org/the-act/photo-requirements.html](http://www.act.org/the-act/photo-requirements.html). If you fail to provide a required photo by the deadline, ACT may cancel your test registration and release your seat; you will be subject to all test date change policies and fees. You must then provide a photo by the photo deadline for any new test date. If you miss the deadline and do not request a test date change, your original registration fee will not be refunded.
  - b. **Examinees Age 12 or Under:** Examinees who are 12 years old or younger do not have to submit a photo for registration but must bring acceptable identification to be admitted to the test, as set forth in Section 4 below.
4. **Rules for Entry to the Test.** You must meet all rules for entry to the test described in this section.
  - a. **Verifying your Identity:** You must review ACT requirements for acceptable identification, found at [www.act.org/the-act/id](http://www.act.org/the-act/id), and have acceptable identification with you on test day. ACT policies on acceptable forms of identification are updated from time to time; you must comply with the identification requirements in effect on the day you test. Make sure to check for any updates before the day of testing. If you have any questions about acceptable identification, please contact ACT Customer Support at 319.337.1270 or at [www.act.org/content/act/en/contact-act.html](http://www.act.org/content/act/en/contact-act.html) before the day of testing. Test staff have sole discretion on test day to deny admission to the test if they conclude you do not have an acceptable form of identification. Any such decision by test staff is final. For State testing, District testing, Special testing, Arranged testing, and On-Campus testing, ACT requires that you show acceptable identification on the test day, unless test staff personally recognize you.
  - b. **Other Entrance Requirements:** You may be denied entry to the test center and not allowed to take the ACT test if you do not follow the physical security requirements or health and safety rules in place at the test center. Test staff has sole discretion on test day to deny admission to the test if they conclude that you do not meet the test center requirements. Any such decision by test staff is final.
5. **Items Brought to the Test.** Neither ACT nor test staff shall be responsible for loss of or damage to any items that you bring to a test center. ACT may also restrict the items you bring to the test. Items you bring or wear

including, but not limited to, hats, glasses, masks, purses, backpacks, cell phones, calculators, other electronic devices, pre-approved medications or personal aids, and watches, may be searched or inspected at the discretion of ACT and test staff. Searches may include the use of tools, such as handheld metal detectors that detect prohibited metal items. ACT may confiscate and retain for a reasonable period any item suspected of having been used, or capable of being used, in violation of these Terms and Conditions. ACT may also provide such items to, and permit searches of such items by, third parties in connection with investigations conducted by ACT or others.

**6. Prohibited Behaviors.** You may not engage in any of the following behaviors in connection with taking the ACT test:

- a. Filling in or altering responses to any multiple-choice questions or continuing to write or alter the essay after time has been called. 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 or accidental keystroke.
- b. Looking back at a test section on which time has already been called.
- c. Looking ahead to other test sections.
- d. Looking at another person's test or answers.
- e. Giving or receiving assistance by any means.
- f. Discussing or sharing test questions, answers, or test form identification numbers at any time, including during test administration, during breaks, or after the test.
- g. Attempting to photograph, copy, or memorize test-related information or remove test materials, including questions or answers, from the test room in any way or at any time.
- h. Disclosing test questions or answers, in whole or in part, in any way or at any time, including through social media.
- i. Failure to comply with ACT's required computer configurations, secure testing client installation, and/or system checks if you are taking the ACT online using a device you bring.
- j. Using a prohibited calculator (described in the ACT Calculator Policy found at [www.act.org/calculator-policy.html](http://www.act.org/calculator-policy.html)).
- k. Using a calculator on any test section other than mathematics.
- l. Sharing a calculator with another person.
- m. Wearing a watch during test administration. All watches, timers, or other timing devices must be removed and placed on the desk while in the test room so that it remains visible to staff during the test.

n. Using a watch or other timing device with recording, internet, communication, or calculator capabilities (e.g., a smart watch or fitness band).

o. 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.

p. Using highlighter pens, colored pens or pencils, notes, dictionaries (unless approved by the test administrator for translations), or other aids.

q. Using scratch paper.

*Note: If you are taking the ACT online, some use of ACT-authorized scratch paper or a dry erase surface/white board may be permitted; all such use must be in accordance with ACT policies and procedures.*

r. Not following instructions or abiding by the rules of the test center.

s. Not following the rules of the test administration.

t. Exhibiting confrontational, threatening, or unruly behavior.

u. Violating any laws. If ACT suspects you have engaged in criminal activities in connection with a test, such activities may be reported to law enforcement agencies.

v. Allowing an alarm on a personal item to sound in the test room or creating any other disturbance.

**7. Capturing Images or Video or Audio Recordings.**

ACT may capture images or record video and/or audio of you and your testing environment in connection with the testing process and may use the images or recordings at any time for the purpose of protecting test security, improving services, or as otherwise allowed under the ACT Privacy Policy and/or applicable law.

**8. Prohibited Behavior Observed or Suspected by Test Staff.**

Test staff may monitor you and others during the testing process. If they observe or suspect you of engaging in prohibited behavior, they have the right to discontinue your exam and direct you to leave the test center, if applicable. Any such decision by test staff is final. Test staff may not give you a warning of any observed or suspected prohibited behavior before you are dismissed.

In some cases, test staff may allow an examinee to continue an exam, but report observed or suspected prohibited behavior on an irregularity report that is submitted to ACT. ACT, in its sole discretion, may take action in response, which may include not scoring your

exam or canceling a previously reported score. Any such decision by ACT is final.

If your exam is canceled pursuant to this Section 8, you forfeit your registration, and no refund will be issued.

9. **Individual Score Reviews.** In some cases, test staff may not suspect, observe, or report prohibited behavior in the testing process, but other information comes to the attention of ACT that raises questions about the validity of an examinee's test scores. For example, ACT may find unusual similarities in an examinee's answers and the answers of another examinee through statistical or other analyses, indicators that an examinee may have falsified his or her identity or impersonated someone else, indicators of possible advance access to test questions or answers, or other indicators that an examinee's test scores may not be valid. In these cases, ACT may choose to conduct an Individual Score Review.

- a. Objective of an Individual Score Review: The objective of an Individual Score Review is to determine whether your scores should be considered valid ACT scores—not to determine whether you engaged in misconduct. ACT reserves the right to cancel your scores if it has reason to believe the scores are invalid, based on substantial evidence. Proof of misconduct is not required to cancel scores.
- b. Integrity of Test Scores: ACT conducts Individual Score Reviews to protect the fairness of the testing process and the integrity of ACT scores. This benefits examinees as well as colleges, universities, and other score recipients.
- c. Notification of an Individual Score Review: In most cases, ACT will initiate the Individual Score Review process by sending you a letter. If your mailing address is outside of the United States, however, ACT will send a letter to the email address you provided to ACT. Email is used to avoid delays caused by international mailing, and if your mailing address is outside the United States, you agree to receive unencrypted emails from ACT regarding Individual Score Reviews. You must maintain accurate and up-to-date contact information with ACT. You can update your mailing address by contacting ACT Customer Support at 319.337.1270 or at [www.act.org/content/act/en/contact-act.html](http://www.act.org/content/act/en/contact-act.html).
- d. Timing of an Individual Score Review: Your scores may become the subject of an Individual Score Review at any time they are on file with ACT as valid and reportable ACT scores. While Individual Score Reviews are typically initiated within a year after the applicable test date, information

may come to ACT's attention at any time that causes a review of your scores. For example, investigations into recently reported scores or activities may cause ACT to reevaluate older scores; ACT may receive inquiries at any time from high schools, colleges, and other official score recipients questioning scores they believe to be inconsistent with their observations of academic performance; or ACT may receive information through its Test Security Hotline or from external investigations causing ACT to reexamine past scores. ACT reserves the right to conduct an Individual Score Review at any time.

10. **Individual Score Review Process.** If your ACT scores become the subject of an Individual Score Review, ACT will send you a letter that gives you three options: (1) submit documentation to ACT in support of your scores; (2) take a free, private retest to resolve the score review; or (3) voluntarily cancel your scores. Additional details regarding these options will be provided in ACT's correspondence to you. ACT's letter will include a Score Review Option Sheet that outlines these options. You must sign and return the Score Review Option Sheet to ACT with only one option selected by the deadline stated in the letter.
- a. Submit Documentation: If you choose to submit documentation to ACT in support of your scores, this documentation is provided to a Test Security Review Panel, which will consider the totality of the evidence from you and ACT and determine whether to recommend cancellation of the scores. If the review panel recommends that your scores be canceled, you will again be given several options, including: (1) voluntarily canceling your scores; (2) taking a free, private retest to resolve the score review; or (3) challenging the review panel's cancellation recommendation pursuant to the dispute resolution provisions discussed in Section 14 below. Additional details regarding these options will be provided in ACT's correspondence to you.
  - b. Private Retest or Voluntary Score Cancellation: You may select the private retest option or voluntary score cancellation option at any point in the Individual Score Review process to fully resolve the Individual Score Review.
  - c. Failure to Participate in the Individual Score Review Process: If you do not respond to ACT's Individual Score Review correspondence and identify a preferred option by the deadline stated in the correspondence, do not participate in the Individual Score Review process, or unreasonably delay the Individual Score



Review process or resolution, ACT may cancel your scores that are under review if it has substantial evidence to support they are invalid. You hereby agree and authorize ACT to make such a cancellation. If your scores have been canceled, ACT will not reinstate them absent exceptional circumstances and only in ACT's sole discretion.

- d. Score Reporting While Scores Are Under Review: ACT reserves the right to hold scores and not issue score reports pending the outcome of the Individual Score Review process.
- e. Notification to Official Score Recipients of Pending Individual Score Review: Although it is ACT's general policy not to notify official score recipients of a pending Individual Score Review, ACT reserves the right to notify official score recipients that an Individual Score Review is pending at any time. You hereby agree and authorize ACT to make such a disclosure.
- f. Score Cancellation Notices: If your scores are canceled for any reason relating to an Individual Score Review, ACT sends a letter to all official score recipients (i.e., the entities that receive scores directly from ACT) informing them that the scores have been canceled. ACT generally does not inform official score recipients of the reason for cancellation but may do so in exceptional circumstances including, but not limited to, instances in which there is a misconduct finding as defined in Section 12(c) below.

**11. Compromises in the Registration, Testing, Scoring, or Score Reporting Process and Group Irregularities.** ACT takes steps that are intended to provide you a standardized testing process. However, circumstances may prevent this from occurring in some cases. Those circumstances include, but are not limited to:

- Deviations from standard testing procedures such as events that cause testing to be canceled or interrupted, or a mistiming on any part of the test;
- Concerns regarding whether testing can be safely conducted considering health or other conditions affecting a testing location;
- Errors, delays, or other non-standard circumstances in (a) processing test registrations; (b) delivering tests; (c) administering tests; (d) uploading test responses; (e) preparing, handling, shipping, receiving, processing, or scoring tests; or (f) reporting scores;
- Disruptions at the test location;
- Evidence of group irregularities or compromises (which includes, but is not

limited to, evidence of advance access to or disclosure of test content, unusual similarities for a group of examinees, or evidence that a room or center was impacted by prohibited behavior); or

- Any other events that disrupt or compromise any part of the testing process (i.e., registration, test distribution, testing, scoring, and score reporting).

In the event such a circumstance occurs, ACT will examine the situation and determine whether it needs to take any action including, but not limited to, not proceeding with a scheduled test administration, not scoring tests, or canceling scores. ACT may determine that no further action is necessary, and that decision is final. However, if ACT determines that it needs to take action, ACT will in its sole discretion: (a) correct the error (if an error occurred and ACT believes correction is feasible); (b) cancel the test administration, not score tests, or cancel scores, including all completed sections of the test ("discontinue the testing process"); (c) discontinue the testing process and offer each affected person the option to retest at no additional fee (normally on a future National test date); or (d) discontinue the testing process and offer a refund.

If the impacted test event is a State testing event (i.e., one where a state or district has paid for your test), ACT may offer you the option to retest at no additional fee or it may cancel the test event without an option for retest.

ACT shall not be required to conduct Individual Score Reviews for each impacted group member described in this Section 11.

ACT may take any action pursuant to this section regardless of whether you caused or benefited from the compromise or irregularity, or otherwise violated these *Terms and Conditions*. **To the extent permitted by applicable law, the remedies listed in this Section 11 are the exclusive remedies available to examinees for the circumstances described in this Section 11.** Decisions made by ACT pursuant to this section are final.

- 12. **Test Security Investigations.** As part of its efforts to protect the fairness of the ACT test and the integrity of ACT scores, ACT may investigate the security of its test materials and the testing process ("test security investigation"), and you agree to cooperate with any test security investigation. ACT reserves the right to hold and not report scores pending the outcome of a test security investigation. Test security investigations may produce evidence that causes ACT to initiate one or more Individual Score Reviews as outlined in Sections 9 and 10 above. In other cases, test security investigations may produce

evidence that calls into question a group of examinee scores (e.g., all scores achieved from a specific room, school, or district on a specific test date) and results in ACT taking action under Section 11, above.

In addition to taking action regarding examinee scores, ACT may, in its sole discretion, decide as part of a test security investigation that additional steps are appropriate, such as when prohibited behavior is or might be ongoing or rises to the level of an infringement of ACT's intellectual property rights or a criminal act (e.g., coordinated group efforts to steal and disseminate ACT's secure test content; activities involving someone else taking the test for another person or altering test responses; theft of, disclosure of, or access to test content or responses to secure test questions; or other serious or potentially ongoing misconduct). Those additional steps may include, but are not limited to, the following:

- a. Prohibiting You from Taking the ACT: ACT may prohibit you from taking the ACT test, even if you have already registered, if ACT has reason to believe (1) you engaged in prohibited behavior in connection with a prior or future administration of the ACT test, (2) you intend to engage in prohibited behavior in the future, (3) you have provided false or misleading information to ACT or to others relating to your taking the ACT test, or (4) you are working for a test preparation provider. This prohibition may be temporary or permanent.
  - b. Disclosure of Investigative Information: ACT may disclose details of a test security investigation to anyone who may be able to assist ACT in the investigation or who may have an interest in their own independent investigation, such as law enforcement, state departments of education, local school officials, and official score recipients. Such disclosures help protect the integrity and fairness of the test process and benefit examinees who properly obtain their ACT scores, as well as official score recipients. You authorize and consent to these disclosures.
  - c. Disclosure of Misconduct Finding: If you are found by a court or arbitrator to have engaged in any action prohibited under these *Terms and Conditions* that affected the validity of your scores on the ACT test or the scores of any other examinee(s) ("misconduct finding"), ACT may disclose that fact to any schools or scholarship entities that received your ACT scores and to other third parties with a legitimate reason for knowing that information.
13. **Voluntary Cancellation of Scores by You.** Unless you test under a State, District, or On-

Campus testing program, ACT will cancel your scores upon your request. If ACT has already sent the scores to official score recipients, ACT will notify those official score recipients that the scores have been canceled. ACT will not be required to reinstate voluntarily canceled scores, even if you later change your mind.

14. **ARBITRATION AGREEMENT.** Arbitration is an alternative dispute resolution procedure intended to allow you and ACT to resolve issues without going to court. As described in this Section 14, certain Disputes between you and ACT will be submitted to an arbitrator, not a judge or jury, for resolution.

- a. **Arbitration of Disputes:** You and ACT agree that any and all disputes, claims, or controversies ("Disputes") (other than Disputes that solely involve infringement of intellectual property rights) that may arise between you and ACT—including, but not limited to, Disputes that relate in any way to these *Terms and Conditions*, registering for the test, taking the test, requesting or receiving accommodations or supports on the test, the reporting of ACT test scores, the use or disclosure of personal information by ACT, Individual Score Reviews, or the cancellation of test scores—shall be resolved by a single arbitrator through final and binding arbitration. You and ACT agree that a final arbitration award may be entered in a court which has jurisdiction.

**By agreeing to arbitration, you and ACT are waiving the right to have Disputes subject to this arbitration agreement (including Disputes regarding statutory rights) brought before or decided by a judge or jury in state or federal court and are agreeing that any such Disputes will instead be resolved through final and binding arbitration.**

- b. **Arbitration Process:** The arbitration will be administered by the American Arbitration Association ("AAA"), under the AAA Consumer Arbitration Rules ("AAA Consumer Rules") in effect at the time a request for arbitration is filed with the AAA, unless you and ACT agree in writing to an alternate arbitration forum and/or different arbitration rules, or a substitute arbitration forum is agreed to or ordered pursuant to Section 14(f). Copies of the AAA Consumer Rules can be located on AAA's website at: [www.adr.org](http://www.adr.org). When an arbitration demand is properly and permissibly filed pursuant to this Section 14, you and ACT must promptly comply with the filing requirements, which for AAA arbitrations includes your obligation to pay AAA a non-refundable individual filing fee (unless AAA agrees to waive the fee for you or ACT is the

claimant) and ACT's obligation to pay the remainder of the filing fee. The filing party must provide prompt notice of the filing of the arbitration demand to the other party. Each party will be responsible for its own attorney's fees and expenses incurred in connection with the arbitration, regardless of the outcome of the arbitration, except as required by applicable law.

- c. Arbitrator Jurisdiction: Any issues regarding the enforceability of this arbitration agreement or whether a Dispute is subject to this arbitration agreement will be decided solely by the arbitrator, except in the case of Disputes that solely involve infringement of intellectual property rights or as set forth in Section 14(e) below.
- d. Individual Arbitration; Class Action Waiver: No arbitration may be brought or maintained as a class action or a collective action. All arbitration demands must be filed on an individual examinee basis. The arbitrator shall not have the authority to combine, consolidate, or aggregate the Disputes of more than one individual, conduct any class proceeding, make any class award, or make an award to any person or entity not a party to the arbitration.
- e. Multiple Demands: Notwithstanding the arbitration agreement set forth in this Section 14, neither you nor ACT may file an arbitration demand or arbitrate a Dispute if your arbitration demand or ACT's arbitration demand would be one of more than 50 substantially similar arbitration demands filed within a consecutive 12-month period by or with the assistance or coordination of the same law firm(s) or organization(s). You and ACT agree that AAA (or any substitute arbitration forum) may not accept any such arbitration demand for filing or invoice or collect any filing or other fees for any such arbitration demand. You and ACT agree that arbitration demands that challenge score cancellation decisions made in different Individual Score Reviews do not constitute "substantially similar arbitration demands."

In the event you or ACT are unable to seek resolution of a Dispute in arbitration due to this provision, you or ACT may seek resolution of the Dispute in court in accordance with Section 21. Neither you nor ACT may file a court action pursuant to this provision, however, unless the other party is provided prior written notice identifying all the substantially similar arbitration demands that have been or will be filed to trigger coverage under this provision, with such notice to be provided at least 30 days prior to the filing of any such court action. Notwithstanding Section 14(c),

any issues regarding whether the filing of an arbitration demand does or would violate this Section 14(e) and/or whether a court action may be filed pursuant to this Section 14(e) must be resolved in court in accordance with Section 21, and no proceedings may be conducted before, and no fees may be invoiced or collected by AAA (or any substitute arbitration forum) pending resolution of any such issues in court.

- f. Substitute Arbitration Forum: If, for any reason, AAA is not available as an arbitration forum, you and ACT agree to reasonably confer regarding a substitute arbitration forum or arbitrator. In the event you and ACT are not able to reach agreement on a substitute arbitration forum or arbitrator within 14 days of the first communication on the topic between the parties, you and/or ACT may submit the issue to the U.S. District Court for the Southern District of Iowa or a state court located in Johnson County, Iowa, for the sole purpose of seeking a declaratory judgment naming a substitute arbitration forum or arbitrator.
- g. Small Claims Court: Notwithstanding the arbitration agreement set forth in this Section 14, you or ACT may take a claim to small claims court instead of arbitration if the claim is within the jurisdiction of the small claims court, but only if and as permitted in the AAA Consumer Rules. If an action in small claims court is instituted by you or ACT pursuant to the rules, and such action is within the jurisdiction of the small claims court, you and ACT agree to accept the judgment of the small claims court as a final resolution of the Dispute and not to appeal the small claims court's decision or pursue any other claim relating to that Dispute in court or arbitration. Each party will be responsible for its own attorney's fees and expenses incurred in connection with the small claims proceeding, regardless of the outcome, except as required by applicable law.
- h. Applicable Law: The Federal Arbitration Act ("FAA") applies to and governs this arbitration agreement, including interpretation and enforcement of the agreement, and preempts all state laws to the fullest extent permitted by law. Rulings in other arbitrations involving ACT to which you are not a party may not be relied upon as binding precedent or be given preclusive effect in any arbitration or court proceeding involving you.
- i. Severability: If any provision in this Section 14 is held by an arbitrator or court of competent jurisdiction to be invalid, illegal, or unenforceable, the remaining provisions will nevertheless continue in full force



without being impaired or invalidated in any way; and, to the fullest extent possible, the invalid, illegal, or unenforceable provision shall be modified so that it is valid, legal, and enforceable and, to the fullest extent possible, reflects the intention of you and ACT as originally set forth in this agreement. If, however, a finding of invalidity, illegality, or unenforceability applies to (i) Section 14(d) so as to allow for class, collective, combined, consolidated, or aggregated arbitration, or to allow for an award to any person or entity not a party to the arbitration, or (ii) Section 14(e) so as to allow for more than 50 substantially similar arbitration demands to be filed within a consecutive twelve-month period by or with the assistance or coordination of the same law firm(s) or organization(s), the arbitration agreement between you and ACT will be unenforceable in its entirety except with respect to any claim(s) and/or remedies sought on an individual basis. The remainder of the Dispute will be resolved in court in accordance with Section 21, and you and ACT agree that any court proceedings will be stayed pending conclusion of any arbitration proceedings.

15. Termination of Agreement (in Whole or in Part). If you repudiate, disaffirm, disavow, rescind, or otherwise cancel your agreement to all or any part of these Terms and Conditions at any time, ACT may—in addition to taking other action and without conceding the validity of your actions—in its sole discretion, refund your test registration fee(s), cancel your score(s), and notify official score recipients that the score(s) have been canceled.
16. **LIMITATION OF LIABILITY AND DAMAGES.** To the extent permitted by applicable law, ACT's total liability to you, or anyone claiming by or through you or on your behalf, for any claims, losses, costs, or damages arising out of, resulting from, or in any way related to the ACT test, from any cause, shall not exceed the test registration fees you paid to ACT or \$250, whichever is greater. To the extent permitted by applicable law, in no event shall ACT be liable to you, or anyone claiming by or through you or on your behalf, for
  - a. Any indirect, special, consequential, speculative, incidental, loss of opportunity (regardless of whether or how these are classified as damages), exemplary, or punitive damages
  - b. Attorneys' fees or expenses
  - c. Expert witness fees
  - d. Other costs, whether arising out of claims for breach of contract, tort (including negligence), strict liability, product liability, or otherwise and regardless of whether

**such loss or damage was foreseeable, or you have been advised of the possibility of such loss or damage.**

17. ACT Intellectual Property Rights and Confidentiality.
  - a. Intellectual Property: All ACT tests, test-related documents and materials, and test preparation materials (collectively, "ACT materials") are copyrighted works owned by ACT and protected by the laws of the United States and other countries. Outside of the protection granted by United States copyright law, ACT considers the ACT tests to be trade secrets. The test questions and answers, test-related secure documents, and other materials constitute highly confidential, proprietary testing information that ACT takes every precaution to protect from disclosure beyond what is absolutely necessary for the purpose of administering a test.
  - b. Confidentiality: You agree to maintain the confidentiality of the ACT materials. Secure ACT tests and test questions (i.e., tests and test questions that are not made available by ACT to the general public) may not be copied, shared, discussed, or disclosed at any time or in any manner whatsoever. Test-related materials that ACT has made available to the general public, such as materials designated by ACT as practice or sample tests, may not be copied, duplicated, or used in any other works, in whole or in part, without the prior written approval of ACT.
  - c. Consequences for Violation of ACT Rights: ACT may pursue all available civil and criminal remedies if its intellectual property rights are violated, including seeking damages and injunctive relief in a court of law and referring such violations to law enforcement authorities for criminal prosecution.
  - d. ACT Ownership of Answer Documents and Use of Score Reports: ACT owns all answers and answer documents you submit, including all essay responses, and all score-related data maintained by ACT. Score reports that ACT provides you may not be altered, and if ACT cancels the scores reflected on such score reports, you may not provide those scores or score reports to third parties. You do not have any property rights or property interests in your actual test score.
18. ACT Policies and Rules. The ACT examinee policies and rules referenced in these Terms and Conditions and other rules applicable to the administration of the ACT test are available for your review at [www.act.org/the-act/terms/rules](http://www.act.org/the-act/terms/rules) and are specifically incorporated into

these Terms and Conditions. ACT examinee policies and rules are periodically updated, and subject to change until 48 hours prior to your test date. Except to the extent you are testing under a State, District, Arranged, or On-Campus testing program, ACT will send you a notification approximately 48 hours before the test date reminding you to review the policies and rules on the website, and you have an obligation to read the policies and rules before you take the test. If you do not agree to comply with the policies and rules that are in effect 48 hours prior to your test date, you must notify ACT prior to the test of your intent to cancel your registration pursuant to this provision. ACT may provide a refund in the event of such cancellation in its sole discretion. Information about when ACT allows refunds can be found at [www.act.org/the-act/terms/rules](http://www.act.org/the-act/terms/rules). If you have any questions about the applicable policies and rules, or wish to provide notification of your intent to cancel your registration pursuant to this provision, contact ACT Customer Support at 319.337.1270 or at [www.act.org/content/act/en/contact-act.html](http://www.act.org/content/act/en/contact-act.html) in advance of the applicable test date.

19. Limitations. To the extent permitted by applicable law, any and all claims by you and ACT arising out of or relating in any way to these Terms and Conditions (except for claims relating to intellectual property rights), whether sounding in contract, tort, or statute, must be brought within two years of the date the cause of action accrues, provided that ACT has the right to cancel scores consistent with these Terms and Conditions at any time as long as the scores are otherwise considered valid, college reportable scores.
20. Governing Law. If you take the ACT test outside the United States, these Terms and Conditions and any and all Disputes between you and ACT arising out of or relating in any way to these Terms and Conditions, whether sounding in contract, tort, or statute, shall be governed by the laws of the State of Iowa, without giving effect to conflict of law principles or other rules that would result in the application of the laws of a different jurisdiction and subject to the applicability of the FAA as stated in Section 14(h) above, as well as applicable United States federal law.
21. Venue. Pursuant to Section 14, you and ACT have agreed to participate in binding arbitration (or small claims court proceedings if allowed under the AAA Consumer Rules) to resolve certain Disputes. You and ACT agree that any permissible court action (except for any permissible small claims court action), shall be brought exclusively in the U.S. District Court for the Southern District of Iowa or a state court located in Johnson County, Iowa. You and ACT agree to submit to the personal

jurisdiction of either of these courts, and you and ACT waive any objection they may have to the location of such courts (including, but not limited to, any objection based on personal jurisdiction or venue in such courts).

22. Waiver and Severability. Any failure by either party to insist on strict performance of any of these Terms and Conditions shall not be deemed a waiver of its rights unless such waiver is in writing signed by the party against whom it is asserted. Any waiver of any right hereunder at any time shall not be deemed a waiver of any other right. Except as stated in Section 14(i) above, if any provision in these Terms and Conditions is held by an arbitrator or court of competent jurisdiction to be invalid, illegal, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way; and, to the fullest extent possible, the invalid, illegal, or unenforceable provision shall be modified so that it is valid, legal, and enforceable and, to the fullest extent possible, reflects the intention of you and ACT as originally set forth in these Terms and Conditions.
23. Force Majeure. ACT shall not be liable for any delay or failure to perform when such delay or failure is due to causes or circumstances beyond ACT's control including, without limitation, your actions or failure to comply with the requirements of ACT; national emergencies, fire, flood, inclement weather, epidemics, pandemics, or catastrophes; acts of God, governmental authorities, or parties not under the control of ACT; or insurrection, war, riots, or failure of transportation, communication, or power supply. ACT will exercise commercially reasonable efforts to mitigate the extent of any excusable delay or failure to perform and any adverse consequences.
24. No Third-Party Beneficiary. These Terms and Conditions do not create a third-party beneficiary relationship between ACT and any individual or entity other than you.
25. Questions Regarding These Terms and Conditions. You must agree to these Terms and Conditions, including the provisions regarding score cancellation and binding arbitration, as a condition to registering for and/or taking the ACT. If you have questions about these Terms and Conditions, you should discuss them with your parent or guardian before registering for and/or taking the test.

Updated June 1, 2024.

# ACT Privacy Policy

## Scope of this Notice

At ACT Education Corp. (“ACT,” “we,” “us”) we recognize the importance of protecting the privacy of your personal information.

This Notice explains how ACT collects, uses, maintains, and shares your information when you:

- Visit ACT websites that reference or link to this Privacy Notice (collectively, the “Site”);
- Provide your personal information to us through use of the Site; and/or
- Register for or participate in ACT’s assessments, programs, and services (collectively, “Products” or “ACT Products”).

Please note that when your information is shared with others as described in this notice, it may be subject to the additional privacy terms of those third-parties with whom the information is shared.

## Main Notice

### Information ACT Collects

Personal information is information that can identify you, or that could be used in combination with other available data to identify you. ACT collects personal information from different sources as described in this notice, and the categories of personal information ACT collects include the following:

- Contact information, such as your name, home address, email address, telephone number, date of birth, and gender.
- Education and job information, such as year of high school graduation or equivalent grade in school, high school academic information, intended college major and occupation, college plans, extracurricular plans, and job title.
- Test administration information, such as photograph, disability information, and whether you are right- or left-handed.
- Payment information, such as credit card number, bank account information, and tax identification number.
- Device information, such as internet protocol address, device geolocation information, and information from cookies and web beacons.
- Sensitive information, including your race/ethnicity and personal information from children under 13.

### Personal Information Provided by You

In connection with collecting this information, ACT will indicate information that is mandatory and information that is optional. If you do not provide mandatory personal information, such as your

contact information, you may not be able to use, access or benefit from ACT’s Products.

- **Use of ACT Products.** When you register for or use an ACT Product, we ask you to provide certain personal information, including contact information, education and job information, test administration information, sensitive information and payment information.
  - **International:** If you are taking an assessment outside the United States, some of the information ACT requests could be classified in your home country as sensitive or special personal information according to your country’s data protection laws. This may include your age, gender, biometric data, race, ethnicity, health data such as a physical or learning disability, credit card information, and/or information related to your background, including political and religious affiliations.
- **Site visitors.** When you visit the Site, ACT may collect and store your device information. Additionally, if you request materials or information from ACT, we may ask you to provide your contact information and education and job information, as well as an explanation of your need for the requested materials or information. If you are purchasing a Product, ACT may ask for your payment information.
- **Test Security.** During administration of a secure ACT assessment, you may be asked to provide personal information including test administration information, and your test session may be captured by video and/or audio to ensure test security.
- **Suppliers of services and goods to ACT.** If you are a supplier of services or goods to ACT, such as a test proctor, ACT may request a variety of personal information, including contact information and payment information.
- **Job applicants.** If you are applying for employment with ACT, we will request a variety of personal information, including your contact information and education and job information.

### Personal Information Provided by Other Sources

- **Schools, school districts, and educational institutions.** When you use an ACT Product through your school or educational institution, ACT may receive personal information from that school or educational institution, including your contact information, education and job information, test administration information, and sensitive information.

- **Automated means.** ACT uses the following automated means to collect personal device information about you:
  - **Cookies.** Cookies are small text files that a website can send to a user's browser and store on the user's hard drive. Cookies can make your use of the Site easier by saving user information such as status and preferences. You may refuse to accept browser cookies by activating the appropriate setting on your browser. However, if you select this setting you may be unable to access certain parts of the Site. Unless you have adjusted your browser setting so that it will refuse cookies, ACT will issue cookies when you use your browser to visit the Site.
  - **Web Beacons.** The Site also uses Web beacons, which are small strings of code that deliver a graphic image on a Web page or in an email message for the purpose of transferring data. ACT may use Web beacons to count users who have visited a page or opened an email, or for other similar website statistics (for example, recording the popularity of certain website content and verifying system and server integrity). You can disable Web beacons from capturing information by blocking cookies.
  - **Third-party Analytics Services.** The Site uses third-party service providers for analytics purposes. These providers collect information about you and report website trends that may be linked to you. These providers use their own cookies to track site visitor interactions. ACT does not control the cookies used by these third-party service providers and their use may be governed by the service providers' own privacy policies. These service providers create reports for ACT that contain aggregate information about visitor interactions with ACT's website, in order to help ACT improve the website. To learn more about your choices regarding online tracking, please visit these sites: <http://www.aboutads.info/choices/>; <https://www.usa.gov/optout-instructions>.
  - **Tracking Technologies.** ACT.org and MyACT.org conduct conversion tracking with other websites, such as Twitter and Facebook, to track your interaction with ACT advertisements on those websites. We also target ACT's advertisements on social media websites. This means that after visiting ACT.org and MyACT.org, if you later log into, for example, Facebook or Twitter, an ACT advertisement may appear. To learn more about your choices regarding online tracking, please visit these sites: <http://www.aboutads.info/choices/>; <https://www.usa.gov/optout-instructions>.
  - The Site does not respond to Do Not Track signals.

## Non-Personal Information and De-identified Information

- **Non-Personal Information is information that does not identify you.** In addition to collecting personal information by Automated Means (explained above), ACT may also use automated means to collect anonymized technical and internet data, such as your browser type, the date and time you access the Site, which web pages on the Site you visited, your referring website Uniform Resource Locator (URL), how long you spent on each page of the Site, your operating system, and your screen settings. This information can be used by ACT to administer and improve the Site, enhance security, and inform statistical analyses.
- **De-identified Information.** ACT also uses personal information that has been de-identified. ACT takes reasonable steps to ensure that this data cannot be associated with an individual and we will not attempt to re-identify data that has been de-identified.

## How ACT Uses Personal Information

Each category of personal information collected by ACT may be used to:

- Administer, review, or improve ACT's Products and communicate with you about the same, which may include the following activities:
  - Process a request for an ACT Product and communicate with you about the same;
  - Maintain your account, verify your identity, process payments, and collect debts you owe us;
  - Administer, review or improve the Site;
  - Invite you to participate in surveys consistent with ACT's mission, including surveys about ACT Products;
  - Provide you with marketing information about ACT Products or special offers from ACT;
  - Comply with and enforce applicable legal requirements;
  - Investigate, prevent, act on, or respond to suspected or actual test security or score validity concerns;
- Conduct internal research and analysis, including to inform public policy and advocacy; provided that if such research is published or reported, for example to educational institutions, state agencies, or businesses, this use only includes information that ACT maintains in an aggregate or de-identified form, such that it does not constitute personal information.

ACT only processes your sensitive data to administer, review, or improve ACT's Products and communicate with you about the same, for its



internal operations, and to conduct internal research and analysis, including to inform public policy and advocacy.

## Marketing

ACT uses your contact information, education and job information, and device information to contact you regarding ACT Products. If you receive a marketing email from ACT, you will be provided instructions on how to opt out of receiving further marketing communications by email. If you opt-out of receiving marketing communications, you will still receive transactional communications by email about your use of ACT Products, for example, confirmation of your registration and receipt of your scores.

## Information Sharing and Disclosure

It is important and consistent with ACT's mission to share information with those who can provide educational or career opportunities to you or who have another legitimate purpose to use your information. ACT will not license your personal information for this purpose without your express consent, and will only disclose personal information as set forth below.

ACT may disclose personal information as follows:

- **EOS.** ACT's Educational Opportunity Service ("EOS") is an optional program that provides you with information from colleges, universities, financial aid and scholarship agencies, government agencies, and organizations that offer educational, community involvement, extracurricular, and career opportunities, products and services (Participating Organizations). When you opt-in to EOS, ACT may share your personal information with its affiliate Encoura, LLC (f.k.a. NRCCUA), who may provide that information to Participating Organizations, who may then pay for a license to use the information to contact you about opportunities. The personal information shared may include your contact information, education and job information, and sensitive information. Your ACT test score range (not your specific scores but a range they fall within) may be disclosed to Participating Organizations and used to identify candidates for opportunities. Personal information shared through the EOS program is also subject to Encoura's privacy policy, available here: <https://encourageme.com/privacy-policy/>. All EOS Participating Organizations have agreed to use your information only for the purpose of sharing information about their programs. If you previously opted-in to the EOS program but now wish to opt-out, you may do so by visiting: <https://www.act.org/content/act/en/products-and-services/the-act/opting-out-of-eos.html>

(California law (Civil Code Section §1798.83) permits residents of California that use the Site to opt-out of sharing of their information with other organizations for those organizations' marketing purposes, which can be done using this link.)

- **Test Security.** As necessary to investigate, prevent, act on, or respond to suspected or actual test security or score validity concerns.
- **Educational Institutions.** To schools, school districts, state entities and/or their agents or representatives for educational, research, and reporting purposes.
- **Others.** To others who pay for you to use ACT Products or who receive certificates of achievement or credentials you may have earned by using ACT Products.
- **Parents.** To parents or legal guardians of minors under the age of 18.
- **Government Agencies.** To certain state and federal scholarship and recognition programs and agencies, as further described in the Terms and Conditions you agree to in connection with using ACT Products.
- **Third Party Researchers.** To certain third-party researchers conducting research consistent with ACT's mission. Researchers who receive any personal information are required to protect the confidentiality and security of the information.
- **Subsidiaries and Affiliates.** To our subsidiaries and affiliates, including for their own direct marketing purposes.
- **An Acquirer.** To another company that acquires ACT or its assets, at which point that company will have responsibility for your personal information, as described in this Privacy Notice.
- **Third Party Service Providers.** To third parties providing services to ACT or as necessary to deliver ACT Products. This includes information needed to verify an individual's identity or for security purposes.
- **Legal Compliance.** As required by law, for subpoena or other legal processes, and as necessary to investigate, act on, or prevent suspected or actual illegal activities, fraud, or potential threats to personal safety.

## International—Onward Transfer of Personal Information

If you use ACT Products or request information about ACT Products outside of the United States, your personal information may be transferred outside of your home country to the United States, either to ACT or a third-party service provider, and will be subject to use and disclosure under the laws of the United States. It may also be accessible to law enforcement and national security authorities in the

United States. If you do not consent to this transfer to the United States, do not participate in or request information about ACT Products.

## Links and Websites

The Site may contain links to websites that are not affiliated with ACT. ACT does not control the privacy policies or practices of those websites and you should review the privacy policy of any such website before providing any information through that website. ACT is not responsible for the content or practices of any websites that are not affiliated with ACT and provides links on the Site solely for the convenience and information of Site visitors.

## Access, Correction, and Deletion of Personal Information

You can review and change your personal information by visiting your account profile page at [MyACT.org](https://myact.org). Additionally, you can update your contact information (address, email address and/or telephone number), by contacting ACT Customer Service at 1-800-498-6065 or [customerservices@act.org](mailto:customerservices@act.org).

Depending on your jurisdiction, you may have additional rights regarding your personal information that you may be able to exercise. These rights include the right to request deletion of some or all of your personal information, the right to request access to and receive your personal information in a portable manner, the right to correct your personal information, the right to withdraw your consent to our use of all or some of your personal information, the right to request restrictions on how we use or share your personal information, or the right to lodge a complaint with your local supervisory authority. If you are a parent of a child under the age of 13, you may review, have deleted, or refuse to permit further collection or use of your child's personal information. For requests of this type, please contact ACT's Vice President for Data Privacy either via email, at [DPO@act.org](mailto:DPO@act.org), or via postal mail at the below address:

Attn: Vice President, Data Privacy

Email: [DPO@act.org](mailto:DPO@act.org)

Mailing Address:

500 ACT Drive

P.O. Box 168

Iowa City, IA 52243-0168

Your request to exercise data rights must:

- Provide sufficient information that allows us to reasonably verify you are the person about whom we collected personal information, which may include our verification of your full legal name, date of birth, home address, and ACT ID.
- Describe your request with sufficient detail that

allows us to properly understand, evaluate, and respond to it.

We cannot respond to your request or provide you with personal information if we cannot verify your identity, and we will only use personal information provided for identity verification to verify identity. You do not need to create an account with us to submit a request to know or delete.

If you are an EEA resident and you wish to report a complaint or if you feel that ACT has not addressed your concern in a satisfactory manner, you may contact the appropriate Supervisory Authority. The EU Commission has a list of Supervisory Authorities here: [https://ec.europa.eu/justice/article-29/structure/data-protection-authorities/index\\_en.htm](https://ec.europa.eu/justice/article-29/structure/data-protection-authorities/index_en.htm)

## Retention of Information

ACT will retain your information for as long as necessary to fulfill any of the uses identified in this Privacy Notice or to comply with applicable legal obligations.

ACT may be required to retain personal information, for example for contractual or other legal reasons as described in this Privacy Notice. Please be aware that assessment scores are maintained by ACT indefinitely and closing your account does not delete your assessment scores.

## Security and Confidentiality

Protecting personal information by using reasonable administrative, physical and technical safeguards is important to ACT. For example, we use secure sockets layer (SSL) transmission, which is a protocol for establishing a secure connection for transmitting your personal information. ACT also has other security protocols and measures in place to protect your personal information from unauthorized access, alteration, and unlawful disclosure. When ACT disposes of personal information, we take reasonable measures to protect against unauthorized access to the information.

The safety and security of your personal information also depends on you. Where we have given you (or where you have chosen) a password to access certain parts of the Site, you are responsible for keeping this password confidential. We ask you not to share your password with anyone and urge you to be careful about giving out information in public areas of the Site like message boards. The information you share in public areas may be viewed by any user of the Site.

Unfortunately, the transmission of information via the internet is not completely secure. Although we do our best to protect your personal information, we cannot guarantee the security of your personal information transmitted to our Website. Any

transmission of personal information is at your own risk. ACT is not responsible for circumvention of any privacy settings or security measures contained on the Site.

## Digital Millennium Copyright Act (DMCA)

ACT respects the rights of copyright holders and complies with the Digital Millennium Copyright Act (DMCA) and other applicable copyright laws. We also expect users to respect the rights of copyright holders when using ACT Products and the Site. Uses that infringe the intellectual property rights of others violate ACT's terms of use.

Making or distributing unauthorized copies of a copyrighted work may infringe on the copyright holder's rights. If a copyright holder notifies us about unauthorized reproduction and/or distribution of copyrighted works, we reserve the right to disable access to the identified works promptly. We also reserve the right to disable the accounts of repeat infringers in appropriate circumstances. For more information, please visit the ACT DMCA Page.

## Changes to this Notice

ACT reserves the right to modify this Privacy Notice at any time. If ACT makes material changes to this Privacy Notice, the changes will be posted on this Site to alert you.

## GDPR Notice

### How will we use your data?

ACT collects your personal information so that we can use the information as described in the How ACT Uses Personal Information section of the Main Notice. ACT's uses your personal information according to the lawful bases of:

- **Contract Fulfillment.** When you register to use an ACT Product, we collect and use your personal information to provide that Product to you.
- **Consent.** When you consent to a specific use of your personal information, ACT will collect and use your personal information in accordance with your consent.
- **Legal Obligations.** ACT is subject to a variety of legal and regulatory obligations and will collect and use your personal information to comply with its legal obligations.
- **ACT's Legitimate Interests.** ACT will collect and process your personal information to carry out its legitimate interests to conduct the following, except where your fundamental rights and freedoms override such interests:
  - Protecting ACT or you from data security threats;
  - Managing test security;

- Improving ACT Products; and
- Conducting corporate transactions, such as a merger or acquisition.

## Automated Decision Making

ACT may use automated means to make decisions about you, including scoring assessments, assigning you a testing location, and carrying out test security. ACT will only use such automated means as (1) necessary for the performance of its contract with you to provide the ACT Products, or (2) as explicitly consented to by you.

*Last Updated: August 30, 2024*

# Student Report

A sample ACT Student Report is shown in Figure 3. The information on the report is presented in nine parts.

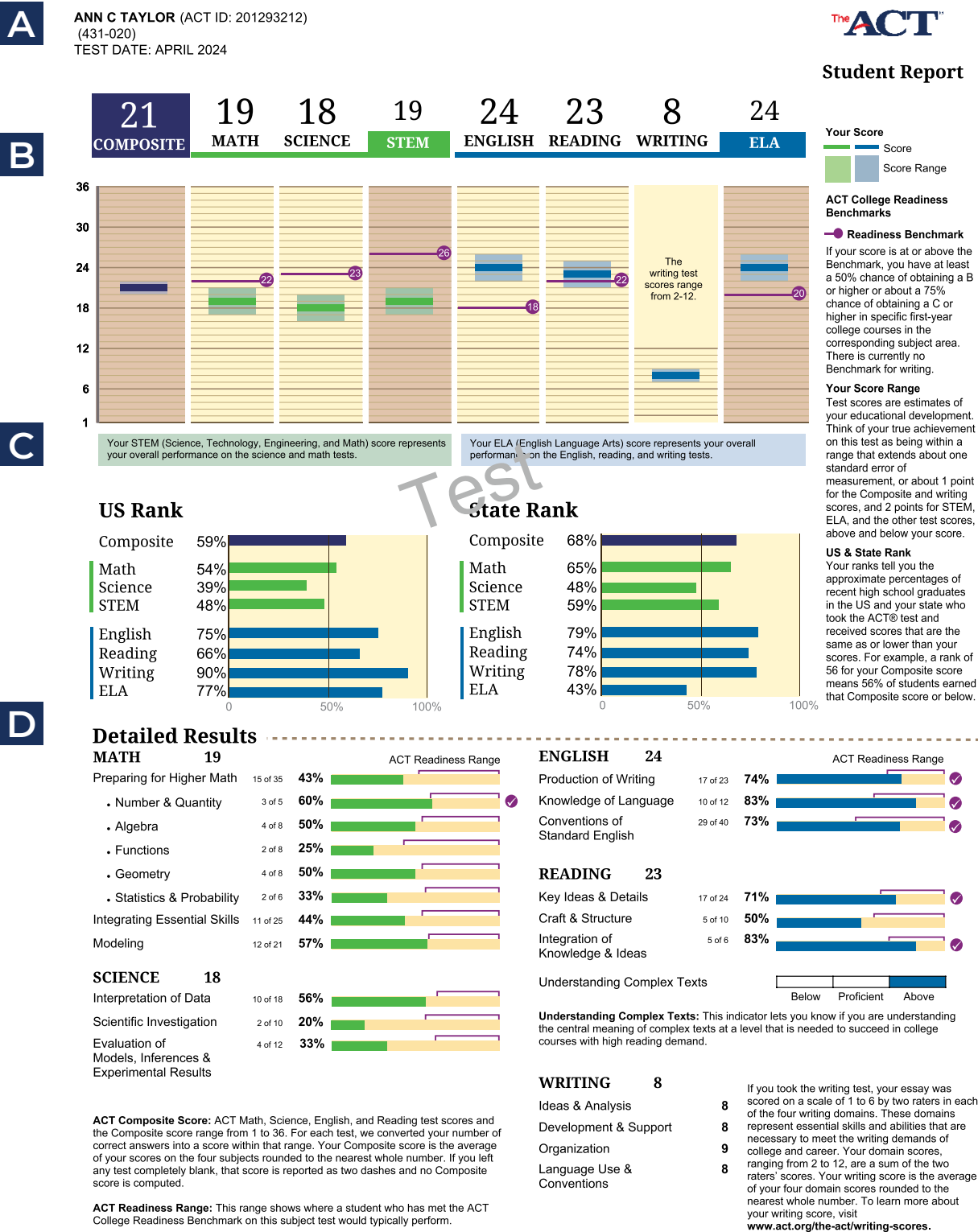


Figure 3. Sample ACT Student Report



## E Sending Your Scores

A score report (including your photo) was automatically sent to the high school you reported when registration was completed for the test. Your school will use this information for counseling, evaluating the effectiveness of instruction, and planning changes and improvements in the curriculum.

At your direction, your scores from this test date are also being reported to the colleges shown. (Be aware that when you send a report to a college that is part of a school system, the college may share your score with other colleges in that system.) Institutions use your test scores along with high school grades, academic preparation, future plans, and other factors to help identify applicants who can benefit most from their programs. In addition, colleges can use results on the ACT to assist scholarship/loan agencies in identifying qualified candidates, place students in first-year courses, and help students develop an appropriate program of study.

If you entered a college code incorrectly or forgot to include one, don't worry! You can still send scores to other colleges. Visit [www.act.org/the-act/scores](http://www.act.org/the-act/scores) to explore student resources or to order additional score reports.

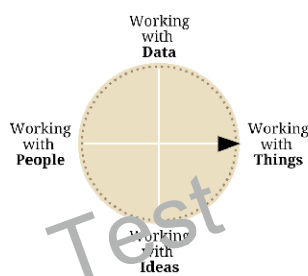
- 1 AUBURN UNIVERSITY  
[www.auburn.edu](http://www.auburn.edu)
- 2 ADAMS STATE UNIVERSITY  
[www.adams.edu](http://www.adams.edu)
- 3 CAPITAL COMMUNITY COLLEGE  
[www.ccc.commnet.edu](http://www.ccc.commnet.edu)
- 4 MITCHELL COLLEGE  
[www.mitchell.edu](http://www.mitchell.edu)

## F College and Career Planning

Where are you going? Knowing your interests can help you find the kinds of majors and occupations that may be right for you. Occupations differ widely in how much they involve working with four basic work tasks: Data, Ideas, People, and Things. Before you took the ACT, you completed an interest inventory. Your results point to occupations that involve the kinds of basic work tasks you prefer. Visit [www.act.org/collegeplanning](http://www.act.org/collegeplanning) to learn more.

According to your results, you enjoy working with **Things**. Here are a few examples of occupations involving this kind of work:

- Air Traffic Controller
- Broadcast Technician
- Computer Programmer
- Forester
- Machinist/Tool Programmer



## G Interest–Major Fit

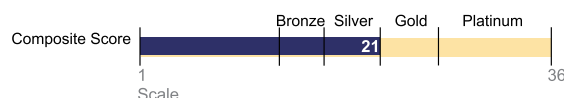
Do your interests fit the college major you plan to enter? Based on information you provided, you plan to enter **Accounting**.



Your interests are fairly similar to the interests of college students in the major you plan to enter. Students in majors that fit their interests are often more satisfied with their major.

## H Progress Toward the ACT National Career Readiness Certificate®

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC®) that students with your ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. Visit [www.act.org/NCRC-indicator](http://www.act.org/NCRC-indicator) to learn more.



Students with this ACT Composite score are likely to obtain a Silver level NCRC.

## I Where Are You Going?

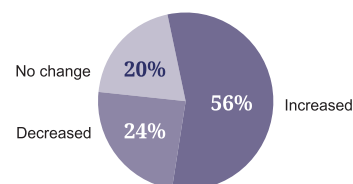
Visit [www.act.org/collegeplanning](http://www.act.org/collegeplanning) to learn more about yourself and find out about careers, majors, and colleges that may be right for you. It's free!

## Retesting with the ACT

Consider retesting if one or more of the following applies to you:

- Do you feel that your scores should be higher than those received?
- Did you have any problems during the tests, like misunderstanding the directions or feeling ill?
- Have you taken more coursework or an intensive review in the areas covered?
- Do you want to apply to a college that requires or recommends the writing test?

## Typical Composite Score on a Retest



Go to [www.act.org/the-act/retaking](http://www.act.org/the-act/retaking) for more information.

### Test Security Hotline

If you have concerns about the security of the tests, please report them at [www.act.ethicspoint.com](http://www.act.ethicspoint.com) or 855.382.2645.

Figure 3. Sample ACT Student Report (continued)

**A. Student Information**

Student name, ACT ID, high school, and test date. Test location is also shown for State testing.

**B. Student ACT Scores**

This section shows the student's scores on each of the multiple-choice test sections (scale 1–36). If the student took the ACT with writing, a writing score ranging from 2–12 is reported. A student's writing score is not included in the calculation of the Composite score. The writing test has a secondary score scale that ranges from 1–36. The 1–36 writing scale scores are only used for the calculation of the English Language Arts (ELA) score. The ELA score (derived from the student's English, reading, and writing scores) and the STEM score (an average of the student's mathematics and science scores) are reported when the student has all of the qualifying component scores. Both of these scores are on a scale of 1–36 and are rounded to the nearest whole number (0.5 is rounded up).

There is a shaded score range around the actual score, which reflects the fact that test scores are estimates of a student's true educational development, and the student would not necessarily earn the same score upon retesting.

The ACT College Readiness Benchmarks are scores on the ACT test sections that represent the level of achievement associated with a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in corresponding credit-bearing, first-year college courses. The student's scores and the ACT College Readiness Benchmarks are graphed together on the Student Report. These benchmarks (see the High School Score Report, page 63) graphically indicate whether students are likely ready for first-year college courses. There is currently no ACT College Readiness Benchmark for writing.

On the example score report (see page 49), Ann scored below the benchmark in both mathematics and science. If you have a counseling or mentoring relationship with Ann, you may want to visit with her about the courses she plans to take in science and mathematics to bolster her skills in these subjects. Increasing her knowledge and skills through rigorous courses will improve her readiness in science and mathematics and will help her if she were to retake the ACT.

The ACT STEM Benchmark provides additional insight on the ACT STEM score, which represents students' overall performance on the ACT mathematics and science tests. ACT developed the STEM Benchmark because the first math and science courses taken by students enrolled as STEM majors differ from those taken by most college students. The ACT STEM Benchmark was developed in a manner similar to the [ACT College Readiness Benchmarks](#). The STEM Benchmark is based on students' chances of success in calculus, chemistry, biology, physics, and engineering courses. An ACT STEM score of 26 is associated with a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in these entry-level STEM courses.

Note that it is possible for a student to meet the benchmarks in both mathematics and science but not STEM. This occurs because the ACT College Readiness Benchmarks for mathematics and science are each based on success in a corresponding standard-level course, while the ACT STEM Benchmark is based on higher-level courses in both mathematics and science. Thus the STEM Benchmark (26) is higher than the benchmarks for mathematics (22) and science (23).

Meeting the ACT STEM Benchmark is also associated with greater chances of achieving longer-term outcomes, including:

- Earning a cumulative GPA of 3.0 or higher
- Persisting in a STEM major
- Completing a STEM-related degree

More information about the development of the ACT STEM Benchmark can be found in the following reports: [Development of STEM Readiness Benchmarks to Assist Educational and Career Decision Making](#) (PDF, 40 pages) and [Development and Validation of a STEM Benchmark Based on the ACT STEM Score](#) (PDF, 7 pages).

The ACT ELA Benchmark provides additional insight on the ACT ELA score, which provides students with an aggregate measure of their performance on the ACT English, reading, and optional writing tests. Given the importance of integrated literacy skills for education and workplace success, ACT developed the ELA Benchmark to provide students and educators with an estimate of the ELA skill level needed to succeed in English and social science courses commonly taken by first-year college students. The ACT ELA Benchmark was developed in a manner similar to the ACT College Readiness Benchmarks. The ELA Benchmark is based on students' chances of success in English Composition I, American History, Other History, Psychology, Sociology, Political Science, and

Economics. These are the same English and social science courses that were used to develop the ACT College Readiness Benchmarks in English and reading, respectively. An ACT ELA score of 20 is associated with a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in these entry-level ELA-related courses.

Meeting the ACT ELA Benchmark is also associated with greater chances of achieving longer-term outcomes, including:

- Earning a cumulative GPA of 3.0 or higher
- Persisting in college
- Completing a college degree

More information about the development of the ACT ELA Benchmark can be found in the following report: [\*Development and Validation of a Preliminary ELA Readiness Benchmark based on the ACT ELA Score\*](#) (PDF, 42 pages).

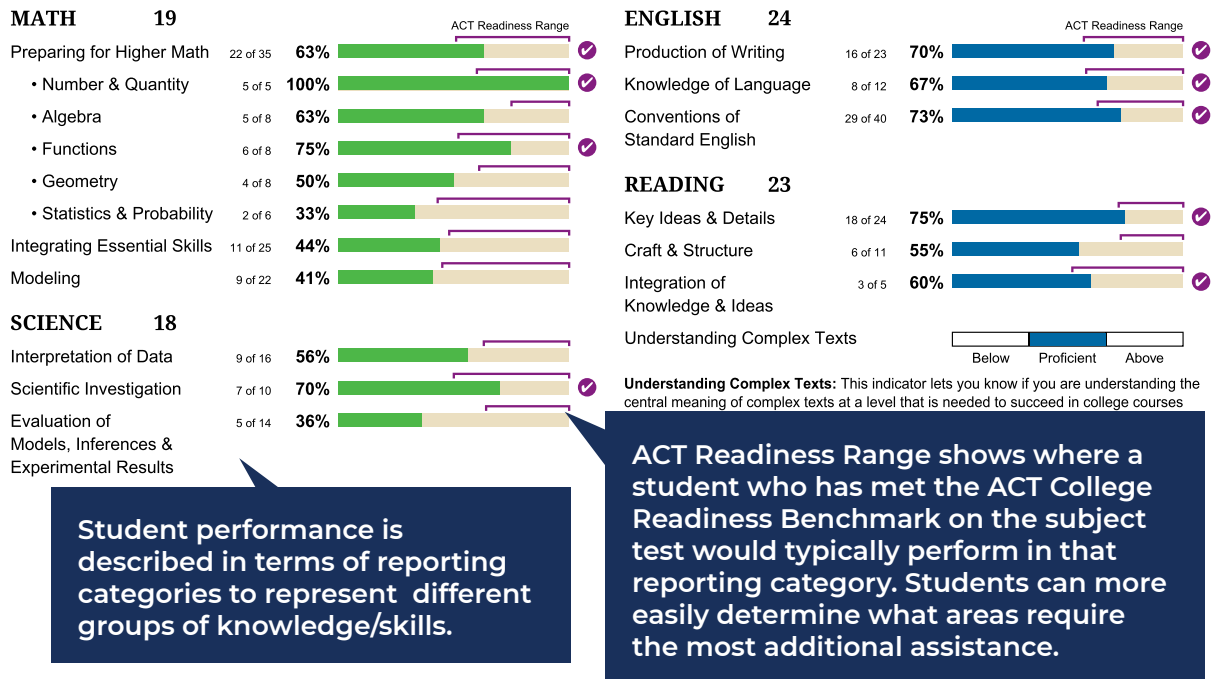
### C. US and State Rank

The student's ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT test and received scores that are the same as or lower than the student's scores. For example, a rank of 55 for the student's Composite score means 55% of students earned that Composite score or below.

### D. Detailed Results

To help students gain insights into possible directions for college and career, they want to understand their areas of strength and also those areas where they need to improve. To provide learners the most useful information, score reports incorporate **a comprehensive set of reporting categories** for each test section (see Figure 4). If the score report displays "N/A," reporting categories are not available for that test.

## Detailed Results



**Figure 4.** Student Report detailed results

These categories make it easier for students, parents, and educators to gain deeper insight into students' performance by better understanding strengths and areas for improvement in each subject. Reporting categories group and report on similar skills to provide students with more detailed information within each subject.

Each reporting category includes the total number of points possible, the total number of points a student achieved, and the percentage of points correct. ACT reporting categories are aligned with [ACT College and Career Readiness Standards](#) and other standards that target college and career readiness.

Each reporting category also shows the **ACT Readiness Range**, which enables students to see how their performance on each reporting category compares to students who have met the ACT College Readiness Benchmark for that specific subject. The minimum of the range corresponds to the predicted percentage of points that would be achieved by a student whose score is at the ACT College Readiness Benchmark on the subject test. The maximum value of the range corresponds to answering all questions in that reporting category accurately.

The combination of reporting category scores and the ACT Readiness Ranges provides educators and students with

information to more clearly show which areas require the most additional assistance for further learning and intervention.

The ACT Readiness Ranges appear on the Student and High School Score Reports.

The following text covers the content of the subject tests and is produced verbatim from [Preparing for the ACT Test](#):

## Content Covered by the English Test

Four scores are reported for the English test: a total test score based on all 75 questions, and three reporting category scores based on specific knowledge and skills. The approximate percentage of the test devoted to each reporting category is:

### **Production of Writing (29–32%)**

This category requires you to apply your understanding of the purpose and focus of a piece of writing.

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

### **Knowledge of Language (13–19%)**

These questions require you to demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.

### **Conventions of Standard English (51–56%)**

These questions require you to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

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

## Content Covered by the Mathematics Test

Nine scores are reported for the mathematics test: a total test score based on all 60 questions and eight reporting category scores based on specific mathematical knowledge and skills. The approximate percentage of the test devoted to each reporting category is:

### Preparing for Higher Mathematics (57–60%)

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

- **Number and Quantity (7–10%):** Demonstrate knowledge of real and complex number systems. Reason with numerical quantities in many forms, including expressions with integer and rational exponents, and vectors and matrices.
- **Algebra (12–15%):** Solve, graph, and model multiple types of expressions. Interpret and use many different kinds of equations, such as linear, polynomial, radical, and exponential relationships. Find solutions to systems of equations, even when represented by a simple matrix equation, and apply results to real-world contexts.
- **Functions (12–15%):** Demonstrate knowledge of function: definition, notation, representation, and application. Use functions including linear, radical, piecewise, polynomial, and logarithmic. Manipulate and translate functions, as well as interpret and use important features of graphs.
- **Geometry (12–15%):** Apply your knowledge of shapes and solids, using concepts such as congruence and similarity relationships or surface area and volume measurements. Apply your understanding to composite objects, and solve for missing values in triangles, circles, and other figures. Use trigonometric ratios and equations of conic sections.
- **Statistics and Probability (8–12%):** Describe center and spread of distributions. Apply and analyze data collection methods. Understand and model relationships in bivariate data. Calculate probabilities by recognizing the related sample spaces.

### Integrating Essential Skills (40–43%)

This category focuses on measuring how well you can synthesize and apply your understandings and skills to solve more complex problems. The questions ask you to address concepts such as rates and percentages; proportional relationships; area, surface area, and volume; average and median; and expressing numbers in different ways. Solve non-routine problems that

involve combining skills in chains of steps; applying skills in varied contexts; understanding connections; and demonstrating fluency.

### **Modeling**

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

## **Content Covered by the Reading Test**

Five scores are reported for the reading test: a total test score based on all 40 questions; three reporting category scores based on specific knowledge and skills; and an Understanding Complex Texts indicator. The approximate percentage of the test devoted to each reporting category is:

### **Key Ideas and Details (55–60%)**

This category requires you to read texts closely to determine central ideas and themes. Summarize information and ideas accurately. Understand relationships and draw logical inferences and conclusions, including understanding sequential, comparative, and cause-effect relationships.

### **Craft and Structure (25–30%)**

These questions ask you to determine word and phrase meanings; analyze an author's word choice rhetorically; analyze text structure; understand the author's purpose and perspective; and analyze characters' points of view. Interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.

### **Integration of Knowledge and Ideas (13–18%)**

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

## **Content Covered by the Science Test**

The scientific information appears in one of three formats:

- **Data Representation (30–40%):** This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as recognizing relationships among data in tables and graphs; interpolation and extrapolation; and translating tabular data into graphs.



- **Research Summaries (45–55%):** This format provides descriptions of one or more related experiments. The questions focus on the design of the experiments and the interpretation of experimental results.
- **Conflicting Viewpoints (15–20%):** This format presents two or more explanations for the same scientific phenomena that, because they are based on differing premises or incomplete data, are inconsistent with one another. The questions focus on the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

Four scores are reported for the science test: a total test score based on all 40 questions and three reporting category scores based on scientific knowledge, skills, and practices. The approximate percentage of the test devoted to each reporting category is:

#### **Interpretation of Data (45–55%)**

This category asks you to manipulate and analyze scientific data presented in scientific tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically).

#### **Scientific Investigation (20–30%)**

This category requires you to understand experimental tools, procedures, and design (e.g., identify controls and variables) and compare, extend, and modify experiments (e.g., predict the results of additional trials).

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

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

### **Writing Skills Measured by the Writing Test**

Five scores are reported for the writing test: a single subject-level writing score reported on a scale of 2–12, and four domain scores that are based on an analytic scoring rubric. The subject score is the rounded average of the four domain scores. The four writing domains are:

#### **Ideas and Analysis**

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

**Development and Support**

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

**Organization**

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

**Language Use and Conventions**

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

**E. Sending Your Scores**

A score report (including photo, if applicable) is automatically sent to the high school the student reported when registration was completed for the test. The school will use this information for counseling, evaluating the effectiveness of instruction, and planning changes and improvements in the curriculum.

At the student's direction, scores from this test date are also being reported to the colleges shown. (Be aware that when a student sends a report to a college that is part of a school system, the college may share that score with other colleges in that system.) Institutions use student test scores along with high school grades, academic preparation, out-of-class accomplishments, future plans, and other factors to help identify applicants who can benefit most from their programs. In addition, colleges can use results on the ACT to assist scholarship/loan agencies in identifying qualified candidates, place students in first-year courses, and help students develop an appropriate program of study.

If a student entered a college code incorrectly or forgot to include one, they can still send scores to other colleges. Visit <http://www.act.org/the-act/scores> to explore student resources or to order additional score reports.

**F. College and Career Planning**

This section of the report provides information to help the student begin to consider occupations and college majors. The Career Connector visually summarizes the student's ACT Interest Inventory results and lists occupations that align with the student's interests.

This section, and the subsequent section on Interest-Major Fit, are displayed only when the student has interpretable interest inventory results and a choice of major they plan to enter. When either is missing, text is displayed encouraging students to visit [www.act.org/collegeplanning](http://www.act.org/collegeplanning) to find answers to commonly asked college and career planning concerns.

### G. Interest-Major Fit Level Score

**Note:** *Level of fit is temporarily unavailable as of April of 2021, but will be included in future enhancements.*

The student's level of interest-major fit is displayed on an Interest-Major Fit bar. Interest-Major Fit measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the interest profiles of others in the student's planned major.

### H. Progress Toward the ACT National Career Readiness Certificate

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC) that students who share this score are likely to obtain on the ACT NCRC assessments. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. Visit [workforce.act.org/credential](http://workforce.act.org/credential) to learn more.

### I. Student Resources

Information about college and career planning, Retesting with the ACT, and the Test Security Hotline.

## High School Reporting

High school reports are delivered automatically to the high school on record through an online portal. Online reporting allows schools to easily access report data for the ACT test at the student and district/school level.

With online reporting, schools can:

- Gather specific data for either an individual or all students within a school or district
- Review data using common analytics such as summary statistics, frequencies, cross-tabs, and scatterplots
- Create graphical views of summary-level information
- Save custom reports
- Print deliverables such as labels and full student reports

If your school has not already accessed online reporting, check with your school/district leader to contact ACT to receive your access code.

Using this code will allow you to establish an account within online reporting as a Trusted Agent.

Trusted Agents assume the responsibility of managing user access for districts and schools in their jurisdiction. Once an account is created, you can appoint additional Trusted Agents and roles for your organization.

If you need help getting started, various online reporting training resources are available at [success.act.org](https://success.act.org).

## High School Score Label

High schools have the option to download and print score labels (Figure 5) from their account in online reporting.

Scores may be included on transcripts (using the score label or electronically) according to local policies and with student and/or parent permission.

Colleges and scholarship agencies receiving scores via high school transcripts should be aware that such scores are considered unofficial. Score changes and/or cancellations may occur after the time scores have been placed on the transcript.

Score labels show the student's name, ACT-assigned ID beginning with a dash, date of birth, four multiple-choice test scores, Composite score, cumulative percent for the Composite score, and test date. Test location is also shown for State testing. If the student took the ACT with writing, the label also includes a writing score.

<b>TAYLOR, ANN C</b>					<b>-54116290</b>	<b>08/22/2002</b>
NAME OF STUDENT					ACT ID	DATE OF BIRTH
*The writing score range is 1–36 for test events Sept. 2015 to Aug. 2016 and 2–12 for all other test events.						
SCORES:	ENGLISH	MATH	READING	SCIENCE	COMPOSITE	TEST DATE & TEST LOCATION
	24	19	23	18	21	04/2020
	PERCENT AT OR BELOW NAT'L COMP.:				56	
	The <b>ACT</b> ®					

**Figure 5.** Sample ACT high school score label

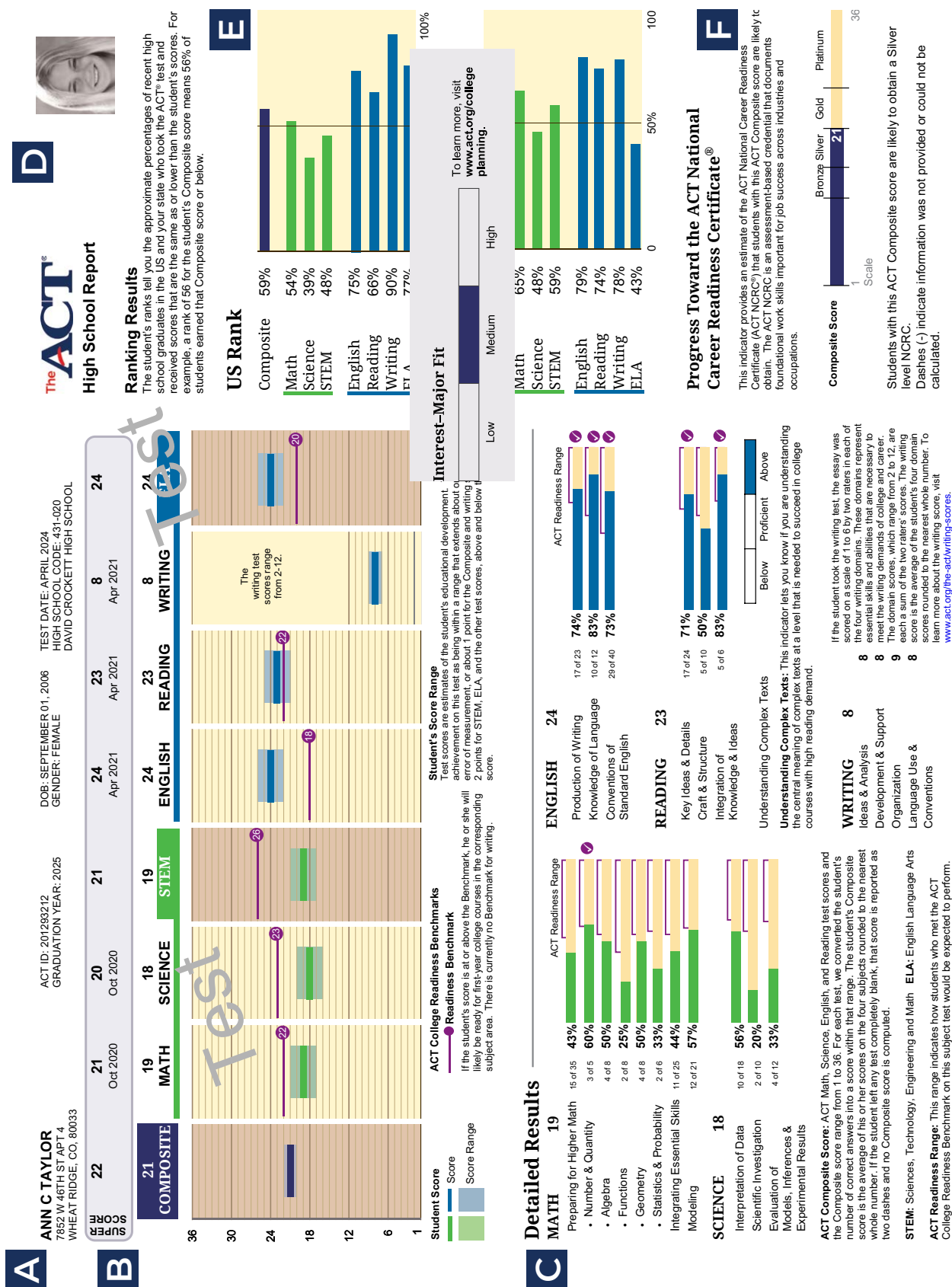
## High School Profile Service

Each fall, schools with ACT-tested graduates receive ACT Profile Reports. These reports focus on the performance, course selection, and college readiness of the most recent ACT-tested graduating class.

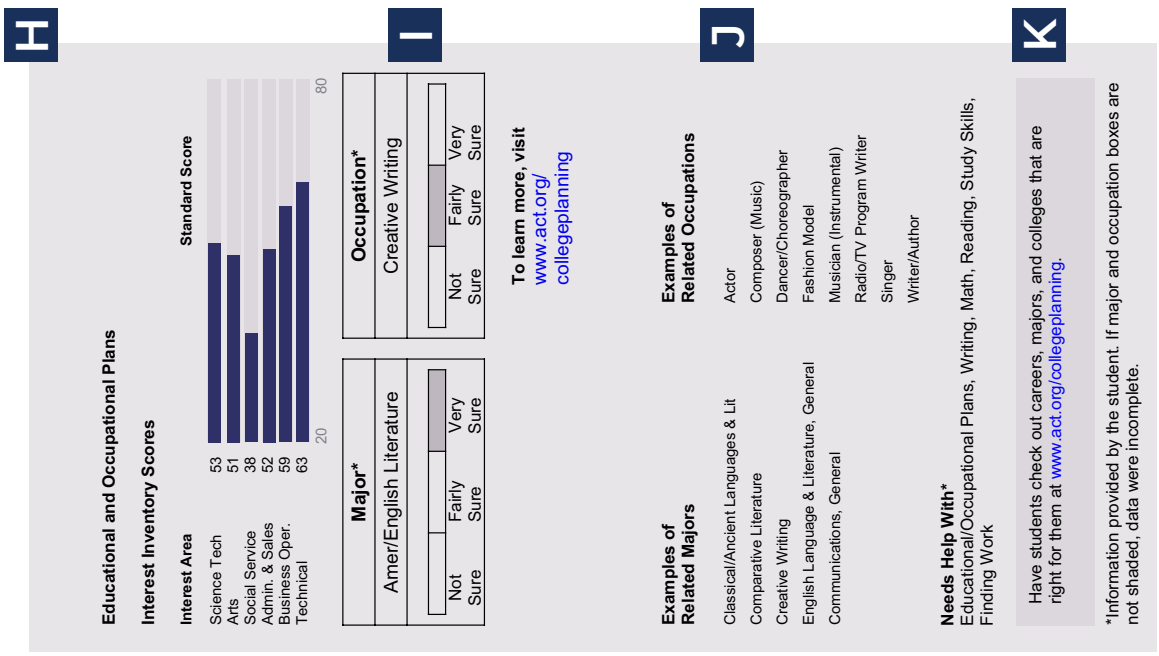
## High School Report

A High School Report is generated if the student provides a valid high school when registering or testing.

A sample ACT High School Report is shown in Figure 6. The main data elements not already described in the Student Report are described in the following pages.



### Figure 6. Sample ACT High School Report



**A. Student Information**

This section provides personal identifying information about the student and includes name, mailing address, graduation year, date of birth, gender, test date, high school code, and high school name provided at the time of registration or testing. In addition, test location is shown for State testing.

**B. Student ACT Scores**

See the Student Report section, item B (page 51).

**C. Detailed Results**

Each reporting category also shows the **ACT Readiness Range**, which will enable students to see at a glance how their performance on each reporting category compares to students who have met the ACT College Readiness Benchmark for that specific subject.

The combination of reporting category scores and the ACT Readiness Ranges provide educators and students with information to more clearly show which areas require the most attention for additional learning and intervention.

The ACT Readiness Ranges will appear on the Student, High School, and College Score Reports. For more complete information, see the Student Report section, item D: Detailed Results—Reporting Categories, Scores, Readiness Ranges, Items Correct, and Percentages (page 53).

**D. Student Photo**

This area will display one of the following:

- A photo of the student
- A silhouette with text reading:  
**ACT-Approved Exception Photo Not Required.**
- No photo with text reading: **Intentionally Left Blank**

The presence of the student photo provides high schools with an additional piece of information to confirm student identity. As the high school staff know students best, ACT relies on and urges high schools to ensure that the photo matches the student named on the score report and that any ACT-approved exceptions due to seriously held religious convictions are reasonable based the school's knowledge of the student. Please report any inconsistencies at [www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry)

**E. Ranking Results**

See the Student Report section, item C (page 53).

**F. Progress toward the ACT National Career Readiness Certificate**

See the Student Report section, item H (page 60).



**G. College Fit**

The student's college choices are reported in this section along with information indicating how good a fit the particular choice might be for the student. Fit is based on the student's chance of a B or higher GPA based on the ACT Composite score and self-reported high school GPA. Dashes indicate the chances of success could not be calculated or the college did not participate in the ACT Admissions Service. A blank indicates that the college code is invalid.

The student's Composite score is compared to the Composite score range of the middle 50% of current students at each institution. Average high school GPA and high school class rank are noted for each school so that the student can compare themselves to students currently enrolled at the institution that interests them. Merit and need-based scholarship data may also help the student determine which college would be the best fit for them. The student shown in the sample report would have the best chance of achieving a B or higher GPA at Beta Community College, while she would find Alpha University and Magna College more challenging.

**H. ACT Interest Inventory Scores**

ACT Interest Inventory results reported as standard scores, with a mean of 50 and a standard deviation of 10. These scores are listed and displayed on a bar graph.

This section, and the two sections that follow, are displayed only when the student has interpretable interest inventory results and a choice of major they plan to enter. When either are missing, text describes ACT's college and career planning website ([www.act.org/collegeplanning](http://www.act.org/collegeplanning)), designed to provide students with college and career information.

**I. Self-Reported Planned Educational Major and Occupation**

Selected by student from a list of nearly three hundred major and occupation titles, as well as self-reported level of certainty of these plans.

**J. Interest-Major Fit Level Score**

*Note: Level of fit is temporarily unavailable as of April of 2021, but will be included in future enhancements.*

Interest-Major Fit measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the interest profiles of others in the student's planned major.

To help students consider a wider range of personally relevant options, this part of the score report lists several majors and occupations related to the major and occupation the student is considering.

**K. Needs Help With**

Self-reported educational needs and interests.

## College Reporting

Encoura's mission is to empower students and institutions to create meaningful connections so everyone can make the most informed decisions to achieve their goals. Since 1972, the company has evolved its products and services to better represent the link between students and higher education institutions and to create the highest probability of student success.

As part of that evolution, the company acquired Eduventures®—the leading research and advisory firm focused exclusively on higher education—to provide forward-looking and actionable research and insights. With the launch of the Encoura platform in 2017, the company provides custom technology solutions that combine Eduventures research, data science, strategic enrollment services, and multichannel marketing to serve over 2,000 higher ed institutions. The company also offers myOptions® Encourage™—a free planning program that offers college and career planning assistance to high school students, parents, and educators nationwide so they can explore a wide range of post-secondary opportunities.

### Enroll Smarter with the Encoura® Platform

Access the most diverse and inclusive student population in a single platform while using data science, analytics, and research to reach your best-fit students. Learn more more about the [Encoura Platform](#).

### The ACT College Report

[Sample Reports, data file layouts, data file samples and other resources](#) are also hosted by Encoura.

### Class Profile Report

The Class Profile Report is designed to aid colleges in research, self-study, and planning by providing analyses of incoming student data. Any college that meets the eligibility criteria may participate free of charge in the Class Profile Report.

The Class Profile report provides a comprehensive description of a college's first-time entering students and a parallel description of students who reported ACT scores to the college but did not enroll. Comparisons with two separate college-defined groups of ACT-tested students who authorized ACT to send their scores to the college may also be shown.

Drawing on test scores, high school grades, and other educational information collected on the ACT, a series of tables describes the following characteristics of first-year students:

- Academic abilities, goals, and aspirations
- Selected needs for student services
- College selection considerations
- Demographic characteristics

Other tables provide cross-tabulations of student characteristics and highlight year-to-year trends. The tables are preceded by a summary of major findings.

**Note About Test Security:** College admissions officers are an important part of the ACT test security process. ACT welcomes and appreciates inquiries from admissions officers who have noticed discrepancies between an examinee's performance on the ACT and other aspects of the student's academic profile. If you see ACT scores that appear inconsistent, please report your concerns at [www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry).

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## Uses of ACT Data

### Confidentiality

All recipients of ACT data and student information are reminded that they are responsible for protecting the confidentiality of that information in accordance with applicable laws and institutional policies.

### High School Uses of ACT Data

Administrators, teachers, and counselors have developed many innovative ways to help students use their ACT results in planning for college and careers. ACT scores are estimates of an examinee's true performance levels on the tests. These scores should be treated, on an individual and group basis, as general indicators of strength and weakness. Students should be reminded that colleges use other information in addition to ACT scores to make selection, placement, and scholarship decisions, and that all of this information, taken together, provides a good picture of their performance.

### Discussing ACT Results in Educational and Career Counseling

From the ACT student record, district and school personnel will find valuable information to assist them in their duties.

Group sessions can be offered for students considering similar vocations, colleges, or educational programs. Other group sessions might be offered for students interested in special topics, such as choosing a major.

Students should consider many factors as they choose a college major or eventual occupation. Interests and educational development are important, but so are work values, length of time the student is willing to spend in training, the likelihood that the student will be able to find employment in the chosen field, etc.

Since every student and every counselor is unique, there is no single, right way to use ACT results. However, there are questions the ACT Student Report can help answer to provide guidelines for group and individual discussions, such as:

- Has the student read the score report, including the information not related to test results? Does the student seem to understand the information and how to use it?
- Has the student shared their ACT scores and other results with parents, sought parents' advice about making plans for the future, or discussed financing further education, etc.?

### **Career Planning**

Has the student made tentative educational and career plans? If so:

- Are the plans based on realistic factors such as educational development and interests, or are they influenced by factors such as parental expectations and gender-role stereotypes?
- Are the student's educational major, degree objective, and career plans consistent?
- Do the student's levels of educational development (as indicated by high school grades and ACT scores) support the educational and career plans?
- Do the student's interests support the educational and career plans?

Are more possibilities for educational and career plans suggested by:

- Differential levels of educational development, as indicated by grades, test scores, and reporting categories?
- ACT Interest Inventory scores?
- Actual or planned extracurricular activities?

Side 2 of the ACT High School Report is based on the student's self-reported plans and ACT Interest Inventory results. If there is reason to believe that plans or interests have changed, students should be encouraged to update their information through their MyACT account and incorporate these changes into the decision-making process.

### **College Planning**

Has the student identified colleges appropriate for their level of educational development, as indicated by high school performance and ACT scores?

- Do the chosen colleges offer the student's preferred program of study? What percentage of each college's students are enrolled in that area? If the program is not available, how does the student plan to resolve this discrepancy?
- Is the student aware of any inconsistencies between the stated preferences for type of college and the characteristics of the schools considered such as location, type, cost, or size?

- What cost limitation does the student indicate? Is the student aware of hidden costs, such as the cost of travel to a college distant from home? If a selected school costs more than the student and family can pay, does the student plan to seek financial aid? If so, does time remain to do so, and are application materials needed?

### **Using ACT College Readiness Benchmark Scores in College Planning**

In the past, ACT worked with colleges to help them develop guidelines for placing students in courses that are appropriate for their level of achievement as measured by the ACT tests. In doing this work, ACT has gathered course grade and test score data from a large number of first-year students and across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in a standard first-year college course. Data from 214 institutions and more than 230,000 students were used to establish the ACT College Readiness Benchmark Scores, which are weighted median ACT scores associated with student success in a college course.

Success is defined as a 50% chance that an examinee will earn a grade of B or higher and about a 75% chance of earning a grade of C or higher. The courses are the ones most commonly taken by first-year students in the areas of English, mathematics, social sciences, and science, namely English composition, college algebra, entry-level social science courses, and college biology. ACT College Readiness Benchmark scores are 18 on the English test, 22 on the mathematics test, 22 on the reading test, and 23 on the science test. The College Readiness Benchmarks are based upon a sample of postsecondary institutions from across the United States. The data from the institutions were weighted to reflect postsecondary institutions nationally. The benchmark scores are weighted median ACT scores associated with success at these institutions and as such represent a typical set of expectations.

Benchmarks for the ACT STEM and ELA scores were developed separately from the other benchmarks because these scores each incorporate multiple test sections and academic skills—math and science for STEM, and English, reading, and writing for ELA. The STEM benchmark was based on a combination of typical first-year math and science college courses taken by students majoring in STEM fields, specifically, calculus, biology, chemistry, physics, and engineering. Data came from nearly 80 institutions and included more than 84,000 students. The ELA benchmark was based on a combination of typical first-year English and social science college courses, specifically, English composition, American history, other history, psychology, sociology, political science, and economics. Data came from 233 institutions and included more than 198,000 students. Using the medians values, the STEM and ELA Benchmarks were 26 and 20, respectively.

## Information About Colleges

Although this section is based on data provided by colleges, students should check the latest college catalogs for possible changes. Where information is missing (–), the college does not have the information on record.

- A.** College ACT Code, Name, and City/State location.
- B.** The student's chance in 100 of attaining a first-year GPA of B or higher at the college. The chance values are based on college-specific regression equations generated by the ACT Admissions Service. Only colleges that participate in the service will have this information.
- C.** A comparison of the student's ACT Composite score to the Composite scores of current students at each college. The shaded bar represents the 1–36 ACT score scale, with a darker shaded section showing the score range of the middle 50% of current students. The vertical dashed line indicates the position of the student's score on the scale.
- D.** GPAs are reported on a four-point scale.
- E.** Average high school class rank of current students for each of the student's college choices, reported in percentiles.
- F.** Percentages of first-year students receiving need-based and merit-based financial aid.



## College Fit

At the student's direction, scores from this test date are being reported to the colleges shown below. College planning information is provided for the choices listed when registered or tested. Check with colleges for recent changes in information. Note: GPA was calculated from the grades the student reported. For more information, see the *ACT User Handbook* at [www.act.org/content/dam/act/unsecured/documents/ACT-UserHandbook.pdf](http://www.act.org/content/dam/act/unsecured/documents/ACT-UserHandbook.pdf)

College Choices	Chance of "B" or Higher GPA based on Composite score and GPA	ACT Composite Scores of the middle 50% of current students	Average High School GPA of current students	Average High School Class Rank of current students	Percentage of First-Year Students Receiving Financial Aid	
					Need	Merit
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	
0011 AUBURN UNIVERSITY AUBURN, AL	--%	24-30 1 36	3.86	Majority in Top 25%	38%	62%
0496 ADAMS STATE UNIVERSITY ALAMOSA, CO	--%	17-22 1 36	3.12	UNKNOWN	83%	42%
0561 CAPITAL COMMUNITY COLLEGE HARTFORD, CT	--%	1 36		UNKNOWN	76%	--%
0572 MITCHELL COLLEGE NEW LONDON, CT	--%	1 36	2.68	UNKNOWN	83%	77%
		1 36				
		1 36				
ANN C TAYLOR		21 Composite	3.45 GPA	Top 25% Class Rank		

**Figure 7.** College Fit—High School Report

## College Uses of ACT Data

Most ACT College Report data is sent electronically to colleges and agencies. This information can be used in a variety of ways to help students in the transition from high school to college.

ACT information can be a valuable tool in admissions and orientation, course sectioning and student placement, allocation of financial aid, academic advising, student retention and tracking, and other student personnel services. Some of these uses of ACT data are discussed on the following pages.

## Dissemination of Data to Campus Offices

The electronic ACT record for an examinee contains information of interest to virtually all college offices and departments. Because few offices or departments need the entire student record, it is common practice for the college's designated score recipient to pull certain data elements from the record for use by other college officials.

From the ACT student records, a variety of reports can be prepared for campus offices that need to know about the characteristics and enrollment plans of prospective applicants. For instance, residence life officials might need first-year housing plans of students who designated the college their first or second choice. Admissions personnel, on the other hand, might want a list of students who had their scores sent to the college. Other campus offices might need to identify students who expressed a need for assistance in a particular area.

## Scores of Older Students

According to research done at ACT, the ACT scores of older students (adult learners) predict their performance in college, but their scores should be interpreted differently from the scores of high school students (ACT Research Report No. 2000-9, available at [www.act.org](http://www.act.org)). The reason is that older students tend to be more motivated and tend to earn better grades in college than younger students. Colleges should bear in mind that scores obtained more than five years earlier almost certainly do not reflect the student's current level of educational development.

## Educational Opportunity Service (EOS)

This language is provided as it is presented to the examinee in MyACT:

Be a part of this free, voluntary program to connect with colleges, scholarship agencies, and other educational opportunities looking for students like you!

- Yes, I would like to participate in EOS (most people select this)
- No thanks

EOS participation can help you discover:

- College and career paths after high school
- New options to help pay for college
- Your best-fit college opportunities all over the country

ACT research shows that EOS participation benefits students by giving them greater access to information about colleges and programs of study, expanding their possibilities for future success.

**Note:** *If your jurisdiction does not permit you to opt in to the EOS program, we may not share your information even if you respond 'Yes' above.*

**Here's how it works:**

If you respond 'Yes,' we provide information about you to colleges, universities, financial aid agencies, scholarship agencies, education and military government agencies, and organizations that offer educational, civic engagement, extracurricular, and career opportunities, products, and services. There is no cost to you, as these organizations typically pay for this service, and you can opt out at any time by visiting <http://www.actstudent.org/college/eos.html>.

The following information about you will be shared by ACT and NRCCUA: your name, address, gender, high school, email address, date of birth, year of high school graduation, racial/ethnicity background, intended college major, and career interests. In addition, any information you choose to provide in the My Profile Section and a range your ACT scores fall within may be shared. Participating organizations have all agreed to use your information only for the purpose of sharing information about their programs.

**Recruitment and Admissions**

Most colleges are interested in recruiting students with desired characteristics and find the ACT College Report data helpful. Such ACT information as test scores and predictive data, or planned college major, might be helpful in identifying and contacting students with desired characteristics.

A college may use ACT data to prepare a series of communications to prospective students. These communications can be personalized by relating specific information from the student's ACT record to programs and opportunities offered by the college. By using the High School Course/Grade Information, the communications can pinpoint specific curricular weaknesses in the student's academic preparation and encourage the student to take the coursework necessary to overcome these weaknesses. The communications can be designed to appeal to an examinee's interest in particular educational opportunities and to maintain that interest during the admission cycle.

**Simplifying the Admissions Process**

The ACT data collection method has been carefully designed and structured to include the information typically used by colleges in the admissions process. Many colleges find it beneficial to establish a prospective student admission record as soon as the ACT College Report data arrive. The extensive data provided by ACT have led many institutions to use the ACT student data to populate a personalized application for admission for each student.

## The Admission Decision

With test scores in English, mathematics, reading, science, and STEM, the ACT can provide data useful for evaluating an examinee's educational development. The availability of both US and state ranks and probability estimates for academic success enhances the utility of these data.

Presented as cumulative percents (the percent of students scoring at or below a given score), two sets of ranks are reported for the multiple-choice tests. The US ranks are based on the most recent ACT scores of high school seniors who graduated during the previous three years and who tested as 10th, 11th, or 12th graders on a national or state test date. State ranks, based on enrolled students at a particular college who have taken the ACT, are also provided if the college has participated in any of the ACT Research Services.

A more precise method of evaluating an examinee's probable chance for success at a given college is to examine the data in the Chances of Success area of the College Report and in the College Fit area of the High School Report. These data are dependent on the college's participation in the Admissions Service and are based on the statistical relationship between college outcomes and measures of previous academic achievement, specifically, ACT scores and high school grades.

## Course Placement

Few factors are more crucial to success in college than appropriate course placement. Placing students into courses for which they are academically prepared fosters success. Underprepared students who are incorrectly placed in standard-level courses often find themselves in a downward spiral of frustration and failure, while better-prepared students who are incorrectly placed in developmental courses not only waste time and money, but can miss out on the intellectual excitement that college has to offer.

An effective placement test should measure the skills and knowledge necessary to succeed in a particular course. By design, the ACT fits this description. The ACT tests measure the skills and knowledge that have been identified by curriculum experts as essential for success in postsecondary education, and that are typically taught in college preparatory courses in high school. Research using grades from over 250 institutions has shown that ACT scores can provide accurate placement in a wide variety of course types.

Using ACT scores for placement can reduce the amount of time and expense in administering, scoring, and reporting local tests. For example, ACT scores can be used as an initial screen to determine the

students who are likely to succeed in a course and those who will likely need more academic preparation. Local tests could then provide more information for the subset of students who are near the cutoff score or decision point.

Selecting cutoff scores that lead to accurate placement is not an easy task. Using college course grade data, ACT has identified cutoff scores (see Table 2) that typically give the highest percentage of correct decisions in several subject areas. These cutoff scores can be used as guidelines for setting initial cutoff scores at an institution. Because course content and grading policies can differ across institutions, the effectiveness of the initial cutoff scores should be evaluated at some point.

**Table 2.** ACT Cutoff Score Guide for Placement in First-Year College Courses

Course Type	ACT Test	Score Needed for 50% Chance of B or Higher
<b>English Courses</b>		
Standard Composition	English	18
Advanced Composition	English	19
<b>Mathematics Courses</b>		
College Algebra	Mathematics	22
Pre-Calculus	Mathematics	24
Trigonometry	Mathematics	24
Calculus	Mathematics	27
<b>Social Science Courses</b>		
American History	Reading	23
Other History	Reading	23
Psychology	Reading	22
Sociology	Reading	21
Political Science	Reading	22
<b>Natural Science Courses</b>		
Biology	Science	23
Chemistry	Science	26

**Note:** Cutoff scores have been weighted to reflect the national population of high school graduates. This table summarizes ACT cutoff scores for placement in different types of first-year courses. A cutoff score is the minimum score for which ACT estimates that an examinee has a 50% chance of earning a B or higher in a particular type of course. These cutoff scores are typical results from ACT user institutions that participated in the Course Placement Service or other ACT Research Services through the 2013–2014 academic year. You can use the scores as initial estimates for your own institution.

## English Course Placement

English is a subject area that often requires placement of first-year students into one of three levels: advanced, standard, or developmental. The ACT English test has been shown to provide useful information for this purpose, and the ACT writing test can augment the ACT English test for making placement decisions.

## Placement in Other Courses

ACT scores can also be used for placement into other courses. Institutions have used the ACT mathematics test for placement into courses ranging from elementary algebra to calculus, and the ACT science test for biology, chemistry, and physics. The ACT reading test has been used for placement into college-level courses with substantial reading loads such as American or world history, psychology, and sociology.

## Academic Advising

One of the most important elements of a successful academic advising program is a good information base. ACT data are an excellent source of information about advisees. Available before the student's enrollment and advising conference, the data present a comprehensive picture of an examinee's needs, interests, academic background, and educational development. Meant to provide advising leads and points of departure, ACT data are easy to use and interpret and especially helpful in identifying patterns of consistency and inconsistency.

Helping students plan academic programs, select curricula, and make other educational and vocational decisions is a challenge to those who advise students. Because ACT data relate to common advising concerns, an understanding of the information provided can contribute to the effectiveness of even the most experienced advisor. ACT data can help answer the questions that first-year students are likely to ask:

- Can I succeed in college?
- In which subjects might I expect to do well?
- In which courses might I expect to have trouble?
- How heavy an academic load should I carry?
- What should I major in?
- What occupations emphasize work activities similar to those I prefer?
- In what areas do I need help?

By studying the scores and predictive data on the report and ACT Interest Inventory results, the advisor can analyze the educational development of the student and relate it to the local college situation. The student's high school grades, ACT test scores, and US and institutional ranks should be examined. Low grades in high school and low ACT scores show the student and the advisor a consistent

pattern of low achievement and signal academic difficulties ahead. Conversely, if high school grades are superior and ACT scores are high, the student should be encouraged to maintain their present level of accomplishment.

High school grades, ACT test scores, and the number of years each subject was studied in high school should be checked for consistency. If, for example, an examinee has studied mathematics in high school for only one year and received a grade of C, it is not realistic to expect the ACT mathematics test score to be high. On the other hand, if an examinee has studied mathematics for four years in high school and reports a high school grade of A, it would be expected that the ACT mathematics test score would be high. If the three indices mentioned above are not consistent, possible explanations should be explored with the student.

Such information is provided to students to encourage them to look at their educational development in a realistic manner and then to focus on activities holding some promise for success. Three important cautions:

- The ACT tests measure educational development and do not reflect innate ability or aptitude. Performance is influenced by the student's educational experience up to the time of testing.
- ACT scores and high school grades are not the only factors related to academic success in college. Interest, motivation, values, and study habits are other variables.
- Minor differences among scores should not be overinterpreted.

### **Interest-Major Fit**

**Note:** *Level of fit is temporarily unavailable as of April of 2021, but will be included in future enhancements.*

The Interest-Major Fit level is shown by shading in one of the three (Low, Medium, High) sections of the Interest-Major Fit bar. This fit level is derived from two data elements collected from students during ACT registration: 1) the student's ACT Interest Inventory scores and 2) the student's planned college major chosen from a list of nearly 300 major titles. These elements are used to calculate an Interest-Major Fit score, which is converted to one of three fit levels to summarize the strength of the relationship between the student's interests and the interests of college students in the planned major. Although not shown on the score reports, fit scores range from 00 to 99. The higher the score, the better the interest-major fit.

A major that displays a medium or high level of fit may be more rewarding because it opens more opportunities to engage in preferred activities and to interact with people who share similar preferences and personalities. This is supported by research involving the ACT



Interest Inventory showing that students are more likely to persist in college, remain in their major, and complete their college degree in a timely manner when their measured interests (i.e., patterns of scores on interest inventories) are similar to the interests of people in their chosen college major. More generally, research has repeatedly shown that interest-environment fit is related to persistence and performance in both academic and work settings.

Interest-Major Fit results may sometimes encourage students to reconsider their current college major plans. If so, this sets the stage for further exploration of college major options. The ACT Student Report refers students to information about college and career planning ([www.act.org/collegeplanning](http://www.act.org/collegeplanning)), which supports college major exploration by helping students find numerous good-fit majors and by providing extensive information on a wide range of college majors. Students can use this information to identify additional majors to consider.

For the high school counselor, the student's Interest-Major Fit results can provide a starting point for discussing issues involving the transition to college. If the student's planned major is in line with their interests, counselors can use these results to start a discussion of the student's near-term goals (such as coursework options that will help the student prepare for this major) and long-term goals (such as reviewing the types of occupations this major typically prepares people for). If the student's planned major is not in line with their interests, it may be helpful to discuss the meaning of these results for the student, and possibly suggest alternative majors or educational pathways that meet the student's needs and will help them achieve their career goals. In either case, Interest-Major Fit results provide counselors with opportunities to support informed decisions and plans that will have an impact on the lives of their students now and in the future.

### **US and State Ranks**

The Scores and Predictive Data section of the College Score Report contains ACT test scores and US ranks based on the most recent scores of high school seniors who graduated during the previous three years and tested in 10th, 11th, or 12th grade on a national or state test date.

State ranks can be reported for colleges that have participated in either the ACT Class Profile Service or ACT Admissions Service within the previous three years. All ranks are expressed as the percentage of students at or below a given score. These ranks show how the prospective student's performance on the ACT compares to that of first-year students who were previously enrolled in the college.

## Predictive Data

### Overall GPA and Specific Course Grades

The percentages in this section represent estimates of an examinee's academic prospects based on data from previous years' first-time entering students. These estimates were derived from the relationship between ACT test scores, high school grades, and college outcomes, and are expressed as the chance of receiving an overall college GPA or a specific college course grade of B or higher and C or higher. Because they are based on a particular college's data, the chances of success are meaningful to that college only.

The chances of success can be reported on ACT College Score Reports. The report will always include the chance of success for all first-time entering students and a college may request chances for four other student groups and five specific courses. In Figure 10 (below), Omega College requested chances of success for students with different majors (business administration, liberal arts, engineering, and education) and for the first-year courses of English composition, college algebra, history, chemistry, and psychology.

The chance of success provides information about whether an examinee, given their previous academic achievement, is prepared for college-level coursework. The chances can be interpreted as the number of times an examinee would be successful in 100 attempts. In Figure 10, the student has a middling chance of an overall college GPA of B or higher (49%) but a good chance of C or higher (83%). For specific courses, the student has a very good chance of a B or higher in English composition (89%) and a poor chance of a B or higher in chemistry (11%).

UNIVERSITY OF OMEGA

#### Overall GPA

Student Group	Chance $\geq$ B	Chance $\geq$ C
First-Time Students	49%	83%
Business Admin.	45%	81%
Liberal Arts	46%	86%
Education	57%	88%
Engineering	38%	79%

#### Specific Course Grade

Course	Chance $\geq$ B	Chance $\geq$ C
English Composition	89%	95%
College Algebra	20%	62%
History	67%	87%
Chemistry	11%	39%
Psychology	72%	92%

Chances of success are reported for ACT Research Services participants.

For more information about Chances of Success and how your institution can participate, please visit [www.act.org/research](http://www.act.org/research) or email [research.services@act.org](mailto:research.services@act.org).

**Figure 8.** Chances of Success report

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# REQUEST FOR WAIVER OR DEFERRAL

## College Admission Application Fee

This form must be signed by both the student and an authorized high school official.

**Directions to High School Official:** Photocopy this page and complete the form for individual students for whom payment of the admission application fee will be a hardship.

**Directions to Student:** Send this completed form along with your college application to the institutions to which you wish to apply.  
*Note: Individual institutions may consider the request but are not obligated to waive or defer payment.*

**To: Director of Admissions**

Printed Name of College/University

Printed Name of Student

**High School Official's Statement:** *Please consider waiving or deferring payment of the college admission application fee for the student named above. This student has applied for a waiver of the ACT® test fee on the basis of one or more of the indicators of economic need adopted by ACT. Based on my knowledge of the student's circumstances, I believe that payment of the college admission application fee would be a hardship.*

Signature of High School Official

Printed Name of High School Official

Printed Name of High School

High School Phone

**Student's Statement:** *Please consider waiving or deferring payment of my college admission application fee. I certify that I meet the guidelines for economic need required for a waiver of the ACT test fee. Furthermore, I agree to adhere to all policies your institution may have related to waiving or deferring the college admission application fee.*

Signature of Student

Student ID Number (optional)

Student Street Address

Student City

State

ZIP Code

Student Email

**Do not use this form to request a waiver of ACT test fees; do not send this form to ACT.**

# How to Contact ACT

## Areas of Operation

Use the table below to determine whom to contact with your questions.

If you are calling about ...	Then you're calling this area at ACT ...	And their hours are ...	And their phone number is ...	And their email address is ...
College and high school yearly profile reporting	Research Services	8:30 a.m.–5:00 p.m.	319.337.1111	N/A
Student registration and scores, photos, or policy questions	Customer Support	8:00 a.m.–8:00 p.m.	319.337.1270	<a href="http://www.actstudent.org/contactus">www.actstudent.org/contactus</a>
How to sign up for an account or questions about recruitment	Educational Opportunity Service (EOS)	8:30 a.m.–5:00 p.m.	319.337.1350	<a href="mailto:ACT-EOS@act.org">ACT-EOS@act.org</a>
Questions or complaints about a test center or conditions	<ul style="list-style-type: none"> <li>To submit a complaint, tell us what happened by email before calling.</li> <li>We will automatically initiate an investigation upon receiving your message if sent within two weeks of test experience.</li> </ul>			<a href="http://www.actstudent.org/contactus">www.actstudent.org/contactus</a>
Ordering test materials, or administering an on-campus test with accommodations	On-Campus Testing (colleges only)	8:00 a.m.–5:00 p.m.	800.553.6244, ext. 1536	<a href="mailto:ACT-Residual@act.org">ACT-Residual@act.org</a>
High School Helpline			319.337.1320	<a href="mailto:HS.Reporting@act.org">HS.Reporting@act.org</a>
Suspected irregularity related to ACT score integrity, someone having access to tests in advance, sending another person to test in his/her place, or copying someone else's answers (concerns may be reported anonymously)	Test Security	8:30 a.m.–5:00 p.m.	855.382.2645 (US and Canada only)	<a href="http://www.act.ethicspoint.com">www.act.ethicspoint.com</a>
Students testing with accommodations	Test Accommodations	8:30 a.m.–5:00 p.m.	319.337.1332	<a href="mailto:actaccom@act.org">actaccom@act.org</a>

**Note:** All hours of operation are Monday–Friday, central time.

# TEST DATES

United States, US Territories, and Puerto Rico



2024|2025

Test Dates	Regular Registration Deadline	Late Registration Deadline	Photo Upload and Standby Deadline
September 14, 2024	August 9	August 25	September 6
October 26, 2024	September 20	October 7	October 18
December 14, 2024	November 8	November 22	December 6
February 8, 2025	January 3	January 20	January 31
April 5, 2025	February 28	March 16	March 28
June 14, 2025	May 9	May 26	June 6
July 12, 2025*	June 6	June 20	July 4

\*No test centers are scheduled in New York for the July test date.

Test Information Release for the 2024–2025 testing year will occur in September, December, and February. See [www.act.org/the-act/tir](http://www.act.org/the-act/tir) for more information.

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