

2025–2026

# **THE ACT TEST**

## **User Handbook for Educators**



ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code. You may locate copies of these Codes through the following organizations:

- [Code of Fair Testing Practices in Education](https://www.apa.org/science/programs/testing/fair-testing.pdf): 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](http://www.ncme.org) ([www.ncme.org](http://www.ncme.org)) (<https://www.ncme.org/resources-publications/professional-learning/library>)

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# Contents

<b>Overview of the ACT Test</b>	<b>1</b>
Transition to the Enhanced ACT	1
Taking the ACT Online	2
Benefits of Online Testing	2
Enhanced Accessibility	2
Test Prep and Testing Alignment	2
Test Day Enhancements	3
No Additional Cost	3
Online Testing Options	3
ACT Gateway	3
Components of the ACT Test	4
Test Scores	4
Multiple-Choice Tests	4
Optional Science Test	5
Optional Writing Test	5
Embedded Field Testing	7
Reporting Categories, Readiness Indicators, and Other Scores	7
Reporting Categories	7
Readiness Indicators	8
Other Scores	8
Measurement Error and Score Ranges	9
ACT College and Career Readiness Standards	9
ACT College Readiness Benchmarks	10
US and State Ranks	11
ACT/SAT Concordance Tables	12
Non-Test Information	12
High School Course/Grade Information	13
Accuracy of High School Course/Grade Information	14
ACT Interest Inventory	14
Development and Content	14

Reporting Procedures .....	15
Standard Scores .....	16
Interest-Major Fit .....	16
Career Map .....	17
Work Tasks .....	18
Career Connector .....	19
Composite Scores from Multiple Sets of ACT Scores .....	20
What are postsecondary institutions using as an ACT Composite score for examinees who have multiple sets of test scores? .....	21
Why would postsecondary institutions prefer one approach over another? .....	21
Which approach does ACT recommend? .....	21
<b>Preparing for and Taking the ACT .....</b>	<b>23</b>
Preparation Options .....	23
Test Preparation Resources .....	23
The Official ACT Self-Paced Course, Powered by Kaplan .....	23
The Official ACT Live Online Classes, Powered by Kaplan .....	23
The Official ACT Tutoring, Powered by Kaplan .....	24
The Official ACT Prep Guide .....	24
The Official ACT Subject Guides .....	24
ACT Online Prep, Powered by MasteryPrep .....	24
MyACT .....	25
Preparing for the ACT Test .....	25
College and Career Planning .....	25
Free Resources .....	25
Registering for the ACT .....	26
Creating an Online Account .....	26
Registration Deadlines .....	26
Standby Testing .....	27
Choosing a Test Date .....	27
Choosing a Test Option .....	27
Testing with Accommodations and English Learner Supports .....	28
English Learner Supports .....	29
Requesting Accommodations and/or Supports .....	29
Benefits of Using TAA .....	30
Special Circumstances .....	31
ACT On-Campus Testing .....	31

International Testing .....	32
College Report Recipients .....	32
Prebilled Vouchers .....	32
ACT Fee Waivers .....	33
Eligibility Requirements .....	33
Waiver/Deferral of College Admission Application Fee .....	34
ACT My Answer Key .....	34
What is ACT My Answer Key? .....	34
Who is eligible for ACT My Answer Key? .....	35
When can examinees order ACT My Answer Key? .....	36
Test Day Requirements .....	36
Retaking the ACT .....	36
<b>ACT Reports and Services .....</b>	<b>38</b>
Confidentiality of ACT Data .....	38
Reporting to Students Online .....	38
Reporting to High Schools .....	39
Reporting to Colleges .....	40
Misdirected Reports .....	40
Automatic Reporting of Scores .....	40
Additional Score Reports .....	40
Ordering ASRs .....	41
Score Verification Service .....	41
Correction of Errors .....	42
ACT Score Inquiries .....	42
Student Report .....	43
A. Student Information .....	45
B. Student ACT Scores .....	45
C. US and State Ranks .....	46
D. Detailed Results .....	46
Content Covered by the English Test .....	47
Content Covered by the Mathematics Test .....	48
Content Covered by the Reading Test .....	50
Content Covered by the Science Test .....	52
Writing Skills Measured by the Writing Test .....	53
E. Sending Your Scores .....	55
F. College and Career Planning .....	55
G. Interest-Major Fit Level Score .....	56

H. Progress Toward the ACT National Career Readiness Certificate .....	56
I. Student Resources .....	56
High School Reporting .....	56
High School Score Label .....	57
High School Profile Service .....	57
High School Report .....	57
A. Student Information .....	60
B. Student ACT Scores .....	60
C. Detailed Results .....	60
D. Student Photo .....	60
E. Ranking Results .....	60
F. Progress toward the ACT National Career Readiness Certificate .....	61
G. ACT Interest Inventory Scores .....	61
H. Self-Reported Planned Educational Major and Occupation .....	61
I. Interest-Major Fit Level Score .....	61
J. Needs Help With .....	61
College Reporting .....	62
The Encoura Platform .....	62
Research & Advisory Services .....	62
Class Profile Report .....	63
<b>Uses of ACT Data .....</b>	<b>64</b>
Confidentiality .....	64
High School Uses of ACT Data .....	64
Discussing ACT Results in Educational and Career Counseling .....	64
Career Planning .....	65
College Planning .....	65
Using ACT College Readiness Benchmark Scores in College Planning .....	66
Information About Colleges .....	66
College Uses of ACT Data .....	67
Dissemination of Data to Campus Offices .....	67
Scores of Older Students .....	67
ACT Recruit Me .....	68
Recruitment and Admissions .....	69
Simplifying the Admissions Process .....	69
The Admission Decision .....	69

Course Placement .....	70
English Course Placement .....	71
Placement in Other Courses .....	72
Academic Advising .....	72
Interest-Major Fit .....	73
US and State Ranks .....	73
Predictive Data .....	74
Overall GPA and Specific Course Grades .....	74
<b>References .....</b>	<b>76</b>
<b>College Admission Application Fee Request for Waiver or     Deferral .....</b>	<b>78</b>
<b>How to Contact ACT .....</b>	<b>79</b>

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## Tables

<b>Table 1.</b> Changes Coming with the Enhanced ACT .....	1
<b>Table 2.</b> ACT College Readiness Benchmarks .....	10
<b>Table 3.</b> ACT Cutoff Score Guide for Placement in First-Year College Courses ...	71

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## Figures

<b>Figure 1.</b> The ACT Interest Inventory scales .....	15
<b>Figure 2.</b> Basic work tasks .....	18
<b>Figure 3.</b> Sample ACT Student Report .....	43
<b>Figure 4.</b> Student Report detailed results .....	46
<b>Figure 5.</b> Sample ACT high school score label .....	57
<b>Figure 6.</b> Sample ACT High School Report .....	58
<b>Figure 7.</b> Chances of Success report .....	75

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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 high school and college educators, as well as professionals at the district and state level, as they administer the ACT® test, advise students, and use ACT test data to make informed decisions.

## Transition to the Enhanced ACT

As part of ACT's ongoing commitment to improving the testing experience while maintaining rigorous standards, a redesigned version of the ACT test—the enhanced ACT—will fully launch for National testing in September 2025. This updated format streamlines the test without compromising the core content or the validity of results. State and District testing programs will continue testing with legacy ACT until their transition to the enhanced ACT in Spring 2026. The following table outlines key differences and continuities between legacy ACT and enhanced ACT, to help educators support students through this transition.

**Table 1.** Changes Coming with the Enhanced ACT

What's Changing	What's Staying the Same	How This Helps You
Shorter test—up to 84 fewer questions and 70 fewer minutes	Core content and subject areas remain the same.	It requires less time in the test center, resulting in more time back in your day
More time per question	The same skills and knowledge are assessed.	You can slow down, think clearly, and do your best.
Math section with 4 answer choices instead of 5	Other sections already had 4 choices.	It keeps things consistent and reduces decision fatigue.



What's Changing	What's Staying the Same	How This Helps You
Inclusion of some shorter reading passages and English essays	The reading section still measures comprehension and analysis.	It helps reduce mental fatigue while keeping the same standards.
Optional science and writing sections	Colleges still receive a Composite ACT score.	You can choose what to take based on your goals and strengths.
	Both paper and online test are still offered.	Choose the test format that works best for your strengths.
	Superscoring is still supported. ACT score scale (1–36) and benchmarks remain unchanged.	You can build your best composite over multiple tests.

For additional information about [the enhanced ACT](https://www.act.org/content/act/en/products-and-services/the-act/test-changes/enhancements.html), please visit the ACT website (<https://www.act.org/content/act/en/products-and-services/the-act/test-changes/enhancements.html>).

## Taking the ACT Online

ACT offers an online testing option at select National testing centers—and under certain State and District contracts—nationwide. While the paper ACT now offers a classic format well known to all, online testing gives examinees a modern, screen-and-keyboard testing experience. ACT wants to ensure examinees have options when it comes to their preferred test format.

## Benefits of Online Testing

### Enhanced Accessibility

An online option allows ACT to provide additional accessibility features, including support for screen reader users, text-to-speech functionality, zoom, and answer masking for students approved for these accommodations. To learn more about testing accommodations, please review ACT accommodations policies at the [ACT Test Accommodations and English Learner Supports page](https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html) on the ACT website (<https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html>).

### Test Prep and Testing Alignment

Many ACT test prep options (e.g., free practice exams) offer online testing components, so sitting down with a computer at a test center on test day will feel similar to how the examinee may have prepared at home.

## Test Day Enhancements

Students experience seamless pacing, improved efficiency, and streamlined essay writing with online testing.

## No Additional Cost

Whether an examinee tests online or uses the paper version, the cost is the same. Students who also qualify for a fee waiver for paper-based testing will qualify for, and be able to use, the same fee waiver for the online format.

## Online Testing Options

When registering for National and Special ACT testing, examinees can search for test centers that are offering the online ACT test. They may then choose between using a test center provided device or bringing their own device (BYOD).

If examinees registered for test center provided device online testing (i.e., non-BYOD), then sites will be responsible for providing and preparing all devices for examinees on test day.

If an examinee is registered for the BYOD option, test centers are not required to provide back-ups on test day, and showing up without a device will result in examinees being unable to test.

National and Special online testing options require the use of ACT Gateway.

## ACT Gateway

ACT Gateway is the secure testing application used to take the online test. The application supports BYOD and non-BYOD options. The BYOD option might be a personal or school-managed computer:

- **Personal Computer.** A personal computer is a Windows or Macbook that an examinee owns or has exclusive use of. Personal Chromebooks are not supported. Examinees should have the ability to manage and install applications on their personal laptop.
- **School Managed Computer.** A school-managed computer is a computer provided by a school for students or staff to use. These computers are typically managed by the school's IT department, which controls software installation, network access, and other settings.

For more information about ACT Gateway, supported computers, and completing device readiness tasks prior to test day, please visit the [ACT Gateway Resources for Students page](https://www.act.org/content/act/en/products-and-services/the-act/test-changes/gateway-student-resources.html) on the ACT website (<https://www.act.org/content/act/en/products-and-services/the-act/test-changes/gateway-student-resources.html>).

**Note:** The online ACT is not available as a remote exam and must be administered at an ACT test center. If accommodations are needed for an alternate location (e.g., hospital, etc.), please review ACT accommodations policies (linked above).

## Components of the ACT Test

The ACT test is made up of multiple-choice tests in English, mathematics, reading, and science, and an always-optional 40-minute writing test. With the introduction of enhanced ACT, the science test is optional for those participating in enhanced testing, but is still required for those participating in legacy ACT testing. 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](http://www.act.org/standard) (www.act.org/standard), can be readily understood and interpreted by educators and examinees.

## Test Scores

### Multiple-Choice Tests

For each of the 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 (i.e., a scale score of 21 on Form A has the same relative meaning as a scale score of 21 on Form B). Scale scores range from 1 (low) to 36 (high) for each of the multiple-choice tests and the Composite score. The legacy ACT Composite is the average of the English, mathematics, reading, and science multiple-choice test scores, rounded to the nearest integer, whereas the enhanced ACT Composite is the average of the three required multiple-choice test scores (English, mathematics, and reading) rounded to the nearest integer.

For more information about National testing after September 2025 or Spring 2026 State and District Testing (i.e., enhanced ACT testing), refer to the [Preparing for the ACT 2025–2026](https://www.act.org/content/dam/act/secured/documents/Preparing-for-the-ACT.pdf) guide (https://www.act.org/content/dam/act/secured/documents/Preparing-for-the-ACT.pdf).

For more information about State and District testing prior to Spring 2026 (i.e., legacy ACT testing), refer to the Fall 2025 *Preparing for the ACT* guide provided by the school.

## Optional Science Test

As previously stated, the science test is required for legacy ACT testing, but is optional when testing with the enhanced ACT test.

The ACT science test measures examinees' interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. Although now optional for enhanced ACT examinees, the science test remains a valuable component for students pursuing science, technology, engineering, and mathematics (STEM) pathways or seeking to demonstrate scientific literacy.

The multiple-choice test presents scientific information in the form of data representations, research summaries, and conflicting viewpoints. Examinees are asked to interpret data, evaluate models and experimental results, and understand scientific investigations.

There are three primary reporting categories for the science test:

- Interpretation of Data
- Scientific Investigation
- Evaluation of Models, Inferences, and Experimental Results

If an examinee does not take the science test, the absence of a science test score has no effect on the test section scores or the Composite score. However, without a science test score, no STEM score will be reported.

**Note:** *If an examinee chooses to take the ACT science test, it must be taken during the same test administration as the other multiple-choice sections.*

More information about the enhanced ACT and the optional science test can be found on [the ACT website](https://www.act.org/content/act/en/products-and-services/the-act/test-changes/enhancements.html) (<https://www.act.org/content/act/en/products-and-services/the-act/test-changes/enhancements.html>).

## Optional Writing Test

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

The test describes an issue and provides three different perspectives on that 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.

Examinee responses to the writing section are scored in a digital scoring platform, allowing for distributed scoring. Raters are trained and qualified online, and their work is monitored on an ongoing basis using the platform's reporting and quality assurance capabilities. ACT writing sections administered using paper testing are scored by two human raters. Writing tests administered online are scored by one human rater and ACT's automated scoring engine (CRASE).

Various performance scoring processes and procedures are used for scoring the ACT writing section, such as range-finding, rater training and qualification, and rater monitoring. A scoring team composed of raters, scoring supervisors, scoring directors, and content specialists is responsible for these tasks.

Raters (and CRASE, if applicable) provide essays with ratings from 1 (low) to 6 (high) in each of the four domains. The sum of the examinee's two ratings is the score for that domain. If the examinee's ratings vary by more than one point, a third reader evaluates the essay and resolves the discrepancy.

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 the Composite score. However, without a writing test score 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 on the [Understanding ACT Writing Test Scores](https://www.act.org/content/act/en/products-and-services/the-act/scores/writing-test-scores.html) page on the ACT website (<https://www.act.org/content/act/en/products-and-services/the-act/scores/writing-test-scores.html>).

## Embedded Field Testing

In the past, ACT National testing used the Fifth Test assess questions and ensure that students are able to understand and answer those questions. With the enhanced ACT, there will no longer be a Fifth Test for National testing. Instead, the enhanced ACT adopts an embedded field-testing model. Field-test questions are regular, high-quality questions that ACT is considering for future tests to count as part of a student's score.

Field testing is a critical part of ALL high-stakes testing, as it allows ACT to ensure that the questions perform as expected and perform well in all demographic subgroups. Field-test questions do not count toward a student's score. Students will NOT know which questions are field-test questions on test day; the questions will be integrated into the operational questions and will NOT be located in the same spots each time. For passage-based sections, one of the passages and the associated questions will be field tested.

## Reporting Categories, Readiness Indicators, and Other Scores

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

### Reporting Categories

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/guardians, and educators to gain deeper insight into examinee 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 as well as other standards that target college and career readiness.

## Readiness Indicators

On Student and High School Score Reports, each reporting category also indicates the ACT Readiness Range, which allows examinees to compare their performance on each reporting category to examinees who met the ACT College Readiness Benchmark for the corresponding subject. The lowest number in the range is the expected percentage of points that would be achieved by an examinee whose score equals the ACT College Readiness Benchmark on that 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.

## Other Scores

The 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 Progress Toward the ACT® WorkKeys® National Career Readiness Certificate™ indicator estimates the ACT National Career Readiness Certificate (NCRC®) level that examinees with a given ACT Composite score are likely to obtain. The 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 was updated in 2025. It is reported as Bronze (ACT Composite scores of 13–15), Silver (16–20), Gold (21–26), or Platinum (27–36). An examinee with an ACT Composite score below 13 is predicted to not qualify for an NCRC.

More information about the NCRC updates for the 2025–2026 testing year can be found in the [Fall 2025 Updates to the ACT® Progress Toward Career Readiness Indicator](https://www.act.org/content/dam/act/unsecured/documents/Fall-2025-Updates-ACT-Progress-Toward-Career-Readiness-Indicator.pdf) (https://www.act.org/content/dam/act/unsecured/documents/Fall-2025-Updates-ACT-Progress-Toward-Career-Readiness-Indicator.pdf).

## Measurement Error and Score Ranges

A test score estimates an examinee's true educational development based on the available information—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 below and above the achieved score—or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and other test scores.

More information about interpreting the scores can be found on the [ACT Test Scores](http://www.act.org/the-act/scores) page on the ACT website ([www.act.org/the-act/scores](http://www.act.org/the-act/scores)).

## ACT 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 available on the [ACT College and Career Readiness Standards](http://www.act.org/standard) page on the ACT website (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. 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.

Benchmarks for the ACT STEM and ELA scores were developed using the same methodology as the single-test section ACT College Readiness Benchmarks. The resulting ELA benchmark score of 20, was the median value across 233 institutions, which included more than 198,000 examinees. The resulting STEM benchmark score of 26 was the median value across nearly 80 institutions, which included more than 84,000 examinees. The STEM benchmark is predictive of readiness for students majoring in STEM disciplines taking first-year college courses.

Table 2 (below) outlines what college courses were assessed to determine each of the ACT College Readiness Benchmarks.

**Table 2.** ACT College Readiness Benchmarks

ACT Score	College Courses	ACT College Readiness Benchmark
<b>English</b>	English Composition I	18
<b>Mathematics</b>	College Algebra	22
<b>Reading</b>	American History, Other History, Psychology, Sociology, Political Science, Economics	22
<b>Science</b>	Biology	23
<b>STEM</b>	Calculus, Chemistry, Biology, Physics, Engineering	26
<b>ELA</b>	English Composition I, American History, Other History, Psychology, Sociology, Political Science, Economics	20

## 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 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 can be found on the [ACT National Curriculum Survey](https://www.act.org/content/act/en/research/reports/act-publications/national-curriculum-survey.html) page of the ACT website (<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 grades 10, 11, or 12.

The US and state ranks indicate the percentage of students who scored at or below a given score. For example, the national rank for a Composite score of 22 is 72. This means that 72 percent of recent high school graduates who took the ACT achieved a Composite score of 22 or lower. Similarly, the national rank for a STEM score of 26 is 88. Thus, 88 percent of recent high school graduates who took the ACT achieved a STEM score of 26 or lower.

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

An examinee's standing on different tests should be compared using norms rather than scale scores. The scale scores were not constructed to ensure that, for example, a 16 on an English test is comparable to a 16 on a mathematics, reading, or science test. In contrast, the examinee ranks on different tests indicate standings relative to the same comparison group (i.e., the norm group). The ranks can be used for making relative comparisons among examinee performance levels on different subjects.

Additional information about the scale scores and their technical characteristics can be found in [The ACT Technical Manual](https://www.act.org/content/act/en/research/reports/technical-manuals-and-fairness-reports.html) (<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 the [ACT/SAT Concordance](http://www.act.org/concordance) page on the ACT website ([www.act.org/concordance](http://www.act.org/concordance)).

## Non-Test Information

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—age, race/ethnicity, gender, language, and parent/guardian education level
- ACT Recruit Me—option for students to connect with colleges, scholarship agencies, and other educational opportunities
- Your ACT High School Resume—characteristics of an examinee's high school, examinee's class rank, GPA, and 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 full summary of this data can be found on the [MyACT Profile](http://www.myactprofile.com) page on the ACT website ([www.myactprofile.com](http://www.myactprofile.com)). 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, 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 parents/guardians to carefully review the [ACT Privacy Policy](https://www.act.org/content/act/en/privacy-policy.html) (<https://www.act.org/content/act/en/privacy-policy.html>) to understand how ACT collects, uses, and discloses personally identifying information.

**Note:** *Some ACT State and District contracts prohibit the collection of some or all of the student information described in this section. As such, there are certain State and District contracts wherein it is optional for students to create a MyACT account.*

## 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](https://www.act.org/content/dam/act/unsecured/documents/2024-act-national-graduating-class-profile-report.pdf) (<https://www.act.org/content/dam/act/unsecured/documents/2024-act-national-graduating-class-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 high school GPA provided by examinees can be a good measure of academic preparation and achievement for researchers and postsecondary administrators. ACT finds 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 high school GPA of an individual, ACT has a stronger basis for trusting self-reported values. Regardless of these 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?](http://www.act.org/content/dam/act/unsecured/documents/5269-research-report-how-accurate-are-self-reported-hs-courses.pdf) (<http://www.act.org/content/dam/act/unsecured/documents/5269-research-report-how-accurate-are-self-reported-hs-courses.pdf>).

## 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 can be completed when examinees register for the ACT, and results derived

from the inventory scores are reported on MyACT and on the Student and High School Reports.

ACT Interest Inventory item content emphasizes everyday work-relevant activities that are familiar to people and that measure the intended interest constructs, while avoiding job titles and specific work activities. The Norms used to score the Interest Inventory are based on a nationally representative sample of examinees.

Additional information on item content and specifics regarding the rationale, development, norms, validity, and reliability of the inventory as well as research supporting the use of the inventory with diverse racial/ethnic groups can be found in the [ACT Interest Inventory Technical Manual](https://www.act.org/content/dam/act/unsecured/documents/ACT-Interest-Inventory-Technical-Manual.pdf) (<https://www.act.org/content/dam/act/unsecured/documents/ACT-Interest-Inventory-Technical-Manual.pdf>).

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 the following 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 and High School score reports.

- **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 within 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 under the College and Career Planning section of the Student Report (see page 55).

## 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 interest 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.

## Interest-Major Fit

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 four-year colleges, and in the second year for students in two-year colleges.



The Interest-Major Fit level is based on an Interest-Major Fit score that ranges 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 and High School 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).

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 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 aligned 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 the [How to Prepare for College](https://www.act.org/collegeplanning) page on the ACT website ([www.act.org/collegeplanning](https://www.act.org/collegeplanning)), to



explore career options that are of interest. While there, examinees can also explore college majors that might be of interest on the Major Map. 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

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).

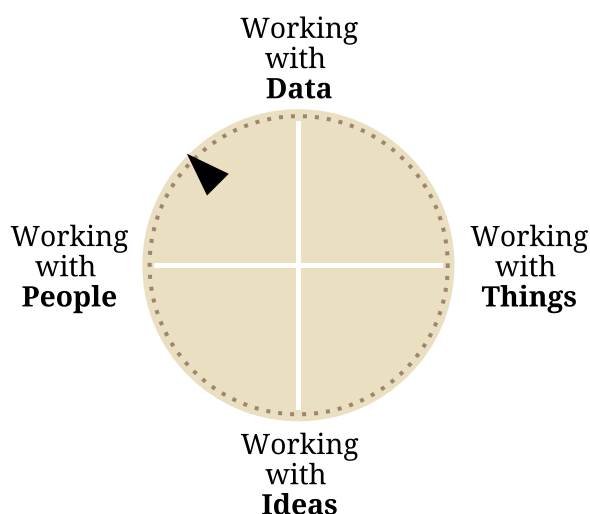
Data/Ideas Dimension	People/Things Dimension
<b>Data</b> (facts, records, files, numbers; systematic procedures for facilitating goods/services consumption by people). <i>Data activities</i> involve impersonal processes such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and secretaries work mainly with data. Related ACT Interest Inventory scales: Business Operations, Administration & Sales.	<b>People</b> (no alternative terms). <i>People activities</i> 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 & Sales, Arts.
<b>Ideas</b> (abstractions, theories, knowledge, insights, new ways of expressing something—for example, with words, equations, or music). <i>Ideas activities</i> 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 & Technology.	<b>Things</b> (machines, mechanisms, materials, tools, physical and biological processes). <i>Things activities</i> 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 & Technology, Business Operations.

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 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 the following:

- 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? Measured interests are more informative when supported by life experiences.

- 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?
- Does the examinee want to visit the [How to Prepare for College](http://www.act.org/collegeplanning) page on the ACT website (www.act.org/collegeplanning)? On this site, they can 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 the [How to Prepare for College](http://www.act.org/collegeplanning) page on the ACT website (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.

There has been some concern that using only the best subject-test scores (i.e., superscoring) could overstate students' capabilities. However, research shows ACT superscores are better at predicting success in college than other scoring methods (including recent ACT score, average ACT Composite score, and highest ACT Composite score). ACT provides an automatically calculated ACT superscore to all students who have taken the ACT more than once from September 2016 to current day. Beginning in Fall 2025, all reported Composite scores for ACT tests are now based on English, math, and reading scores. Science scores are no longer included in the Composite score calculation. Because the science test is optional, this new Composite score definition provides a consistent measure of overall test performance for all examinees.

It is important to note that the Composite score definition applies only to ACT score reporting. Postsecondary institutions and other users of ACT scores can still define their own ACT total scores for different purposes. For example, ACT sum scores, ACT total scores that weight the section tests differently, and ACT total scores that include science are all examples of ACT total scores that may be used.

## 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 English, mathematics, and reading 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, as follows:

- **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).

- **Concordance.** For institutions that receive both ACT and SAT scores from applicants, the 2018 [ACT/SAT Concordance](https://www.act.org/content/act/en/products-and-services/the-act/scores/act-sat-concordance.html) tables (<https://www.act.org/content/act/en/products-and-services/the-act/scores/act-sat-concordance.html>) 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.

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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**

The Official ACT® Self-Paced Course, Powered by Kaplan® provides a range of test prep content, including authentic practice tests, 30 video lessons, and more than 2,000 practice questions. Students can learn from anywhere, anytime, with on-demand tutorials. These bite-sized lessons offer the perfect mix of structure and flexibility. Learn more at the [ACT and Kaplan Test Prep](https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-kaplan.html) page on the ACT website ( <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-kaplan.html>).

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

In addition to access to the Self-Paced Course, the Official ACT® Live Online Classes, Powered by Kaplan® have a team of top-rated teachers that instructs students what they should study and how to study during a series of engaging live classes. Students can learn from expert teachers who can answer your questions and adapt to their needs in real time through 16 hours of instruction from the comfort of the student's home. Learn more at the [ACT and Kaplan Test Prep](https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-kaplan.html) page on the ACT website (<https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-kaplan.html>).

## The Official ACT Tutoring, Powered by Kaplan

The Official ACT® Tutoring, Powered by Kaplan® offers personal one-on-one instruction designed to promote ACT success with individual sessions packed with test strategies from top-rated teachers. Tutoring packages range from 5–40 hours. Learn more at the [ACT and Kaplan Test Prep](https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-kaplan.html) page on the ACT website (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 six 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 with the [The Official ACT Prep Guide](https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/the-official-guide.html) on the ACT website (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 students prepare for the ACT. Learn more at the [ACT Official Subject Guides – 2nd Edition](https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-subject-guides.html) page on the ACT website (https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-subject-guides.html).

## ACT Online Prep, Powered by MasteryPrep

ACT Education Corp. and MasteryPrep have joined forces to deliver a next-generation ACT preparation platform you can deliver to students in the classroom setting—ACT® Online Prep™, Powered by MasteryPrep. This strategic partnership combines ACT's research-backed assessment content with MasteryPrep's proven digital learning tools to provide schools and districts with a powerful, standards-aligned solution for ACT readiness.

Benefits of AOP include the following:

- **Standards Alignment.** All content is aligned to ACT College and Career Readiness Standards and multiple state standards, ensuring relevance and rigor.
- **Practice Testing and Analysis.** Identify skill gaps and personalize instruction with diagnostic and two full-length practice tests aligned to the enhanced ACT test. Detailed reports offer skill metrics, performance insights, and data-driven recommendations.

- **40 Hours of Online Course Material.** Interactive microvideos and contextual learning paths simulate a conversation—not a lecture—keeping students engaged while mastering critical ACT skills.
- **Daily Bell Ringers.** Five-minute warmup exercises reinforce essential skills and build student confidence through scaffolded learning and easy-to-follow explanations.
- **Enhanced Reporting Tools.** Our reimagined platform makes it easier than ever to track student progress with intuitive, powerful analytics.

**Note:** As of July 31, 2025, legacy ACT Online Prep is no longer available for enrollment. As we migrate to this new platform, ACT will continue to support the legacy platform until July 31, 2026.

Learn more at the [ACT Online Prep, Powered by MasteryPrep](https://www.act.org/content/act/en/products-and-services/act-online-prep-schools.html) page on the ACT website (<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 by [logging in to MyACT](https://www.myact.org) ([www.myact.org](https://www.myact.org)).

## Preparing for the ACT Test

This free preparation booklet contains a full-length multiple choice test, a writing test, and helpful strategies about preparing for and taking the ACT test. For information about where examinees can access the applicable version of the *Preparing for the ACT Test* booklet for their use case, please refer to page 4 of this handbook.

## College and Career Planning

Students can 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 them. Learn more at the [How to Prepare for College](https://www.act.org/collegeplanning) page on the ACT website ([www.act.org/collegeplanning](https://www.act.org/collegeplanning)).

## Free Resources

ACT offers a hub of Prep resources that include sample classes, free practice tests, and more available at [The Free ACT Practice Test and Resources](https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html) on the ACT website (<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 3,200 test centers in the US, US territories, and Puerto Rico.

For National ACT test dates, non-Saturday testing is available for examinees who cannot test on a Saturday because of religious reasons. When registering for the ACT, examinees can search for available test centers within MyACT, which lists both Saturday and non-Saturday test centers. Users can also select the non-Saturday option when searching for test centers from the [Find an ACT Test Center](https://www.act.org/content/act/en/products-and-services/the-act/registration/test-center-locator.html) page on the ACT website (<https://www.act.org/content/act/en/products-and-services/the-act/registration/test-center-locator.html>).

Examinees may receive scores from only one test date per National or International administration (for Saturday, non-Saturday, or rescheduled test dates arranged by ACT). Examinees participating in State testing and District testing may receive scores from only one test date per 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

Creating an account in MyACT is quick, easy, and connects examinees to resources that can aid them on their journey to college. Examinees can use this account to:

- Register for and make changes to an ACT test
- Upload a photo (required to test)
- View and print their student admission ticket
- Complete profile information, high school resumes, and inventories that are used to enhance score reports received after testing and provide valuable insight about the examinee's intended major and reported interests
- View and send scores to score recipients

Examinees can sign in or create a web account on the [MyACT website](https://myact.org) (myact.org).

## Registration Deadlines

Registration deadlines are available at the [Registration](https://www.act.org/the-act/registration) page on the ACT website ([www.act.org/the-act/registration](https://www.act.org/the-act/registration)). 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 [Current ACT Fees and Services](http://www.act.org/the-act/fees) on the ACT website ([www.act.org/the-act/fees](http://www.act.org/the-act/fees)).

## Standby Testing

Examinees who test in the US, US Territories, or 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 listed under [Current ACT Fees and Services](http://www.act.org/the-act/fees) on the ACT website ([www.act.org/the-act/fees](http://www.act.org/the-act/fees)).

## Choosing a Test Date

ACT advises examinees to consider college and scholarship deadlines when choosing a date to test. Over 97% of students receive their scores around four weeks after testing. Scores do not begin releasing until all checks and validation have been completed. Release dates are available at on the [ACT Test Scores](http://www.act.org/the-act/scores) page on the ACT website ([www.act.org/the-act/scores](http://www.act.org/the-act/scores)).

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, including the following:

- The resulting information is available for planning their 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 should not anticipate receiving their previous ACT test results before the registration deadline for the next test date.

## Choosing a Test Option

Examinees testing with the enhanced ACT may choose The ACT (English, mathematics, reading), ACT + science, ACT + writing, or ACT + science + writing.

Students planning to major in science or a STEM field—or those who expect to take science courses in college—should consider taking the science section. Examinees who complete both the math and science sections will receive a STEM score, which can strengthen applications to competitive programs.

The ACT science test can benefit examinees because it can:

- Boost STEM applications by showcasing readiness for science-intensive coursework
- Balance academic profiles for students whose high school science grades may not reflect their full potential
- Provide flexibility for college admissions, as some institutions may require or prefer a science score even if not explicitly stated

Examinees should take the ACT science test if they:

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

For additional information about the science and writing tests, please see the Optional Science Test and Optional Writing Test sections on pages 5–6 of this handbook.

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). For more information, see the [Policy for Requesting Accommodations for the ACT Test](https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations/policy-for-accommodations-documentation.html) (https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations/policy-for-accommodations-documentation.html).

## English Learner Supports

The ACT test is offered only in English; however, English learner (EL) supports are available to examinees with limited English proficiency.

**Note:** In Summer 2025, ACT updated its policy regarding bilingual word-to-word dictionaries and translated test directions; these no longer need to be requested as an accommodation. Learn more at the [ACT Test Accommodations and English Learner Supports](https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html) page on the ACT website (https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html).

### ACT-authorized EL support:

- One and one-half time, single day

### Locally-authorized EL supports:

- ACT-authorized word-to-word bilingual dictionary or glossary
- ACT-authorized translated test directions

### To be eligible for EL supports one of the following types of documentation must be provided:

- Limited English Proficiency
- Participation in an English Language Acquisition program
- Current supports received in school for EL needs

**Note:** For more information about EL Supports, see the [Supports for English Learners](https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations/policy-for-el-supports-documentation.html) page on the ACT website (https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations/policy-for-el-supports-documentation.html).

## Requesting Accommodations and/or Supports

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

- Create a [MyACT account](http://www.myact.org) (www.myact.org)
- Add the name of their high school to their account
- Register for a test date

When registering to test, examinees are asked about what types of accommodations will meet their needs in order to determine if testing at a National test center or through ACT Special testing is best for them.

Refer to the comparison chart under [Additional Resources](#) on the ACT website ([www.act.org/the-act/accommms](http://www.act.org/the-act/accommms)), 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.

Once an examinee has registered online for the ACT test, ACT will automatically email instructions outlining 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 User Guide* to get access and instructions on how to navigate through this system. The [Test Accessibility and Accommodations \(TAA\) User Guide, ACT State and District](#) (<https://www.act.org/content/dam/act/unsecured/documents/user-guide-test-accessibility-and-accommodations.pdf>) and the [Test Accessibility and Accommodations \(TAA\) User Guide ACT National and Special Testing](#) (<https://www.act.org/content/dam/act/unsecured/documents/pdfs/ACT-National-Test-Accessibility-and-Accom-TAA-User-Guide.pdf>) are both available on the ACT website.

**Note:** *If the examinee does not receive a Next Steps email after registering, the examinee should contact ACT Accommodations to ensure they have registered correctly.*

## Benefits of Using TAA

The benefits of the system include:

- 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
- An 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 their parents/guardians. The notification contains the following information:

- 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 and select option 1. ACT Customer Service is available to take 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 a particular institution. Scores from On-Campus testing are reported only to that particular institution for admission, course placement, and advising purposes.

**Note:** *ACT On-Campus testing will not test with the enhanced ACT until October 2026.*

#### 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 that institution 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.

### Restrictions:

- On-Campus testing is not a practice test.
- On-Campus testing is not for use by 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 one campus to another 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 the [On-Campus Testing for the ACT](https://www.act.org/content/act/en/products-and-services/the-act-postsecondary-professionals/on-campus-testing/about-on-campus-testing.html) page on the ACT website (<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 the [International ACT website](https://global.act.org) ([global.act.org](https://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 (at least) until your scheduled test day.

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 taking the National test. Vouchers are invoiced and delivered to schools in a convenient electronic format. Vouchers can be requested using the [National Prebilled Registration Voucher Order Form](https://www.act.org/content/dam/act/unsecured/documents/Prebilled_Registration_Voucher_Order_Form.pdf) ([https://www.act.org/content/dam/act/unsecured/documents/Prebilled\\_Registration\\_Voucher\\_Order\\_Form.pdf](https://www.act.org/content/dam/act/unsecured/documents/Prebilled_Registration_Voucher_Order_Form.pdf)).

## 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 the following eligibility requirements:

- Be currently enrolled in high school in grade 11 or 12
- Will test in the US, US territories, or Puerto Rico
- 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:** *A student who participates in a federally supported program designed to serve economically challenged communities, but who does not meet the program's economic eligibility criteria, is not qualified for ACT's Fee Waiver Program.*
  - 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](https://www.fns.usda.gov/school-meals/income-eligibility-guidelines) (<https://www.fns.usda.gov/school-meals/income-eligibility-guidelines>)

*ACT Fee Waivers* cover the registration fee for one paper or online registration for the ACT test (English, mathematics, and reading) plus any applicable add-on fee(s) for optional science and/or writing tests. The waiver covers one report to an examinee's high school and up to six college choices (at the time of registration) as well as the late fee. 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 two 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 that high school counselors can photocopy and complete for examinees who qualify for a fee waiver (see the *Request for Waiver or Deferral College Admission Application Fee* form on page 78). 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](https://www.act.org/content/dam/act/unsecured/documents/RequestForWaiverForm.pdf) on the ACT website (<https://www.act.org/content/dam/act/unsecured/documents/RequestForWaiverForm.pdf>).

## ACT My Answer Key

### What is ACT My Answer Key?

ACT My Answer Key is a set of report materials available to purchase in MyACT that gives examinees detailed feedback on their test answers. Examinees will receive a digital copy of the multiple-choice test questions, their answers, a copy of their answer document, the answer key, and the conversion table used in determining their 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 the digital ACT My Answer Key report 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 ACT My Answer Key report materials are available in MyACT and may take up to eight weeks for processing and shipping.

**Note:** *These materials are the confidential copyrighted property of ACT Education Corp., and may not be copied, reproduced, sold, scanned, emailed, or otherwise transferred without the prior express written permission of ACT Education Corp.*

## Who is eligible for ACT My Answer Key?

ACT My Answer Key is only offered to:

- Examinees who test through National testing at a National test center, on a National test date
- Examinees who register for a test date and test through an eligible ACT Special testing during the designated Special testing window in the US, US territories, and Puerto Rico. Examinees will also be able to request ACT My Answer Key materials in any alternate formats they were approved for.

This service is not offered for any other administrations of the ACT. See MyACT for eligible dates.

If for any reason ACT replaces the test version scheduled for use at the test center or reschedules the administration, this offer becomes void, and ACT 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 ACT My Answer Key to their registration at no extra cost on the eligible test dates.*

### National test dates:

- Saturday, October 18, 2025
- Saturday, April 11, 2026
- Saturday, June 13, 2026

### Special testing date:

- Saturday, April 11, 2026

## When can examinees order ACT My Answer Key?

Examinees can order ACT My Answer Key in MyACT during registration. After the test, it can be ordered separately for up to six months after the eligible test date for an additional fee.

For more information, visit the [ACT My Answer Key](http://www.act.org/actmyanswerkey) page on the ACT Website (<http://www.act.org/actmyanswerkey>).

## Test Day Requirements

To be admitted to test, examinees must present acceptable photo identification at the time of check-in. See photo ID requirements and download the [ACT Student Identification Form](http://www.act.org/the-act/testday) for examinees who do not have an official photo ID ([www.act.org/the-act/testday](http://www.act.org/the-act/testday)).

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

After examinees have registered for the ACT test, their admission ticket can be printed from [MyACT](http://www.my.act.org) ([www.my.act.org](http://www.my.act.org)). An admission or standby ticket is currently not required for admission. However, failure to bring a ticket may delay paper test scores, as the Match information provided on the examinee's admission ticket then cannot be entered on the examinee's answer document during testing.

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. More information about acceptable identification for examinees can be found on the [ACT Test Day](https://www.act.org/content/act/en/products-and-services/the-act/test-day.html) page on the ACT website (<https://www.act.org/content/act/en/products-and-services/the-act/test-day.html>).

## 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 engaged in an intensive review in the areas covered
- Want to apply to a college that requires or recommends the science or writing test

Considerations for retaking the ACT include the following facts:

- 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](https://www.act.org/content/dam/act/unsecured/documents/2022/R2274-Six-Things-About-Score-Gains-From-Retesting-10-2022.pdf) (<https://www.act.org/content/dam/act/unsecured/documents/2022/R2274-Six-Things-About-Score-Gains-From-Retesting-10-2022.pdf>).

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## ACT Reports and Services

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

- **Student Scores** (available to all examinees with an account in MyACT)
- **Student Report** (available only to State and District examinees and their high school on record)
- **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. 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, ACT does not give them to anyone by telephone, fax, or email.

## Reporting to Students Online

Examinees may view their scores through their MyACT account. Scores are posted continually during ACT business hours. Schedules for posting scores after each test date are available on the [ACT Test Scores](https://act.org/the-act/scores) page on the ACT website ([act.org/the-act/scores](https://act.org/the-act/scores)).

If examinees take the ACT writing test, the 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 to score recipients until writing scores have been added.

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. Additionally, two printed copies of each State and District testing examinee's Student Score Report are shipped to the school for distribution. Each Student Score Report is also available for educators to access via the Online Reporting Portal, allowing State and District testing examinees who do not create an optional MyACT account to access their Student Score Report online.

## Reporting to High Schools

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 the access 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 the following:

- If an examinee took the ACT writing test, 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 on a weekly basis.
- 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.

## Reporting to Colleges

ACT and Encoura® are partners dedicated to supporting students, educators, and institutions through integrated assessment and enrollment solutions. Users can 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.

Originally, Encoura was a subsidiary of ACT, providing data-driven services for higher education. In 2024, they unified under the ACT brand, combining ACT's assessment expertise with Encoura's enrollment and research tools. This partnership allows them to offer a comprehensive suite of services that help students plan for college and careers while empowering institutions with valuable insights to support student success.

For more information, please refer to the College Reporting section on page 62 of this handbook or visit the [Encoura website](https://www.encoura.org/encoura-platform) (<https://www.encoura.org/encoura-platform>).

## 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 their scores to be reported for this purpose. This does not affect the reporting of scores to colleges. For further details, please review the [ACT Terms and Conditions](https://www.act.org/content/dam/act/unsecured/documents/ACT-TN-Terms-and-Conditions.pdf) (<https://www.act.org/content/dam/act/unsecured/documents/ACT-TN-Terms-and-Conditions.pdf>).

## Additional Score Reports

Many examinees request additional score reports (ASRs) after they test. Normally, all scores are available for reporting by eight weeks after the test date.

## Ordering ASRs

Examinees may submit an ASR request through their MyACT account. Examinees must wait until after testing to submit a request. Once submitted, the ASR request cannot be changed or canceled. See the [Current ACT Fees and Services](http://www.act.org/the-act/fees) on the ACT website ([www.act.org/the-act/fees](http://www.act.org/the-act/fees)).

## 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., the state where they took the test) 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. The [ACT Score Verification Request Form](https://www.act.org/content/dam/act/unsecured/documents/Request-for-Score-Verification.pdf) is available on the ACT website (<https://www.act.org/content/dam/act/unsecured/documents/Request-for-Score-Verification.pdf>). The examinee will need to complete the form, enclose a check payable to ACT Customer Support for the applicable fee, and mail it to:

ACT Customer Support  
PO Box 414  
Iowa City, IA 52243

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 in the event that the two scores differed by more than one point in any domain, a third additional reader. 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, the examinee's test fees will be covered by 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 the [Inquiry Form](http://www.act.org/aap/scores/inquiry) on the ACT website ([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 High School Report. If an exception related to verifying the examinee's identity 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](http://www.act.org/aap/scores/inquiry) through the ACT website ([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.

# Student Report

A sample ACT Student Report is shown in Figure 3. The information on the report is presented in nine parts. An explanation of each part follows the figure.

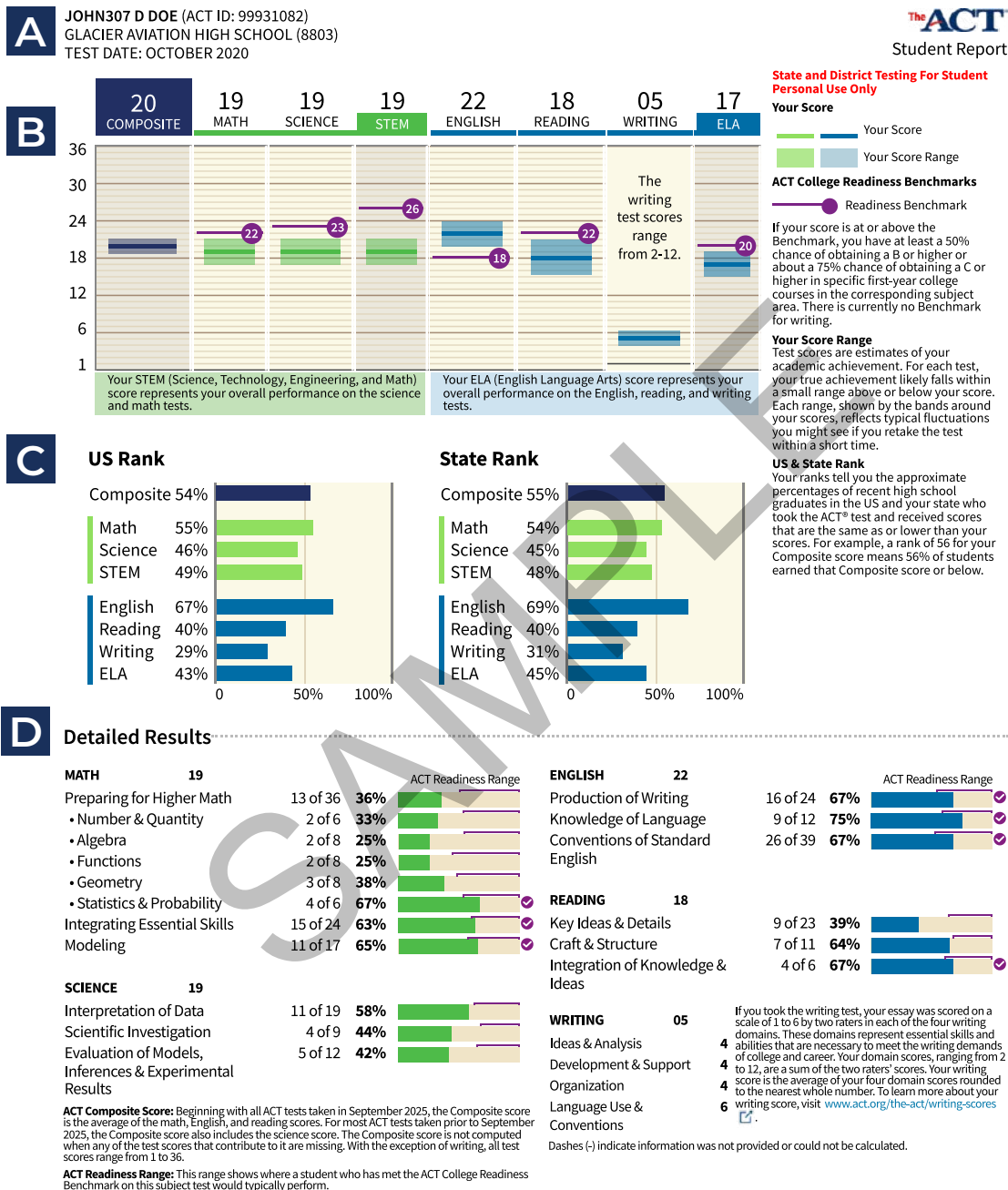


Figure 3. Sample ACT Student Report

## 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, 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 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.

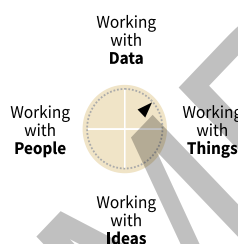
- 1 **UNIV OF TEXAS AT ARLINGTON**  
[www.uta.edu](http://www.uta.edu)
- 2 **UNIV OF TEXAS AT DALLAS**  
[www.utdallas.edu/](http://www.utdallas.edu/)
- 3 **UNIVERSITY OF NORTH TEXAS**  
[www.unt.edu](http://www.unt.edu)

## 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 **Data and Things**. Here are a few examples of occupations involving this kind of work:

- Aircraft Pilot
- Database Administrator
- Detective (Police)
- Fish and Game Warden
- Soil Conservationist



### Where Are You Going?

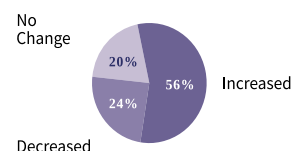
Go to [www.act.org/collegeplanning](http://www.act.org/collegeplanning) to learn more about yourself and find out about careers, majors, and colleges that may be right for you. It's free!

## I 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.

## G Interest-Major Fit

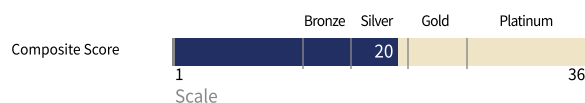
Do your interests fit the college major you plan to enter? Based on information you provided, you plan to enter **Business Admin & Mgmt, Gen.**



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.

Figure 3. Sample ACT Student Report (continued)

## A. Student Information

This section includes the 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 writing test, a writing score ranging from 2–12 is reported. If a student tested with the enhanced ACT test, the science score is not included in the calculation of the Composite score. If a student tested with the legacy ACT test, the science score is included in the calculation of the Composite score. A student's writing score is never included in the calculation of the Composite 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 (e.g., 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, graphically indicating 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 43), the examinee scored below the benchmark in both mathematics and science. If you had a counseling or mentoring relationship with this student, you may want to check in 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 can help improve her readiness in science and mathematics and could help her if she were to retake the ACT.

For more information about the ACT College Readiness Benchmarks, see the applicable section on pages 10–10 of this handbook or visit the [ACT College Readiness Benchmarks](https://www.act.org/content/act/en/college-and-career-readiness/benchmarks.html) page on the ACT website (<https://www.act.org/content/act/en/college-and-career-readiness/benchmarks.html>).

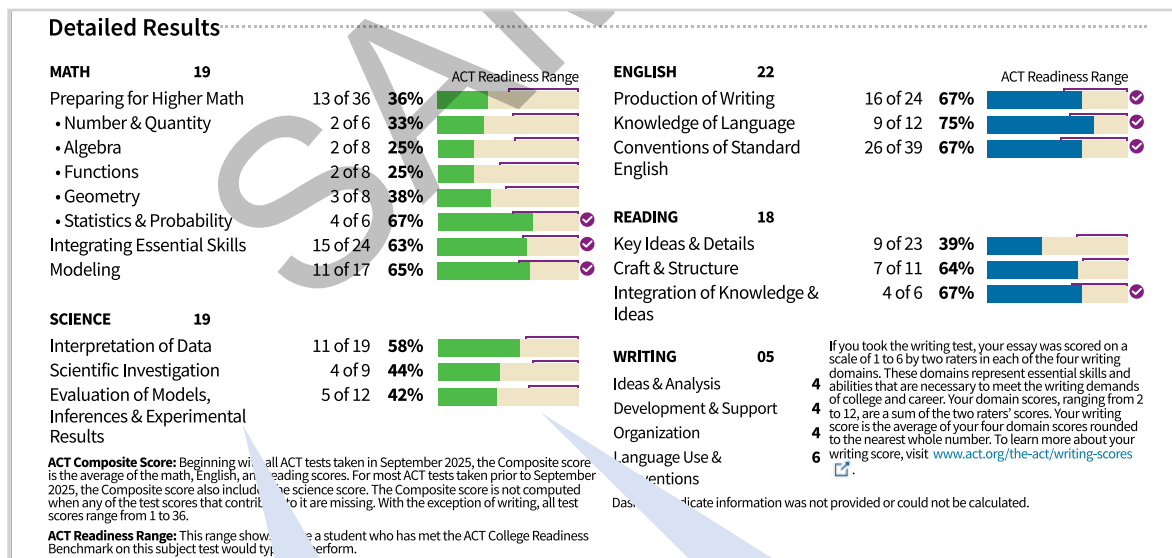
## C. US and State Ranks

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, the national rank for a Composite score of 22 is 72. This means that 72 percent of recent high school graduates who took the ACT achieved a Composite score of 22 or lower.

For more information about US and state ranks, please see the applicable section on page 11 of this handbook or visit the [ACT Test Scores](#) page on the ACT website ([www.act.org/the-act/scores](http://www.act.org/the-act/scores)).

## D. Detailed Results

To help students gain insights into possible directions for college and career, detailed results are provided to help them understand their areas of strength and where they may 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.



Student performance is described in terms of reporting categories to represent different groups of knowledge/skills.

ACT Readiness Range shows where a student who has met the ACT College Readiness Benchmark on the subject test would typically perform in that reporting category. Students can more easily determine what areas require the most additional assistance.

**Figure 4.** Student Report detailed results

These categories make it easier for students, parents/guardians, and educators to gain deeper insight into student 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 questions the student answered correctly. 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 allows 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 range corresponds to the predicted percentage that would be achieved by a student whose score is at the ACT College Readiness Benchmark on that 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. More information about the ACT Readiness Ranges can be found on pages 7–8 of this handbook.

## Content Covered by the English Test

The English section consists of several essays, or passages, each accompanied by a set of multiple-choice questions (English items appear alongside the essay, not after).

- Some questions refer to the passage as a whole. Others refer to underlined or highlighted portions of the passage and offer several alternatives to that portion. Examinees decide which answer choice is most appropriate in the context of the passage.
- Many questions offer “No Change” to the passage as one of the choices.

The English section puts examinees in the position of a writer who makes decisions to revise and edit a text. Essays in different genres provide a variety of rhetorical situations. These English passages are written by ACT subject matter experts; topics are chosen for their

appropriateness in assessing writing and language skills and to reflect students' interests and experiences.

Four scores are reported for the English section: a score for the section overall, and three reporting category scores based on specific knowledge and skills.

## Production of Writing

This category requires examinees to apply their 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

These questions require examinees to demonstrate effective language use through ensuring precise and concise word choice and maintaining consistency in style and tone.

## Conventions of Standard English

These questions require examinees 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

The mathematics section is designed to assess the mathematical skills students have typically acquired in courses taken up to the beginning of grade 12. All questions are self-contained.

The material covered emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics. Knowledge of basic formulas and



computational skills are assumed as background for the problems, but recall of complex formulas and extensive computation are not required.

**Note:** *Examinees may use a permitted calculator on the mathematics section. For details about prohibited models and features, see the [ACT Calculator Policy](http://www.act.org/calculator-policy.html) on the ACT website ([www.act.org/calculator-policy.html](http://www.act.org/calculator-policy.html)).*

Nine scores are reported for the mathematics section: a score for the section overall and eight reporting category scores based on specific mathematical knowledge and skills.

## Preparing for Higher Mathematics

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:** 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:** 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:** 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:** Apply knowledge of shapes and solids, using concepts such as congruence and similarity relationships or surface area and volume measurements. Apply 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:** 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

This category focuses on measuring how well examinees can synthesize and apply their knowledge and skills to solve more



complex problems. The questions ask examinees to address concepts such as:

- Rates and percentages
- Proportional relationships
- Area, surface area, and volume
- Quantities and units
- Using expressions to represent quantities and equations to capture relationships
- Rational exponents
- The basics of functions
- Function notation
- Data analysis
- Average and median
- Expressing numbers in different ways

Examinees will 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

The reading section measures an examinee's ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources.

The questions focus on the mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas.

Specifically, questions will ask examinees to do the following:

- Determine main ideas
- Locate and interpret significant details
- Understand sequences of events
- Make comparisons
- Comprehend cause-effect relationships

- Determine the meaning of context-dependent words, phrases, and statements
- Draw generalizations
- Analyze the author's or narrator's voice and method
- Analyze claims and evidence in arguments
- Integrate information from multiple texts or formats

The reading section is composed of multiple parts. Some parts consist of one long prose passage and others consist of shorter prose passages. The passages represent the levels and kinds of texts commonly encountered in first-year college curricula.

Each passage is preceded by a heading that identifies the author and source; it may also include important background information to help examinees understand the passage. The questions do not test the rote recall of facts from outside the passage or rules of formal logic, nor do they contain vocabulary questions that can be answered without referring to the passage context. In sections that contain two shorter passages, some of the questions involve both of those passages.

Four scores are reported for the reading section: a score for the section overall, and three reporting category scores based on specific knowledge and skills.

## Key Ideas and Details

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

## Craft and Structure

These questions ask examinees to do the following:

- Determine word and phrase meanings
- Analyze an author's word choice rhetorically
- Analyze text structure
- Understand the author's purpose and perspective
- Analyze characters' points of view
- Interpret authorial decisions rhetorically
- Differentiate between various perspectives and sources of information

## Integration of Knowledge and Ideas

This category requires examinees 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 students to analyze how authors construct arguments, and to evaluate reasoning and evidence from various sources.

## Visual and Quantitative Information in the Reading Section

One passage may be accompanied by an element like a graph, figure, or table that contains information relevant to the reading task. In the passage containing these visual and quantitative elements, some of the questions will ask examinees to identify or interpret information from the graphic or integrate the information from the passage and graphic to determine the best answer.

## Content Covered by the Science Test

If an examinee is taking the science section, it will be administered after the reading test. The science section measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The section presents several authentic scientific scenarios, each followed by a number of multiple-choice questions.

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

The science section focuses on multidimensional assessment, with questions that assess science content in concert with science skills and practices.

The questions require examinees to:

- Recognize and understand the basic features of, and concepts related to, the provided information
- Examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed
- Generalize from given information to gain new information, draw conclusions, or make predictions

**Note:** Examinees are not permitted to use a calculator in the science section.

Four scores are reported for the science section: a score for the section overall and three reporting category scores based on scientific knowledge, skills, and practices.

## Interpretation of Data

This category asks examinees 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

This category requires examinees 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 & Experimental Results

These questions ask examinees 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).

The science section presents information in three formats:

- **Data Representation:** 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:** 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:** 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.

## Writing Skills Measured by the Writing Test

If an examinee is taking the writing test, they will take the writing section after all the multiple-choice sections they registered to take (after either reading or science). A student's score in the writing

section will not affect their scores on the multiple-choice sections or their Composite score.

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

The section consists of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Examinees are asked to read the prompt and write an essay in which they develop their own perspective on the issue. The essay must analyze the relationship between their own perspective and one or more other perspectives. The examinee may adopt one of the perspectives given in the prompt as their own, or they may introduce one that is completely different from those given. The score will not be affected by the perspective the examinee takes on the issue.

Five scores are reported for the writing section: 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.

## Ideas and Analysis

Students demonstrate their ability to analyze an issue and craft an argument in support of their chosen perspective. Proficient writers demonstrate understanding of the issue, audience, and purpose. Analysis includes engagement with multiple perspectives, a focused thesis, a relevant context, and implications, complexities, and tensions.

## Development and Support

Students explore ideas, offering rationales and examples to strengthen their argument. Proficient writers elaborate upon ideas to help the reader understand their thinking about the issue. Development and support include reasoning, the significance of the argument, and qualifications and complications.

## Organization

Students organize ideas with clarity and purpose. Proficient writers guide the reader through their argument. Organization includes a controlling idea, logical order, and transitions.

## Language Use and Conventions

Students use written language to facilitate and enhance the reader's understanding of the ideas in the essay. Proficient writers make use of conventions while attending to audience, adjusting the style and tone of their writing according to their purpose. Effective communication relies on word choice, sentence structure, style and register, and conventions.

For more information about the enhanced ACT subject tests, please refer to the applicable sections of the [Preparing for the ACT Test](https://www.act.org/content/dam/act/secured/documents/Preparing-for-the-ACT.pdf) (<https://www.act.org/content/dam/act/secured/documents/Preparing-for-the-ACT.pdf>).

The guide for legacy ACT testing can be provided by the school.

## 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 can then use this information for counseling, evaluating the effectiveness of instruction, and planning changes and improvements to their curriculum.

At the student's direction, scores from this test date may also be reported to the colleges listed in the report. 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 a variety of other factors to help identify applicants who can benefit most from their programs. Colleges can use results on the ACT to assist scholarship/loan agencies identify qualified candidates, place students in first-year courses, and help students choose or 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. For additional information about score reporting, please see the relevant sections on page 32 of this handbook. To explore student resources or to order additional score reports, visit the [ACT Test Scores](http://www.act.org/the-act/scores) page on the ACT website (<http://www.act.org/the-act/scores>).

## F. College and Career Planning

This section of the report provides information to help the student 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 the [How to Prepare for College](http://www.act.org/collegeplanning) page on the ACT website ([www.act.org/collegeplanning](http://www.act.org/collegeplanning)), to find answers to commonly asked college and career planning questions.

## G. Interest-Major Fit Level Score

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.

For additional information about what Interest Inventory scores show and how they are calculated, please see page 16 of this handbook.

**Note:** *Interest-Major Fit is not currently included in paper reporting.*

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

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

For more information, refer back to the NCRC section on pages 9–10 of this handbook or visit the [ACT WorkKeys National Career Readiness Certificate](https://workforce.act.org/credential) (NCRC) page on the ACT website ([workforce.act.org/credential](https://workforce.act.org/credential)).

## 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

For more information about high school reporting, please refer to page 39 of this handbook.

## High School Score Label

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

Scores may be included on transcripts (either electronically or using the score label), with student and/or parent/guardian permission and in accordance with local policies.

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 writing test, the label also includes a writing score.

HERNANDEZ, THOMAS M					206353349	01/12/2005
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
	27	26	20	20	24	09/2025 State
PERCENT AT OR BELOW NAT'L COMP.:					80	
					ACT	

**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 valid high school information 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.



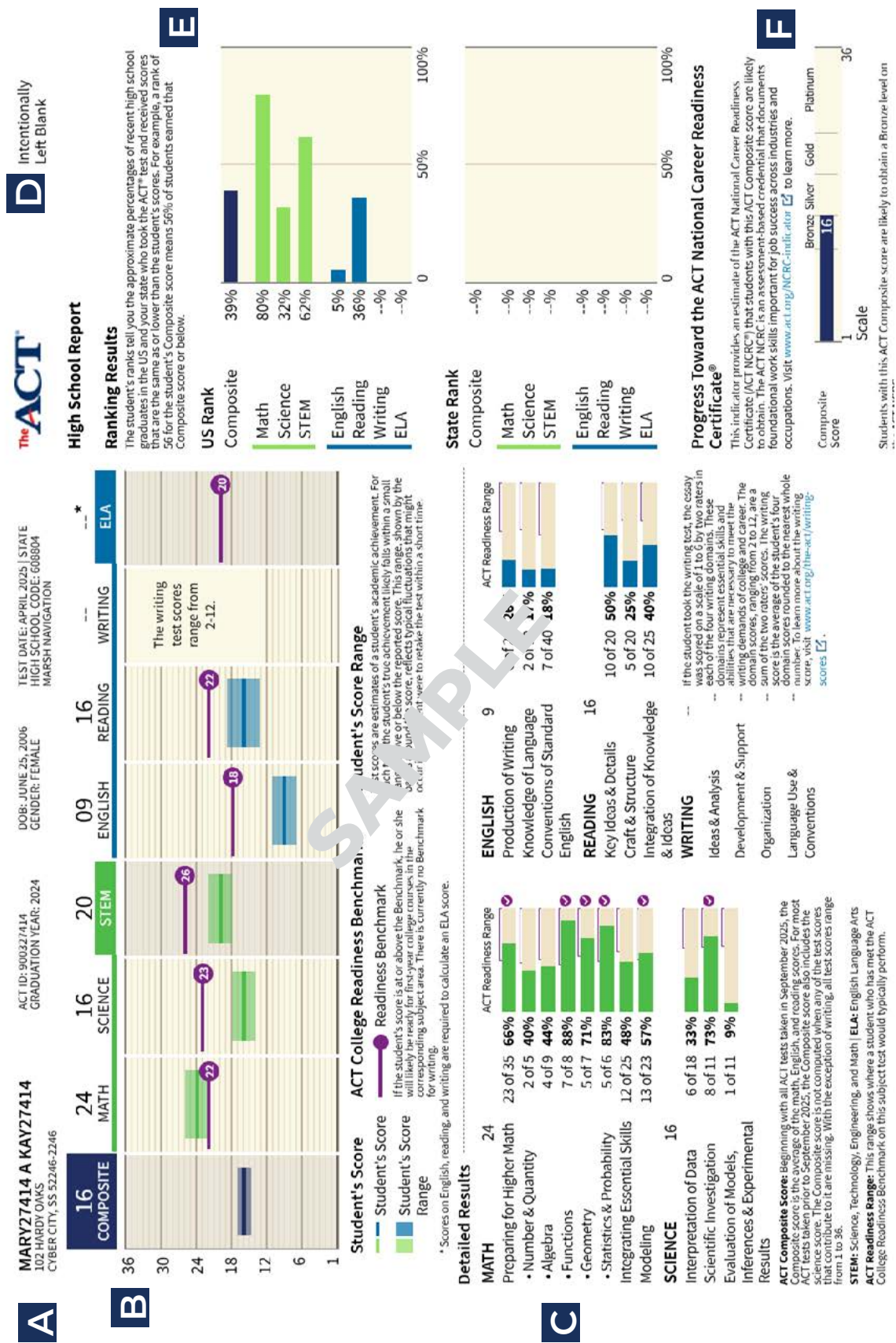
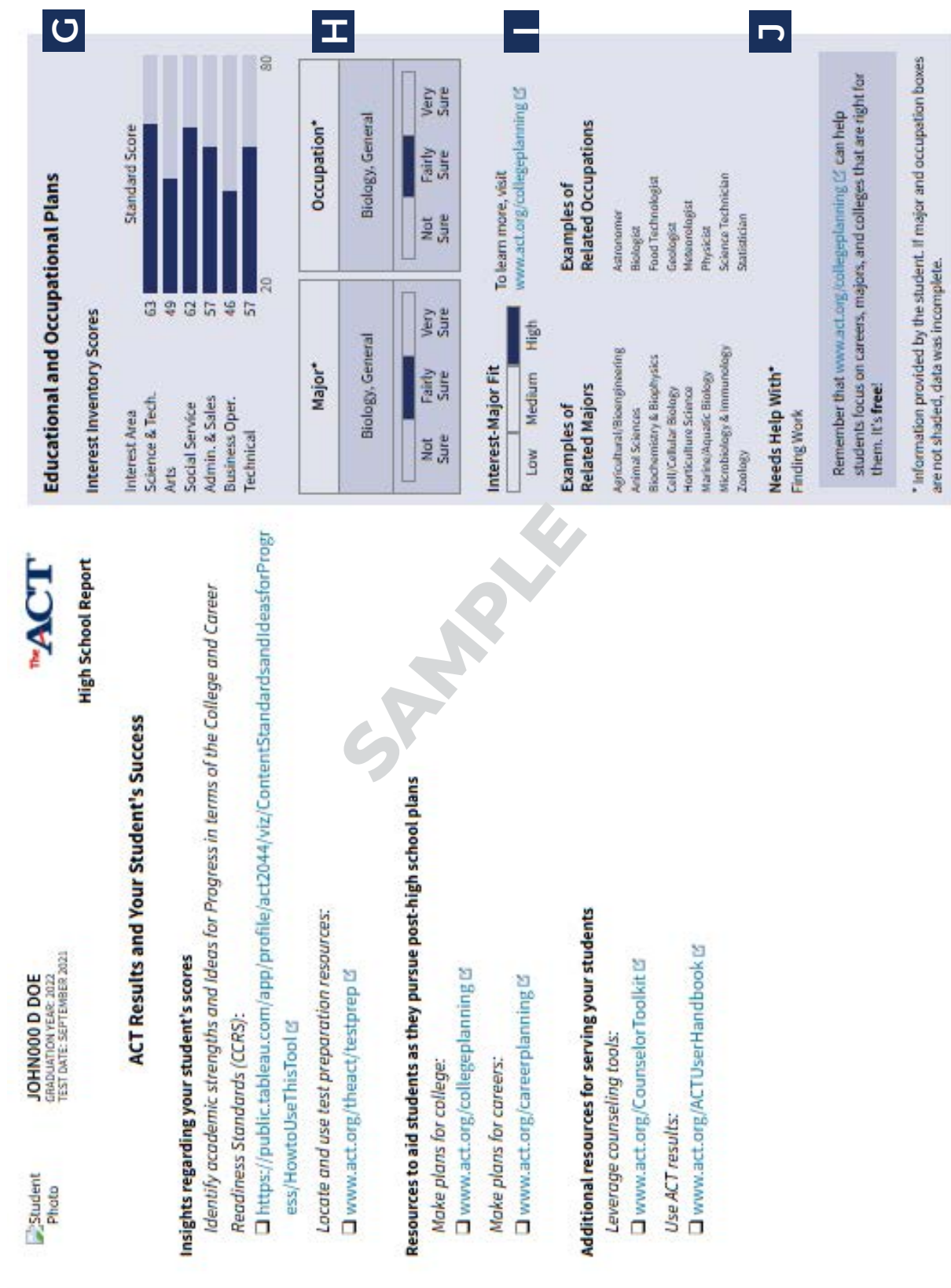


Figure 6. Sample ACT High School Report



**Figure 6.** Sample ACT High School Report (continued)

**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 45).

**C. Detailed Results**

Each reporting category also shows the ACT Readiness Range, which will enable 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 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 information, see Item D in the Student Report section (page 46) or the College and Career Readiness Standards section (pages 9–10).

**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 using the [Inquiry Form](http://www.act.org/aap/scores/inquiry) on the ACT website ([www.act.org/aap/scores/inquiry](http://www.act.org/aap/scores/inquiry)).

**E. Ranking Results**

See the Student Report section, item C (page 46).

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

See the Student Report section, item H (page 56).

## G. ACT Interest Inventory Scores

ACT Interest Inventory results are 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 the [How to Prepare for College](https://www.act.org/collegeplanning) page on the ACT website ([www.act.org/collegeplanning](https://www.act.org/collegeplanning)), designed to provide students with college and career information.

For additional information about what Interest Inventory scores show and how they are calculated, please see the ACT Interest Inventory section on pages 14–19 of this handbook or the [ACT Interest Inventory Technical Manual](https://www.act.org/content/dam/act/unsecured/documents/ACT-Interest-Inventory-Technical-Manual.pdf) (<https://www.act.org/content/dam/act/unsecured/documents/ACT-Interest-Inventory-Technical-Manual.pdf>).

## H. Self-Reported Planned Educational Major and Occupation

These are selected by the student from a list of nearly 300 major and occupation titles, as well as self-reported level of certainty of these plans.

## I. Interest-Major Fit Level Score

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.

For additional information about what Interest Inventory scores show and how they are calculated, please see the ACT Interest Inventory section on pages 14–19 of this handbook or the *ACT Interest Inventory Technical Manual* (linked above). **Note:** *Interest-Major Fit is not currently included in paper reporting.*

## J. Needs Help With

Self-reported educational needs and interests are shown here.

## College Reporting

### The Encoura Platform

ACT and Encoura have joined forces to provide a unified platform that supports students, educators, and institutions through integrated assessment, enrollment, and research solutions. Formerly a subsidiary of ACT, Encoura officially merged under the ACT brand in 2024, combining ACT's assessment expertise with Encoura's advanced data science and enrollment tools.

Together, they offer a comprehensive suite of services designed to:

- Help students plan for college and careers
- Equip institutions with actionable insights
- Foster meaningful connections between students and higher education

Encoura currently serves over 2,000 higher education institutions nationwide. The Encoura Platform enables institutions to:

- Access the most diverse and inclusive student population in a single system
- Leverage data science, analytics, and research to identify and engage best-fit students

### Research & Advisory Services

Encoura's evolution includes the acquisition of Eduventures®, a leading research and advisory firm focused exclusively on higher education. This integration enhances Encoura's ability to deliver:

- Strategic enrollment services
- Multichannel marketing solutions
- Custom technology powered by Eduventures research

Encoura also offers myOptions® Encourage™. This free planning program supports high school students, families, and educators by offering tools to explore a wide range of postsecondary opportunities. It helps users make informed decisions about college and career pathways.

Learn more more about the Encoura Platform on the [Encoura website](https://www.encoura.org/encoura-platform) (https://www.encoura.org/encoura-platform).



## 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.

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 using the [Inquiry Form](https://www.act.org/aap/scores/inquiry) on the ACT website ([www.act.org/aap/scores/inquiry](https://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 more holistic 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 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.

Because 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/guardians sought parent/guardian 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, have the following been discussed with the student:

- Are the plans based on realistic factors such as educational development and interests, or are they influenced by factors such as parent/guardian 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 their 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 additional 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, across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in a typical 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.

For more information about how ACT College Readiness Benchmark Scores are determined, please see the ACT College Readiness Benchmarks section that begins on page 10 in this handbook.

## 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 (indicated with dashes [--]), the college does not have the information on record.

- College ACT Code, Name, and City/State location
- The student's chance (out of 100) of attaining a first-year GPA of B or higher at each college. The chance values are based on college-specific regression equations generated by the ACT Admissions Service. **Note:** *Only colleges that participate in the service will have this information.*
- 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.
- The average high school GPA of students currently enrolled at each college, 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 at each college

## 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

An examinee's electronic ACT record 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 from a particular school might need first-year housing plans of students who designated that 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](https://www.act.org/content/dam/act/unsecured/documents/ACT_RR2000-9.pdf), [https://www.act.org/content/dam/act/unsecured/documents/ACT\\_RR2000-9.pdf](https://www.act.org/content/dam/act/unsecured/documents/ACT_RR2000-9.pdf)). Research suggests that older students tend to be more motivated and, on average, 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.

## ACT Recruit Me

This language about ACT Recruit Me (formerly Education Opportunity Service, or EOS), is provided as it is presented to the examinee in MyACT:

ACT Recruit Me helps colleges understand your interests and can improve your scholarship opportunities!

Benefits of ACT Recruit Me:

- Be discovered by your best-fit colleges
- Find financial resources to help make college affordable
- Discover college and career-related planning resources

Opt in to be a part of ACT's free program to share your MyACT information, including contact details, demographics, interests, and ACT score range to connect you with college, scholarship, and other educational and career-related resources and opportunities that match your background and your interests.

- Yes, I would like to connect!
- No, I am not interested in connecting.

**Note:** *If you do not want your race or ethnicity to be shared through your opt in to ACT Recruit Me, do not provide the information in MyACT or as part of your registration for ACT's products or services. Even if you opt in, we will not share your information if your state, school district, or country of residence does not allow it.*

### 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 the [Opting Out of ACT Recruit Me](https://www.act.org/content/act/en/products-and-services/the-act/optiming-out-of-act-recruit-me.html) page on the ACT website (<https://www.act.org/content/act/en/products-and-services/the-act/optiming-out-of-act-recruit-me.html>).

The following information about you will be shared by ACT and Encoura: 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 areas in which the student may benefit from further development and encourage the student to take the coursework necessary to improve in these areas. 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, ELA, and STEM, the ACT can provide data useful for evaluating an examinee's educational development. The availability of both US and state ranks, as well as probability estimates for academic success, enhances the utility of these data.

Presented as cumulative percentages (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 determined by comparing the most recent ACT scores of high school seniors who graduated during the previous three years and who tested in grades 10, 11 or 12 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 applicable 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.

For more information about the Chances of Success area of the report, see the Predictive Data section on page 74 of this handbook.

## 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 are more likely to experience higher levels of frustration and failure, while better-prepared students who are incorrectly placed in developmental courses may not only waste time and money, but could also miss out on the intellectual rigor that college courses have 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 recommendations 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 3) 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 3.** 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
Statistics/probability	Mathematics	21
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 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 can be especially helpful in identifying patterns of consistency and inconsistency.

Helping students simultaneously plan academic programs, select curricula, and make other educational and vocational decisions can be challenging. 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 questions first-year students are likely to ask, such as the following:

- 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 student's individual 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 could lie 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. The following are 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

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.

For more information about Interest-Major Fit, please see the relevant section on page 16 of this handbook.

### 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 grades 10, 11, or 12 on a National or State test date.

For more information about US and state ranks, please see the applicable section on page 11 of this handbook or visit the [ACT Test Scores](http://www.act.org/the-act/scores) page on the ACT website ([www.act.org/the-act/scores](http://www.act.org/the-act/scores)).



## 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 incoming 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 equal to or higher than either a B or C. Because they are based on a particular college's data, the reports are most valuable to that particular institution.

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 incoming students and a college may request chances for four other student groups and five specific courses. In Figure 7 (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, based on their previous academic achievement, is likely to be 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 7, the student has a moderate 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		
<b>Overall GPA</b>		
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%
<b>Specific Course Grade</b>		
Course	Chance $\geq$ B	Chance $\geq$ C
English Composition	89%	95%
College Algebra	20%	62%
History	67%	87%
Chemistry	11%	39%
Psychology	72%	92%
<p>Chances of success are reported for ACT Research Services participants.</p> <p>For more information about Chances of Success and how your institution can participate, please visit <a href="http://www.act.org/research">www.act.org/research</a> or email <a href="mailto:research.services@act.org">research.services@act.org</a>.</p>		

**Figure 7.** Chances of Success report

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# REQUEST FOR WAIVER OR DEFERRAL

## College Admission Application Fee

**IMPORTANT:** 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**

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Printed Name of College/University

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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.*

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Signature of High School Official

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Printed Name of High School Official

---

Printed Name of High School

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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

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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	ACT Recruit Me	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 condition	See Notes below	See Notes below	See Notes below	<a href="http://www.actstudent.org/contactus">www.actstudent.org/contactus</a>
Ordering test materials, or administering an on-campus test with accommodations	On-Demand 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 their 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:** To submit a complaint, tell us what happened by email before calling; we will automatically initiate an investigation upon receiving your message if sent within two weeks of test experience.

**All hours of operation are Monday–Friday, Central time.**



# NATIONAL TEST DATES

US, US Territories, and Puerto Rico

2025|2026

Test Dates	Regular Registration Deadline	Late Registration Deadline	Photo Upload and Standby Deadline
<b>September 6, 2025</b>	<b>August 1</b>	August 19	August 29
<b>October 18, 2025</b>	<b>September 12</b>	September 30	October 10
<b>December 13, 2025</b>	<b>November 7</b>	November 24	December 5
<b>February 14, 2026</b>	<b>January 9</b>	January 23	February 6
<b>April 11, 2026</b>	<b>March 6</b>	March 24	April 3
<b>June 13, 2026</b>	<b>May 8</b>	May 29	June 5
<b>July 11, 2026</b> (see Note below)	<b>June 5</b>	June 24	July 3

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

For State testing and District testing, please refer to your ACT-hosted web page to see 2025–2026 test dates and deadlines.

ACT My Answer Key for the 2025–2026 testing year will occur in September, December, and February. For more information, visit the [ACT My Answer Key](https://www.act.org/content/act/en/products-and-services/the-act/scores/request-a-copy-of-qa.html) page on the ACT Website (<https://www.act.org/content/act/en/products-and-services/the-act/scores/request-a-copy-of-qa.html>).