

**2025 | 2026**



# **PreACT and PreACT 8/9**

## **Test Administration Manual**

**District | State**

- Standard Time | Accessibility Supports
- Paper Testing

Pre **ACT**<sup>®</sup>

Pre **ACT**<sup>®</sup> 8/9

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



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# CONTACTS AND RESOURCES

## Contact Information

Customer Support

- Toll-free phone number: 877.789.2925
- Email: [preact@act.org](mailto:preact@act.org)

*Note: The toll-free numbers are for testing staff. **Please do not give these numbers to examinees or parents.***

## Resources

Website	URL
PreACT Assessments product page	<a href="https://act.org/preact">act.org/preact</a>
PreACT and PreACT 8/9 on ACT Now	<a href="https://act.org/preact/actnow">act.org/preact/actnow</a>
<i>Note: For customers in Kansas, Oklahoma, and Oregon, please continue to use resources in the Knowledge Hub for the 2025-2026 school year.</i>	
PreACT Knowledge Hub	<a href="https://success.act.org/s/topic/0TO1B000000UAXzWAG/preact">https://success.act.org/s/topic/0TO1B000000UAXzWAG/preact</a>
ACT Privacy Policy	<a href="https://act.org/content/act/en/privacy-policy.html">act.org/content/act/en/privacy-policy.html</a>
ACT Calculator Policy	<a href="https://act.org/calculator-policy.html">act.org/calculator-policy.html</a>

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# POLICIES

## General Testing

### Standardized Procedures

Uniformly administering tests ensures examinees' academic skills are accurately measured. Testing staff assume a vital role in carrying out standardized testing procedures.

As with all standardized testing, it is critical that the procedures you employ are identical to those at other test locations. ACT provides policies, requirements, and administration instructions to help create a fair testing environment for all examinees. All testing staff are required to read the digital and paper materials provided by ACT. Adherence to the standardized policies and procedures outlined in the materials is mandatory.

### Fair Testing Practices

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

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

### Equal Treatment

All staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act.

### Confidentiality

Information about examinees, including their names, is confidential. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information or use such information for any purpose other than administering the tests.

All forms and information contained in administration manuals and other ACT-provided documentation are the property of ACT and must not be shared with any person who is not part of the testing staff.

### Safety

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

abide by any district or state reporting policies as appropriate. Document the details as an irregularity.

## Investigations

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

## Eligibility for Makeup Testing

If an examinee is absent or becomes ill during the test session, schedule them for makeup testing on another day within the testing window.

For accommodations and/or supports testing, if you are unable to administer the tests to an examinee due to absence, you may reschedule that student for another day within the test event. There is no need to notify ACT.

## Payment of Fees

### Scoring Fees

The school identified on the School Header (or its billing entity) is responsible for payment of scoring/processing fees for all answer documents submitted under that header. **All answer documents returned to ACT will be processed and will be included in the invoice.**

If you are testing any home-schooled examinees, your school is responsible for collecting and paying testing fees due to ACT for those examinees.

# Testing with Accessibility Supports

## Types of Accessibility Supports

Accessibility supports permitted during testing remove barriers and allow examinee access to the test while honoring the content the tests measure. Supports for PreACT are determined at the local level and do not require ACT authorization. The test coordinator identifies and grants authorization for eligible examinees to test with supports.

It is important to abide by all outlined requirements for administering supports. More information about supports is available in the **Accessibility Supports Guide for PreACT**.

Types of accessibility supports:

- **Universal Supports**
- **Designated Supports**
- **English Learner (EL) Supports**
- **Accommodations**

## Universal Supports

Examples of universal supports include, but are not limited to:

- Test booklet used as scratch paper
- Pencil Grip
- Permitted calculators

## Designated Supports

Designated supports are available to any examinee for whom a need has been identified. Most require advance planning to deliver.

Examples of designated supports available to all students for both online and paper testing include, but are not limited to, the following:

- Assistive devices/technology
- Food, drink, or medication for examinees with a medical need in the test room (does not include medical devices)
- A written copy of the verbal instructions (provided locally)
- Using colored overlays
- Using a magnifier

## English Learner Supports

English learner (EL) supports are available only for examinees who are not proficient in English and have an I-ELP.

EL supports are limited to the following provisions:

- ACT-authorized word-to-word bilingual dictionary/glossary
- Translated written test directions, provided by ACT (paper or online)
- One and one-half time
- Small-group testing

## Accommodations

Accommodations are available to examinees with an Individualized Education Program (IEP), 504 plan, or other formal educational accommodations plan. Examinees with accommodations must use the designated accommodations test materials. Examinees with the same testing times should test together as a group unless an accommodation requires one-to-one testing.

Examples of accommodations include, but are not limited to, the following:

- Timing/scheduling supports (e.g., extra testing time, testing over multiple days, breaks as needed)
- Audio supports (e.g., pre-recorded audio, human reader using a Reader's Script)
- Response supports (e.g., scribe to record responses)
- Sign language interpreter using a Reader's Script for test items
- Alternate formats (e.g., braille, large print)

## Qualification for Accessibility Supports

### Authorization

Use of accessibility supports are determined at the local level. The test coordinator identifies examinees who qualify to test with designated supports, EL supports and/or accommodations. Alternatively, for paper testing, bulk ordering may be available for your program.

Diagnostic documentation is not provided to ACT.

#### *Determining Accessibility Supports Based on Need*

Some options for examinees with visual impairments:

- Braille or large-print test form
- Human reader (using a Reader's Script)
- Scribe to mark responses or a large-print answer document
- Extra testing time

Some options for examinees with hearing impairments:

- Interpreter for verbal instructions
- A copy of the verbal instructions for the examinee to read
- Interpreter for test questions and answers
- Extra testing time

Some options for examinees with learning disabilities:

- Human reader (using a Reader's Script) or pre-recorded audio
- Extra testing time
- Scribe to mark responses

Some options for examinees with physical disabilities:

- Scribe to mark responses
- Large-print answer document
- Extra testing time

*Note: If the examinee responds in an alternate method, testing staff need to carefully transfer responses to be scored.*

## Administration Details

### Timing Guidelines

All examinees in the room must have the same authorized timing. Examinees with the same testing time should test together as a group unless an accommodation requires one-to-one testing. Examinees testing with accommodations may not test in a standard time room. If they do, tests from that room will not be scored or scores will be canceled.

*Note: When testing with accessibility supports, examinees may use less time than allowed with their authorized timing. Do not move to the next test until the standard time has expired and all examinees in the room have completed that test section, or the allotted time has expired.*

### Testing More Than One Examinee at a Time

ACT encourages group administrations for examinees authorized for the same timing and similar accommodations and/or EL supports. If more than 20 examinees with accommodations and/or EL supports test in one room, a proctor is recommended to assist with the administration. For every additional 20 examinees testing in the same room, ACT recommends an additional proctor.

All examinees in the room must have the same authorized timing and must be working on the same test at the same time (e.g., when administering mathematics, all examinees must be working on mathematics).

### Testing with Interpreters, Readers, or Scribes

Examinees may be authorized to test with an interpreter, reader, or scribe.

- Interpreter
  - ~ An interpreter may sign **verbal instructions**.
    - Sign systems for verbal instructions include American Sign Language (ASL), Signing Exact English (SEE), and cued speech.
    - When signing verbal instructions only, the administration does not need to be one-to-one.
  - ~ An interpreter may sign **test items**, if authorized by the test coordinator.
    - Sign systems for test items include Signing Exact English (SEE) or cued speech following the reader's script. No other sign systems are allowed for test items.
    - The interpreter follows the reader's script verbatim, without adding explanation.
    - When signing test items, this must be a one-to-one administration.
- Reader
  - ~ The reader administers the test one-to-one (may not read the test to a group).
  - ~ The reader follows the reader's script verbatim, without adding explanation.
  - ~ Passages may be repeated at the examinee's request.
  - ~ Reader Examinees should be afforded up to triple time as this is the amount of time it takes for an oral presentation test.
- Scribe
  - ~ A scribe may be authorized for examinees who are unable to mark multiple-choice answers on their answer document.
  - ~ During the test, the examinee dictates answers to the scribe who grids responses. The examinee must be tested one-to-one.

### Testing with Pre-Recorded Audio

Examinees authorized for pre-recorded audio may test as a group if they have their own headphones, can control the progress of their own device, and are all working on the same test

at the same time (e.g., when administering Test 1, all examinees in the room must be working on Test 1).

Examinees are able to replay any portion of any test as needed within the time allowed for each test. Examinees should be afforded triple time as this is the amount of time it takes for an audio presentation of the test. Pre-recorded audio will be available via a secure URL, provided via email after you order the Audio Testing Package. The secure URL information will be emailed to the individual who placed the order for materials, but can be forwarded to any applicable testing staff. Each student testing with prerecorded audio will use the same URL.

# TEST FACILITIES

## Facility Requirements

### Introduction

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

### Principles of Accessibility

Under the Americans with Disabilities Act (ADA), tests must be offered in locations accessible to individuals with disabilities, or in rare cases, in accessible alternative locations.

### Video Monitoring Systems

ACT does not allow closed-circuit television (CCTV) in the test site. Please disable or cover CCTV cameras in the testing room. If your test site must use CCTV cameras in the testing room, and they cannot be removed, you must take steps to ensure the cameras are not positioned to capture test content during testing. The test center's use of video monitoring and storage of recordings must fully comply with the laws of your jurisdiction, and you agree that the recording is not done at ACT's request. As a reminder, no other cameras—for example, from the school or external media—are ever to be allowed in the testing room.

### Selecting Test Rooms

Select test rooms that:

- Can be reserved to allow time for the entire test session, plus any potential delays
- Can be rearranged, if needed, to meet seating requirements
- Are quiet and free from potential distractions
- Have good lighting, temperature, and ventilation
- Have an accurate wall clock or other timepiece (cell phones or smart watches may not be used as a timepiece)
- Provide convenient and adequate access to restrooms

*Note: Observing examinees testing in multiple rooms from a central location (such as a hallway, through glass walls, or security cameras) is prohibited. Avoid rooms with multiple levels or graduated seating unless you have no alternative. Such rooms make test security more difficult.*

### Selecting Test Rooms for Accessibility Supports

- Examinees with different timing must test in separate rooms.
- Examinees with accommodations and/or English learner supports must not test in a general standard time room.
- Examinees testing with a reader or breaks as needed (also known as stop-the-clock breaks) must test one-to-one.

- Examinees using pre-recorded audio may test as a group if they use headphones, can control the progress of their own devices, and begin each test at the same time.
- ACT encourages group administrations for examinees with the same accommodations and/or supports.
- ACT prefers classrooms and recommends no more than 20 examinees in one room.

*Note: Small group is defined by the examinee's educational plan or state policy. ACT recommends that a small group be less than the number of examinees in a standard room with a maximum of 20 examinees.*

## Room Type, Size, and Setup

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate.

ACT recommends:

- Using single-level classrooms
- Avoiding multiple-level seating (it makes it easier to see another examinee's test)
- Seating 15 to 30 examinees in a room for standard time administrations
- Seating no more than 100 examinees in one room

To help ensure a fair and secure testing environment:



- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Make sure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Examinees testing with extended time must be tested in a separate room from examinees testing with standard time.
- Arrange the room so that:
  - ~ The room supervisor will be facing the examinees during testing.
  - ~ Testing staff can freely circulate the room and have a clear view of all examinees and materials.
  - ~ Seating minimizes the possibility of prohibited behavior.

## Seating Arrangements

Seating arrangements must minimize any possibility of prohibited behavior. Examinees must be:

- Facing the same direction
- Spaced as far apart as possible
- Seated no closer than is specified in the following table:

### Required Minimum Space Between Examinees

Room Type	Required Space from Side-to-Side	Required Space from Front-to-Back
		
<b>Single-Level</b>	3 feet (measured shoulder-to-shoulder)	3 feet (measured head-to-head)
<b>Multiple-Level</b>	3 feet (measured shoulder-to-shoulder)	5 feet (measured head-to-head)

- Seated in straight rows and columns, directly in line with each other

- Seated so that aisle space allows room for staff to circulate throughout the room without disturbing examinees
- Able to see the room supervisor without difficulty
- Able to see the room clock, if there is one, without looking around
- Seated in their original seats after the break

## Seating at Tables

### Requirements for the Use of Tables

Table Shape	Table Size	Number of Examinees Per Table
Round	Any size	1
Rectangular	Less than 6 ft. long	1
Rectangular	6–9 ft. long	2
Rectangular	More than 9 ft. long	3

#### Note:

- *Do not seat examinees where two tables join.*
- *If 6-foot tables are used to seat two examinees, a 3-foot space is required between tables.*
- *Examinees must be seated on the same side of the table, and minimum spacing requirements must be met.*

## Work Surfaces

Work surfaces must be smooth, hard surfaces, large enough for all an examinee's test materials. Lapboards are not allowed.

*Note: For left-handed examinees, use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so left-handed examinees can use both surfaces.*

## Seating Arrangement Examples

### Acceptable

#### Seating Arrangement Examples

"min." = minimum "ft." = feet

↔ indicates distance between examinees

Side-to-side distances are measured from shoulder-to-shoulder

Front-to-back distances are measured from head-to-head



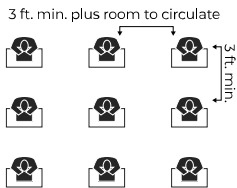
Side View



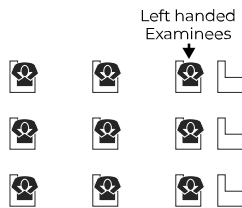
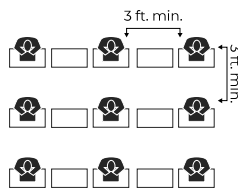
Overhead View

#### Examinee Spacing

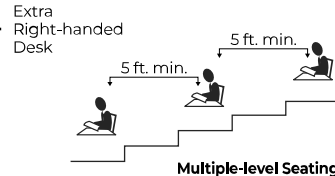
##### Level Seating with Movable Desks



##### Level Seating with Stationary Desks



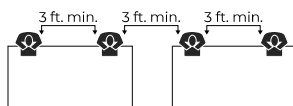
Left-handed Examinees at Right-handed Desks



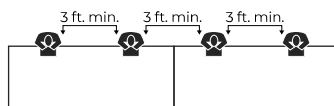
Multiple-level Seating

#### Table Spacing

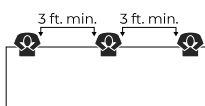
##### 6-Foot Tables



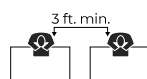
##### 8-Foot Tables



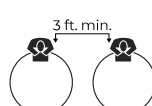
##### Tables more than 9 feet



##### Tables under 6 feet



##### Round tables any size

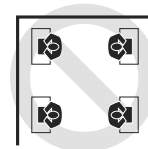


### Unacceptable

#### Seating Arrangement Examples



Examinees Facing the Wall or Each Other



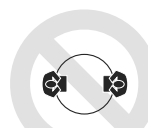
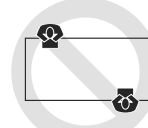
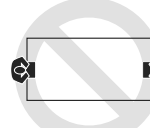
Desk Surface Too Small



Dividers, Study Carrels, and Partitions



Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



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

# TEST STAFF

## Staff Requirements

### Selecting Testing Staff

The test coordinator is responsible for selecting testing staff.

### Who May Act as Testing Staff

The test coordinator is responsible for identifying people of integrity when selecting their testing staff. Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals.

All testing staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws.

### Who May Not Act as Testing Staff

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

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

### Attentiveness

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

# Staff Roles and Responsibilities

## Test Coordinator Role

The test coordinator has overall responsibility for coordinating test operations, including storing materials and setting up test rooms. The test coordinator provides the continuity and administrative uniformity necessary to ensure that examinees are tested under standardized and secure conditions.

## Test Coordinator Responsibilities

### Prepare facilities before test day:

- Select and reserve test rooms
- Prepare test rooms for test day according to ACT guidelines

### Assign and train staff:

- Identify a sufficient number of qualified personnel to serve as room supervisors and proctors
- Conduct a local training session for all testing staff before the test dates, including review of the administration materials

### Coordinate testing activities:

- Schedule test dates within the testing window
- Notify examinees of the test date(s), location, and materials needed
- Order test materials, including any alternate test formats for examinees, as needed
- Receive, check in, and securely store test materials
- Arrange for examinees to complete non-test information
- Plan seating arrangements for each room
- Create a roster of examinees scheduled to test in each room before test day
- Organize test materials for room supervisors
- Arrange for transfer of test booklet responses to answer documents for examinees using alternate response methods

### Maintain security:

- Read and comply with all policies and procedures in the materials provided by ACT
- Ensure tests are administered in strict compliance with all policies and procedures documented in these materials
- Ensure all testing staff remain attentive to testing responsibilities throughout the entire administration
- Return required test materials to ACT when testing is complete
- Provide a timely response to requests from ACT when additional information is needed

### Ensure complete documentation:

- Ensure room supervisors complete all required documentation during the administration
- Verify and retain all documentation after testing
- Oversee the documentation of all irregularities and consult directly with ACT regarding actions to be taken

## Room Supervisor Role

Each room must have a room supervisor responsible for all testing activities in that room. Each room supervisor must be present for the entire test session. The test coordinator may assume the role of room supervisor if only one room is used.

**Number required:** One per test room

## Room Supervisor Responsibilities

### Before test day:

- Assist the test coordinator, as needed
- Attend the training and briefing sessions conducted by the test coordinator

### Check-in activities on test day:

- Individually identify and admit examinees to rooms; mark the roster
- Direct examinees to seats once admitted
- Ensure all examinees admitted to a room are assigned the same timing (standard time, untimed, one and one-half time, double time, or triple time)
- Ensure all examinees authorized to test over multiple days are ready to begin the same test

### Administer the test:

- Prepare the room for testing
- Take responsibility for a test room and provide an environment conducive to testing
- Count test booklets upon receipt from the test coordinator
- Distribute test materials
- Read verbal instructions verbatim to examinees
- Properly time tests
- Monitor testing progress

### Maintain security:

- Keep test materials secure during testing and breaks
- Monitor for prohibited behavior during testing and breaks
- Collect and account for all test materials before dismissing examinees

### Ensure complete documentation:

- Complete all information on the appropriate administration forms
- Record detailed documentation of any irregularities and, as required, void examinees' tests
- Return all test materials and forms to the test coordinator after testing

## Proctor Role

As test room sizes increase, proctors are recommended to assist the room supervisors.

## Proctor Responsibilities

### Before test day:

- Assist the test coordinator as needed
- Attend the training and briefing sessions conducted by the test coordinator

### Assist room supervisor with check-in activities on test day:

- Help room supervisors individually identify and admit examinees
- Direct examinees to their seats

**Assist room supervisor with administering the test:**

- Prepare the room for testing
- Distribute test materials
- Verify proper timing of the tests, using a different timepiece than the room supervisor
- Monitor testing progress

**Assist room supervisor with maintaining security:**

- Monitor for prohibited behavior during testing and breaks
- Report any irregularities to the room supervisor immediately
- Accompany examinees to the restroom if more than one leaves during the timed portion of the test
- Collect and account for all test materials before examinees are dismissed

## Sign Language Interpreter/Reader/Scribe

Individuals who serve as a sign language interpreter, reader, or scribe must meet all of the following criteria:

- Proficient in English, and if applicable, the appropriate sign language system
- Experienced in administering standardized tests
- Employed by the school district where the examinee attends school
- Agrees to administer the tests in compliance with ACT policies and procedures
- Not a relative or guardian of the examinee
- Not a private consultant or individual tutor whose fees are paid by the examinee or examinee's family
- Not engaged in test preparation activities during the current academic year

## Interpreter Role

The interpreter may sign verbal instructions to multiple examinees in the same room. If authorized to sign test items, this must be a one-to-one administration.

## Interpreter Responsibilities

If an interpreter signs the **verbal instructions**:

- Use American Sign Language (ASL), Signing Exact English (SEE), and/or cued speech
- Sign all verbal instructions spoken by the room supervisor
- Interpret any questions from examinees and interpret the room supervisor's responses

Test items may not be interpreted without authorization by the test coordinator.

If an interpreter is authorized to sign **test items**:

- Use Signing Exact English (SEE) or cued speech
- Sign from the reader's script provided by ACT without change or comment and follow the same procedures as a reader

*Note: Cued speech, under this definition, means providing visual phonemic access to the sounds of the words using the official set of phoneme signs. This functions like an exact read-aloud because it does not add meaning cues to the communication.*

All interpreters remain in the room throughout the administration and sign an Interpreter's Agreement.

## Reader Role

Each examinee authorized for a reader must test one-to-one.

## Reader Responsibilities

- Read from the reader's script provided by ACT without change or comment
  - ~ Repeat passages (if requested by the examinee) with no explanation and no additional information provided to the examinee through the reading
- If using tactile graphics/raised line drawings, do not describe the graphics, attempt to interpret the graphics, provide information not in the graphics, or present the graphics in any other format

*Note: The tactile graphics/raised line drawings supplied with the reader's script for visually impaired or blind examinees are for use only by the examinee.*

## Scribe Role

If authorized, an examinee may use a scribe to mark multiple-choice answers. Examinees authorized to use a scribe must test one-to-one. The room supervisor serves as the scribe.

## Scribe Responsibilities

- As the examinee dictates the multiple-choice answers, mark the multiple-choice answer on the answer document.
- Do not make any corrections not dictated by the examinee.

*Note: The scribe may write down notes dictated by the examinee on the blank pages of the test booklet. The examinee is responsible for telling the scribe what is the final multiple-choice answer.*

# Staff Training

## Purpose of Training Staff

All testing staff must understand all ACT policies and procedures and their responsibility for implementing them. It is critical that all test sites follow the same procedures for a fair and standardized testing experience. Properly training staff also helps reduce the risk of a misadministration.

## Staff Training Requirements

The test coordinator is responsible for providing manuals, supplements, and training to all test site staff before test day.

## Manuals

ACT provides manuals to communicate its policies, procedures, and expectations. They are proprietary information and copyrighted by ACT. Manuals should be used by staff to prepare for and administer the tests and must not be copied or shared for any other purposes. Test coordinators should provide each testing staff member a complete administration manual before the training session. It is especially important for room supervisors to read and understand the policies, procedures, and directions.

## Supplements

Supplements or notices may be sent to test coordinators before the test day via email or included in test materials shipments. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment the policies and procedures contained in the administration manuals.

## Training Session

Test coordinators hold a training session before test day to prepare staff (both new and experienced) for test day activities. The session should be used to discuss policy, address procedural and logistical issues, and ensure everyone has a common understanding of what is to take place on test day. An outline of topics is provided to guide the discussion.

*Note: This training session is separate from the briefing session conducted on test day.*

## Training Session Outline

The test coordinator is expected to discuss the following topics with staff during the training session. All training sessions must occur before test day.

### **Facilities Requirements and Setup:**

- Demonstrate proper seating arrangements and test room preparation, including:
  - ~ Ease of staff observation and movement
  - ~ Seating left-handed examinees
  - ~ Timepieces
  - ~ Any items in the room that need to be covered/removed for testing

### **Test Materials:**

- Explain materials that will be supplied by:

- ~ ACT
- ~ Your site
- ~ Examinees
- Describe the process for how materials will be distributed to and from room supervisors on test day and how room supervisors will distribute materials to examinees in the test room
- Outline the importance of:
  - ~ Never leaving materials unattended
  - ~ Verifying counts of secure materials before and after testing
  - ~ Not allowing unauthorized individuals access to test rooms or materials

#### **Non-Test Activities:**

- Discuss when and where all examinees, including those from other schools or testing programs will complete non-test information
- Discuss the sections that will be completed, any resources available to complete them (e.g., transcripts), and the importance these sections play in score reporting
- Discuss the required fields that testing staff should verify
- Discuss Supplemental Local Items, if these will be used

#### **Test Administration:**

- Discuss when and where staff members report on test day
- Explain how to use the Roster
- Explain the process for seating examinees and rules to follow when seating examinees
- Discuss start times and when to stop admitting examinees to the test room
- Discuss the policy for cell phones and other electronic devices for both examinees and staff
- Explain how to use the manual on test day, stressing the importance of following instructions exactly and reading verbal instructions verbatim
- Discuss timing procedures and administering breaks for all types of administrations
- Discuss monitoring the test room and expected staff behavior, including:
  - ~ Handling prohibited behavior
  - ~ Handling testing irregularities
  - ~ Checking calculators
  - ~ Checking authorized bilingual dictionaries
- Review how to complete test administration forms
- Explain the purpose of the special status scoring codes and why they will be completed after testing by the test coordinator

*Note: If there are additional rules or policies specific to your test site, be sure to also cover those items with testing staff. Staff should have a comprehensive understanding of all expectations and procedures before test day.*

## **Test Day Briefing Session**

PreACT recommends holding a staff briefing session each test day morning, if you have two or more staff. During this session, ensure all staff are present and make necessary adjustments to staff assignments. Ensure all staff understand their responsibilities and answer questions with the group so everyone has the same information.

In particular, discuss the following:

- Information in any ACT notice
- Cell phone and prohibited devices policy and procedures
- Calculator policy and procedures
- Test site specific information
- How staff are to communicate with the test coordinator during testing
- Arrangements for left-handed examinees
- Arrangements for examinees authorized to test with accommodations and supports

- How to handle breaks

# TEST MATERIALS

## Materials Overview

### Materials Provided by ACT

#### Test Materials Available to Order

- PreACT Test Materials Package (order one test materials package per examinee, including those testing with accommodations)
  - ~ Regular-print test booklet (10-pt. font)
  - ~ Regular-print answer document
- Braille test booklet (UEB with Nemeth or UEB Math/Science)
- Tactile Graphics booklet (UEB with Nemeth, UEB Math/Science)
- Pre-recorded audio accessed via the internet
- Reader's script
- Large print (18-pt. font):
  - ~ Large-print test booklet
  - ~ Large-print answer document (Responses from the large-print answer document need to be transferred to the regular-print answer document to be read by the scoring equipment.)

#### Materials Included with the Order

- Administration manuals (one per 20 examinees)
- *Instructions for Completing Your Answer Document*, examinee booklets (one per examinee)
- *School Header* (two per site)
- Boxes (with prepaid return shipping labels)

#### Ordering Materials

The school or district test coordinator orders test materials. See the Ordering Instructions at [https://content.act.org/resources/r/Ordering\\_Instructions\\_for\\_PreACT\\_and\\_PreACT\\_8-9](https://content.act.org/resources/r/Ordering_Instructions_for_PreACT_and_PreACT_8-9) under the Configuration section on your ACT-hosted web page.

### Materials Provided by Test Site

The test site is responsible for providing the following in each test room:

- No. 2 pencils with erasers to lend to examinees who do not bring them
- Pencil sharpener
- Reliable timepieces: watch, stopwatch, interval timer, or accurate wall clock (cell phones may not be used as timepieces)
- Signs, cards, or other materials used in admissions procedures
- Permitted calculators (if your site chooses to provide them to examinees)
- Computers with headphones and access to the pre-recorded audio via the internet (if pre-recorded audio is used)
- Speech-to-text software (if needed)

## Materials Provided by Examinees

Examinees are asked to bring No. 2 pencils with good erasers (examinees must not use mechanical pencils or ink pens,) a permitted calculator (if desired) and **ACT-authorized word-to-word bilingual dictionary** (if needed). .

If any of the following are authorized for accommodations, examinees are expected to supply their own:

- Abacus
- Braille stylus
- Augmentative or alternative communication device (AAC)
- Magnifying glass
- Color overlays
- Highlighter
- Snacks, drinks, and medication

# Security of Materials

## Copyrighted Test Materials

Tests are copyrighted, cannot be photocopied and cannot be used for any purpose other than testing.

## Keeping Test Materials Secure

The test coordinator is responsible for the security of all test materials from the time the materials are delivered or printed to the time they are returned to ACT or securely destroyed. The test coordinator must protect the materials from damage, theft, loss, or conditions that could allow prior access to the tests.

## Storage of Test Materials

Materials must be always kept in secure storage before and after testing.

## Secure Storage

Secure storage is considered a locked safe or vault to which only the test coordinator and other specifically authorized individuals have access. If a safe or vault is not available, materials may be stored inside a locked file cabinet or closet that is inside a locked room, with the following stipulations:

- Only the test coordinator may have access to the cabinet or closet.
- The cabinet or closet must have a built-in lock or a heavy-duty padlock. The keys must always be kept secure and should not be part of a master key system.
- The door to the room in which materials are stored must be kept locked when not in authorized use.
- The secure location must not be accessible through a window or a dropped ceiling.

## Authorized Access

Staff access to materials must be limited to necessary test day preparation activities, the test administration, and counting and packing materials for return to ACT. Access to test materials outside of test day is restricted to the test coordinator; however, a designated staff member may assist with materials if the test coordinator is present and if that individual does not present a conflict of interest.

# Receiving Materials Before Testing

## Receipt of Test Materials

Test materials will be shipped to the school where the test will be administered.

## Check In Test Materials

If your materials are shipped in more than one box, they may not all arrive on the same day. Please allow 48 hours for the carrier to complete delivery before calling ACT.

Materials must be checked in by the test coordinator within 24 hours of receiving them from ACT.

1. Examine the boxes for signs of tampering.
2. Open the boxes and check the contents to be sure you have all items on the packing list.

*Note: If the contents don't match the packing list, contact ACT.*

3. Count each shipment; do not assume that the groups of booklets are complete.

## Store Your Test Materials

After you have counted and checked the condition of all materials in your shipment, securely store them following these steps.

1. Reseal the boxes.
2. Lock the boxes in secure storage.
3. Protect the materials from damage, theft, loss, or from any conditions that could allow prior access to or knowledge of the tests.

## Prepare Materials for Testing

Before test day, follow these steps to properly prepare the test materials:

1. Assign test booklets to each test room.
2. Assign examinees who will receive accommodations to test rooms according to what is authorized, and organize their materials for the assigned rooms.
3. Assign enough answer documents for each test room.
  - a. If you hold a session for examinees to complete non-test information before the test day, ensure examinees will receive their own answer document.
  - b. Allocate a few extra blank answer documents per room in case of defective materials or a misgrid.
4. Prepare a Roster for each room, including all examinees expected to test.

# Handling Materials on Test Day

## Remove Materials from Storage

1. Materials must remain in secure storage until the morning of test day. At that point, the test coordinator may remove materials, and verify all materials are present.
2. If all materials are present, prepare them for distribution to room supervisors.

## Distribute Test Materials to Room Supervisors

Test coordinators distribute materials to room supervisors only on the morning of test day, normally during the briefing session.

## Distribute Test Materials to Examinees

If non-test information was completed on another day, distribute answer documents to examinees, taking care that examinees receive their own answer document.

The verbal instructions tell room supervisors when to distribute test booklets. To ensure security of test materials, distribute them to examinees only when directed in the instructions, not before.

Personally hand one test booklet individually to each examinee.

- Do not allow examinees to handle any booklet except their own. Do not allow booklets to be passed down rows or across aisles.
- Make sure each examinee receives only one booklet.

## Test Security During the Administration

- Guarantee the security of test materials throughout the administration.
- Keep test materials in a secure location as examinees enter and exit the test room.
- Account for all materials before testing, at break, and before dismissing examinees.
- Never leave a test room unattended, even momentarily, if examinees or materials are present.
- Ensure that each test room has sufficient staff for the number of examinees present.
- Actively monitor examinees throughout the administration.
- Pay close attention for cell phone and electronic device use.

## Verify Test Materials after Testing

After testing and before dismissing examinees, room supervisors must verify all materials.

1. Individually collect and check answer documents.
  - a. Stack all answer documents so they face the same direction.
  - b. Verify the number of answer documents collected equals the number of examinees.
  - c. Check that the examinee's name, date of birth, and Student ID are written and gridded.
  - d. Confirm the answer document is signed.

- e. Check that the test form number is entered.
2. Individually collect and check test booklets.
  - a. Verify the number of booklets collected equals the number distributed.
3. Place the collected test materials where examinees do not have access.

Once examinees are dismissed, check and complete the Seating Diagram, and, if used, the Irregularity Report.

## Return Materials to the Test Coordinator after Testing

After accounting for all test materials and verifying complete documentation, room supervisors must return materials to the test coordinator immediately after testing.

## Storage after Testing

On each day of testing, after accounting for all materials from room supervisors, test coordinators return them to locked storage. When all testing is complete, including any makeup and accommodations testing, test coordinators will ship all the answer documents to ACT for scoring.

# Preparing, Packing, and Returning Materials

## Prepare Materials for Return

### Materials to Keep

Securely store used test booklets. Provide used test booklets to examinees with their score reports. Examinees should receive the booklet they used for testing.

Securely store and provide unused test booklets to staff for reference when reviewing the item-response data in your reporting, or securely discard them. Test booklets will not be included in your reporting order, so make sure to securely store any unused test booklets after testing for this purpose. Securely discard unused test booklets at the end of the year. Test forms are scored by ACT only during the school year in which they are distributed.

Bubble any voided answer documents as described below under Voiding Tests and return these with your materials. Discard unused answer documents, as they cannot be used next year.

Securely discard all other materials, such as *Instructions for Completing Your Answer Document*, large-print materials, and reader's scripts.

You may wish to keep your Rosters until you are certain that score reports for all examinees are received.

*Note: Large-print answer document responses must be transferred to the regular-print answer document before returning to ACT for scoring.*

### Materials to Return

Return administration forms, School Headers, voided answer documents, and answer documents to be scored after testing is complete.

Return all answer documents in a single batch so that school-level paper reports are fully aggregated.

Return braille and tactile graphic materials after reviewing test results with examinees.

#### *Voiding Tests*

You may void the entire answer document (all tests) by filling in the bubble in the Void Answer Document Block on the answer document. (This is to the right of the Accommodations Codes.)

Only mark the Void Answer Document bubble to indicate NOT to report scores for this entire answer document.

If it is determined that score results for an entire answer document should not be reported, bubble the answer document VOID and return the voided answer document to ACT attached to an Irregularity Report. If answer documents are voided, always inform the examinee and enter this on the Irregularity Report. **All answer documents returned to ACT will be processed and will be included in the invoice.**

#### *Marking an Accommodations Code*

For each examinee who tested with accommodations, the test coordinator marks one accommodation code in the Accommodations Block on the examinee's answer document that best describes the accommodations provided.

Examinees' records will be flagged as completed with extended time when extended time codes are marked.

The codes are as follows:

1. Standard-print materials with extended time
2. Large-print test booklet with standard time
3. Large-print test booklet with extended time
4. Pre-recorded audio via the internet
5. Reader's script with extended time
6. Braille test booklet with extended time
7. Scribe with standard time
8. Scribe with extended time
9. Assistive communication device (e.g., FM audio system) with extended time
10. Reserved for future use

TO BE COMPLETED BY SCHOOL STAFF ONLY—SEE ADMINISTRATION MANUAL										
<b>Accommodations</b> Mark only one.					<b>Void Answer Document</b> <input type="radio"/>	<b>Special Status Codes</b> Mark all that apply.				
<input type="radio"/> 1	<input type="radio"/> 3	<input type="radio"/> 5	<input type="radio"/> 7	<input type="radio"/> 9		<input type="radio"/> HB	<input type="radio"/> SE	<input type="radio"/> LEP	<input type="radio"/> FL	<input type="radio"/> ME <input type="radio"/> M <input type="radio"/> R <input type="radio"/> X
<input type="radio"/> 2	<input type="radio"/> 4	<input type="radio"/> 6	<input type="radio"/> 8	<input type="radio"/> 10						

### Marking Special Status Codes

ACT offers this mechanism for identifying examinee records for Title I or other subgroup analysis. For each examinee who tested, the test coordinator should mark all codes that apply in the Special Status Codes Block on the answer document.

Special Status Codes are as follows:

- HB—Homebound
- SE—Special Education
- LEP—Limited English Proficiency
- FL—Free or Reduced Lunch
- ME—Migrant Education Program
- M—Title I Math
- R—Title I Reading
- X—Locally Designed
- Y—Locally Designed
- Z—Locally Designed

### School Header

The school and ACT code entered on the School Header identifies where examinees' results will be reported, except when examinees' answer documents are completed with "No" in Block J, and an ACT code in Block K. Completing Blocks J and K in this way will override the code listed on the School Header.

Two School Headers were included in your test material shipment, in the event you are testing examinees in more than one grade.

One School Header should be used per grade, even if the materials are returned in multiple boxes. DO NOT separate answer documents by School Header if the intention is for all documents to be scored together.

If you need additional headers, photocopy the headers provided and return these photocopies with your answer documents. If you do not have a School Header document to photocopy,

return your answer documents with a cover letter on school stationary. Include in the cover letter:

- ACT School Code
- School Name
- Number of answer documents to be scored
- Testing Date
- Testing Grade

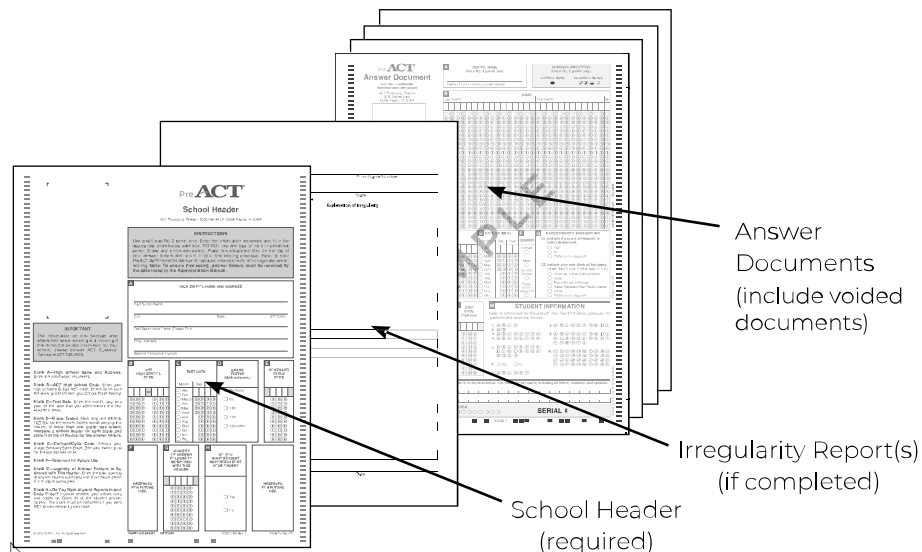
## Pack the Test Materials

Pack the materials for return to ACT as outlined in this section.

### Pack Scoring Services Envelopes

1. Complete one School Header for each grade.
  - a. Write and grid your school name and the first three digits of the cycle code exactly as they appear on your School Header. The cycle code can be found to the right of the barcode on the top left. Complete all other fields.
2. Review Irregularity Reports completed by room supervisors.
3. Attach any defective materials to the appropriate Irregularity Report.
4. Place Irregularity Reports with any voided answer documents attached under the School Header.
5. Place answer documents to be scored under the Irregularity Reports.
6. Place this stack of materials in the Scoring Services Envelope.
  - a. If materials don't fit in one envelope, use another envelope. (Call ACT Customer Care if more are needed.)
  - b. Label the envelope that contains the School Header and administration forms 1 of "x" (where "x" is the total number of envelopes), and label the rest of them 2 of "x," 3 of "x," and so on.
7. Seal the envelope(s).
8. Repeat steps 2, page 27 through 7, page 27 to pack additional grades.

#### Image of Packing the Envelope



## Pack Boxes for Return

1. Check that a preaddressed and prepaid shipping label is attached to the box.
2. If envelopes don't fit in one box, use another box.
  - a. Label the box that contains envelope #1 (with the School Header and administration forms) 1 of "x" (where "x" is the total number of boxes), and label the rest, 2 of "x," 3 of "x," etc.
3. Seal the box(es).

The return shipment address for your materials is:

ACT PROCESSING CENTER

PEARSON

9200 EARHART LANE SW

CEDAR RAPIDS, IA 52404-9078

## Tracking Your Shipment

ACT recommends that you write down the tracking number from the shipping label for all packages returned to ACT.

## Return the Test Materials

### Return Materials

Take one of these actions.

- a. If a carrier regularly picks up or delivers packages at a supervised area at your school (e.g., mail room or central office), place the sealed boxes there.
- b. If your normal pick-up area is not supervised, or you do not expect a carrier pickup within 24 hours, take the sealed packages to any staffed site that provides a shipping drop-off service. Obtain a tracking number receipt and keep a record of drop-off location and when you dropped off the packages. Do not leave the packages at an unattended drop-off location.
- c. If your school does not have a regular carrier pickup and there is not a shipping drop-off location in your area, call ACT Customer Care to arrange pickup. Do not call the carrier to arrange pickup. You will incur a service charge that cannot be paid by ACT.

## Answer Document Receipt Deadline

Answer documents must arrive at ACT by the answer document receipt deadline, **June 12, 2026**, to be scored and reported. For customers participating in a contract, the answer document receipt deadline varies based on the testing window. Please check your contract-specific deadline to ensure answer documents are returned in time.

It is recommended that all answer documents (for standard, makeup, and accommodations testing) are returned together the day after your last test session.

# TEST ADMINISTRATION

## Admitting Examinees

### Make the Electronic Devices Announcement

**If possible, make the following announcement to examinees before admitting them to the test room:**

Attention. Please listen carefully.

You may have a watch, timer, or stopwatch to pace yourself, however:

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

All such devices must be powered off and placed out of sight. You may not handle or access your devices until you leave the test site.

### Admit Examinees to the Test Room

Control who enters and leaves the test room at all times. Do not allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the room supervisor is ready to admit examinees.

Mark the Roster as you admit examinees into the test room. The marked Roster needs to reflect the examinees present in the test room, not simply those who were assigned to the room.

### Late Arrivals

If an examinee arrives before the test booklets are distributed in the test room, admit the examinee. No one may be admitted to the test room after test booklets have been distributed.

### Direct Examinees to Their Seats

After marking the Roster, direct the examinee to a specific, assigned seat. Do not allow examinees to choose their own seats.

### Seat Left-Handed Examinees

Determine who will need a left-handed work surface. If you are not using tables, do one of the following:

- a. Ask examinees as they are admitted to the test room if they require left-handed desks.
- b. Write a statement on the board telling left-handed examinees to report to testing staff for their seating assignments.

# Sequence and Timing of the Tests

## Test Sequence and Timing

The tests must be administered in the order listed: Test 1—English (first), Test 2—mathematics(second), Test 3—reading (third), Test 4—science (fourth). If this order is altered, tests will not be scored.

## Start Time

Schedule the administration to start early enough in the morning to finish by the normal lunch break observed at your school. The start time may be adjusted for accommodations administrations as needed. Plan for approximately 2.5 hours to complete the test administration with standard time.

Verbal instructions may begin as soon as all examinees have been seated.

## Timing Guidelines

When administering accommodations, the test coordinator, with the help of staff members at the school (e.g., the IEP team), determines which timing guideline to follow, and if administrations will occur in one session or over multiple days, for each examinee or group of examinees. If testing over multiple days, each test must be completed in one session, and more than one session can be completed per day if time allows. The room supervisor will need to substitute the appropriate time, or omit the time, in the verbal instructions according to what was authorized by the test coordinator. Use the timing guidelines below for the time allowed on each test.

### Timing for Tests

Timing	English	Math	Reading	Science
Standard Time	30 minutes	40 minutes	30 minutes	30 minutes
One and One-Half Time	45 minutes	60 minutes	45 minutes	45 minutes
Double Time	60 minutes	80 minutes	60 minutes	60 minutes
Triple Time	90 minutes(or 120 minutes when testing with a human reader or pre-recorded audio)	120 minutes	90 minutes	90 minutes

## Timing the Tests

Room supervisors are responsible for timing the tests in their rooms. Each room supervisor must be able to react to any problems or questions that occur in a particular room and adjust timing if necessary. This procedure minimizes the effects of any mistimings by isolating it to the room.

For standard time administrations, the full time for each test must be given, regardless of the number of examinees in the room. **Take extreme care to ensure the exact time is allowed for each test.**

## Timepieces

Each room needs two timepieces as a precaution, in the event one fails. ACT recommends that one of these be an interval timer or stopwatch. Do not use a cell phone or smartwatch as one of your timepieces.

## Accurately Time the Tests

1. As you begin timing each test, enter the START time in the table under Record Testing Times.
2. Calculate the STOP time, then the time for the verbal announcement of 5 MINUTES REMAINING (subtract 5 minutes from the STOP time), and record those times.
3. Before you announce 5 minutes remaining, and before you announce stop, check your timepiece carefully against the time you have written down and verify it with the other timepiece. Record the actual times you made your announcements in the table under Record Testing Times.

*Note: When testing with accommodations, if all examinees in the room complete a test before time is called, you may begin the next test, or dismiss examinees if it is the last test of the day.*

## Posting Start and Stop Times

You may post the START and STOP times or time allowed for each test on the board if one is available. Verify your calculations before writing the time on the board. Do not write time remaining on the board as it can be confusing depending on when examinees check it.

## Announcing Time Remaining

Verbal announcement of time remaining must be made before the end of each test. It is important to give the time remaining announcement accurately as examinees rely on it to pace themselves.

## Breaks

Breaks are given based on the guidelines in the verbal instructions for each test administration. Test security procedures must be maintained during any breaks.

### Break after Test 2

For standard time test rooms, ACT requires that you allow a 15-minute break at the end of Test 2 so examinees can relax or go to the restroom. Each room supervisor is to begin the break at the end of Test 2 as dictated by testing activity in the individual room. Do not attempt to preset an exact break schedule for all test rooms.

Make sure security and noise precautions are taken:

- Before the break begins, all test booklets must be closed with the answer documents inside.
- Ensure that examinees do not tamper with materials.
- Do not leave the test room unattended at any time.
- Be attentive to examinees trying to access cell phones or electronic devices.

Resume testing after the break, according to your room schedule. Do not delay testing waiting for examinees who are late. Examinees who return late may be readmitted, but lost time cannot be made up. Keep conversation with examinees who return late to a minimum to limit the distraction to those already testing.

*Note: This break may not include lunch.*

# Administering the Tests

## Allowed and Prohibited Items in the Test Room

### Cell Phones and Electronic Devices

Examinees may not use cell phones, smart watches, fitness bands, media players, or any other electronic devices at any time (including during the break). All devices must be powered off and stored out of sight.

If an examinee accesses such a device at any time, or if a device sounds after being stored away, the examinee must silence and put away the device. Staff should:

- Vigilantly and consistently monitor for prohibited behavior during testing and during the break.
- Notify any examinee who engages in prohibited behavior and instruct them to stop.
- Document all prohibited behavior by submitting an irregularity.
- Prominently display the **prohibited device posters** in locations visible in testing areas. These are available on the ACT-hosted web page.

*Note: Do not collect cell phones or other electronic devices from examinees; examinees should retain responsibility for devices. **Exception:** If an examinee's accommodation requires the use of a cell phone with a medical device in the room, the cell phone must be held by the room supervisor or proctor during testing and used only for its medical purpose under the direct supervision of testing staff.*

Staff should not use cell phones or electronic devices while in the test room. If staff members have cell phones in the room, they should be turned off or silent.

### Calculators

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

- A permitted calculator may be used only on the mathematics test.
- All problems on this test can be solved without a calculator.
- The calculator must be turned off and put away during all other tests.
- Hand-held calculators may not be connected in any way to a computer or device being used for testing.
- Talking calculators must be authorized in advance by the test coordinator. Examinees with talking calculators must test one-to-one.
- A current *Calculator Policy* is available online at **act.org/calculator-policy.html**.
  - ~ Each room supervisor must have access to this policy.
  - ~ It may be read to examinees as a general announcement before testing begins.

#### Examinee responsibilities:

- Bring—and use—a permitted calculator.
- Check **act.org/calculator-policy.html** or call 800.498.6481 for a recorded message about the current ACT calculator policy.

#### Staff responsibilities:

- Check for prohibited calculators during the test.
- Check periodically to make sure examinees did not switch calculators after the first check.
- If an examinee uses a prohibited calculator, advise them that the calculator is prohibited and require them to change to one on the approved list or work without a calculator. Document an Irregularity.

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

## Other Items

Examinees may not bring any of the following into the test room (unless required by the examinee's accommodation or support):

- Textbooks, notes, dictionaries (unless approved by the test administrator for translations), or other aids.
- Highlighter pens, colored pens or pencils, correction fluid/tape
- Reading material

Examinees and staff may bring snacks and beverages into the test room but may only consume them outside of the room during break. **Exception:** Readers are permitted to have water during testing.

## Examinee Timing Devices

Examinees may use a personal timing device—such as a watch, timer, or stopwatch—to pace themselves during the test, provided the timing device is:

- On the desk (to allow testing staff to monitor for prohibited behavior)
- Not a distraction to others
- Not a prohibited device (e.g., smart watches, fitness bands)

If a timekeeping device cannot lay flat on the desk, it may be placed so that it lays on its side. Examinees are allowed to handle their watch or other timing device to check the time elapsed or remaining.

*Note: Cell phones and other electronic devices are NOT acceptable.*

## General Announcements to Examinees

Before testing begins, you may make announcements regarding:

- **Cell phones and electronic devices:** All devices must be powered off and stored away at all times. Only devices specifically authorized as an accommodation are allowed.
- **Calculators:** Read to the examinees the current list of prohibited calculators (and calculators permitted with modification) from the **Calculator Policy**.
- **Hats:** Some hats may obstruct your view of examinees' eyes and may allow examinees to conceal prohibited behavior, such as using a cell phone, earpiece, or other electronic device. Not all hats may hinder your ability to monitor examinees and some examinees may wear hats or other head coverings due to religious convictions or medical reasons. The announcement to remove hats is left to your discretion.
- **Institutional requirements:** You may dismiss an examinee who purposefully disregards a posted regulation of your site or school policy. Some schools, for example, do not allow wearing hats. Explain to the examinee the reason for the dismissal and document in full on the Irregularity Report. ACT will score the examinee's test as submitted, and it will be reported with a void indicator.
- **Nervous noise:** Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- **Restrooms:** Describe the location of restrooms and drinking fountains available during the break.

## Monitoring the Test Room

Follow these policies for monitoring a test room:

- A member of the testing staff must be always physically present in the room to monitor the examinee(s). Monitoring through glass partitions or via security cameras is not allowed.
- The examinee(s) cannot be left unattended, even briefly.
- The room supervisor must remain in the room for the entire session, except when relieved by a proctor for a short break.
- One room supervisor cannot supervise multiple rooms at the same time.

*Note: A room supervisor is the person responsible for administering the test in one test room. A test coordinator who supervises a test room is the room supervisor for that room.*

## Checking for Prohibited Behavior

Follow these guidelines to check for prohibited behavior:

- Throughout testing, move quietly around the room to discourage and detect prohibited behavior. Staff attentiveness is a very effective deterrent.
- Document all prohibited behavior and any actions taken on the Irregularity Report.
- If you suspect an examinee is engaging in a prohibited behavior but are uncertain, warn the examinee of the behavior and continue to monitor. If the behavior continues after one warning, advise the examinee that they must stop the behavior, and document the prohibited behavior on the Irregularity Report. ACT will score the examinee's test as submitted, and it will be reported with a void indicator.

## Answering Questions

You may answer examinees' questions about the mechanics of the test but must not answer questions about guessing or content. Always refer examinees to the test directions. **Do not comment on or add in any way to the test directions.**

## Allowing Examinees to Leave the Test Room

Examinees may go to the restroom during testing, but it is best not to announce it. Secure examinees' test materials any time they leave. Always be sure the same examinee returns after leaving.

Unless an examinee's accommodation includes stop the clock breaks, examinees who leave the test room during the timed test or return after timing has begun may not make up lost time.

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

# Irregularities

## Submit an Irregularity Report

- Submit an Irregularity Report for group or individual irregularities. (If no irregularities occur, do not submit an Irregularity Report.)
- Describe in detail any irregularity, especially those that could affect test scores.
- Include the names of any examinees involved.
- Paper clip any affected answer documents or defective materials to the Irregularity Report.

## Group Irregularities

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

## Interruptions or Disturbances

**Examples:** Unexpected visitors, a noise or distraction in the room, sudden illness

1. If you can take action to eliminate the disturbance, do so. Otherwise, instruct examinees to stop testing.
2. Have examinees close their test booklets and put their answer documents inside.
3. Make note of the time.
4. Determine if you can resume testing.
  - a. If you can resume testing, go to Step 5.
  - b. If you cannot resume testing, collect materials and call ACT for next steps.
5. Resume testing when possible.
  - a. Pick up timing where you left off.

## Emergency Evacuations

**Examples:** Fire alarm, severe weather, public safety concern

1. Get examinees and staff to safety.
2. If possible, make note of the time.
3. If possible, collect the test materials (or lock the test room).
4. Call ACT (when safe to do so).

## Power Outages

**Examples:** Loss of electricity, affecting room comfort or equipment

1. If it is reasonable to continue testing without power, do so.
2. For a brief outage, follow the instructions under the Interruptions or Disturbances topic listed above.
3. For an extended outage, call ACT for next steps.

## Mistimings

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

Call ACT immediately to determine next steps.

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

## Individual Irregularities

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

### Examinees Who Leave and Return

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

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

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

### Examinees Who Leave and Do Not Return

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

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

1. Collect and secure the examinee's test materials.
2. **If testing on a single day:** Decide if tests should be returned to ACT as-is or if the examinee should be schedule for makeup testing.
3. **If testing over multiple days:** Schedule examinee to complete the remaining tests, in sequence, within the testing window.

## Test Item Challenges

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

1. If an examinee challenges typographical errors in the test or ambiguities, instruct the examinee to choose an answer based on the information available and report the details of the challenge after the test is over.
2. Record the following information on the Irregularity Report:
  - a. Examinee's name
  - b. Test booklet number
  - c. Test form
  - d. The test item number being challenged

- e. Examinee's question about the item

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

## Defective Test Materials

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

Replace defective test materials as quickly as possible so the examinee does not lose time. If necessary, stop testing until a replacement can be obtained. If an alternate test format is defective, call ACT immediately for instructions.

1. If replacing a test booklet, ensure the replacement booklet is the same test form as the defective one.
2. If replacing an answer document, the examinee transfers all information exactly as originally noted to a new answer document after the test session (without access to the test booklet).
3. Print "Defective Material" across the front of the defective test materials and attach them to the Irregularity Report. Note the details of the replacement on the Irregularity Report.
4. If you do not have sufficient materials to replace those that are defective, call ACT for next steps.

## Attempts to Copy Test Materials

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

1. Do not allow staff or examinees to duplicate or record any part of the test by copying, taking notes, photographing, scanning, or any other means.
2. Ensure all test materials are collected and returned.
  - a. Room supervisors must collect all materials from examinees before they are dismissed.
  - b. Room supervisors must return all materials to the test coordinator immediately after testing.
  - c. The test coordinator must pack and return materials to ACT following testing.
3. If you observe an examinee attempting to copy test materials, using a photographic, recording, or scanning device, or removing test materials, dismiss them for prohibited behavior.
  - a. Confiscate and clear any devices used in an attempt to copy materials.
  - b. Note all details on the Irregularity Report.
4. Call ACT immediately to determine if additional action is needed.

## Unauthorized Marking of Responses in the Test Booklet

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

*Note: This irregularity does not require examinee dismissal.*

1. If the examinee was not authorized to mark responses in the test booklet, take action as soon as possible to remedy the issue.
  - a. **If the examinee is finished and time remains on the current test:** Instruct the examinee to immediately transfer responses from the test booklet to the answer document.

- b. **If time has already been called on the current test:** No answers can be transferred at any time, including during the break or after testing.
2. Instruct the examinee to continue testing by marking responses on the answer document for any remaining tests.
3. Note the details of the marking error and submit an irregularity report.
4. Determine what to do with the answer document.
  - a. **If there are some responses marked on the answer document:** Submit the answer document for scoring.
  - b. **If there are no responses marked on the answer document:** Attach the answer document to the Irregularity Report.

## Marking Responses in a Future Section of the Answer Document

**Examples:** Examinee marked Test 2 responses in the section for Test 3 (during the time for Test 2)

*Note: This irregularity does not require examinee dismissal.*

1. At the end of the current test, give the examinee a new answer document and collect the first answer document.
  - a. Call ACT for instructions if you do not have a new answer document to give the examinee.
2. Instruct the examinee to begin marking responses in the correct section of the new answer document.
3. After testing is completed, supervise the examinee in the transfer of the demographic information and all previous test responses from the first answer document to the correct sections on the new answer document. Examinee must not have access to the test booklet during this transfer.
4. Return the new answer document for scoring.

## Marking Responses in a Previous Section of the Answer Document (Working on a Test Other Than the Current Test)

**Examples:** Examinee marked responses in the section for Test 2 during the time for Test 3

1. Dismiss the examinee. This is prohibited behavior.
2. Fill in the Void Answer Document block on the answer document and inform the examinee the results will not be reported.

## Irrational Behavior

**Examples:** Examinee yells or disrupts the test room, examinee becomes violent, examinee places self or others in danger

1. Try to prevent other examinees from being interrupted, affected, or involved.
2. Handle the behavior as quietly as possible without physical force or contact.
3. If necessary, call security or police to protect staff and other examinees' safety.
4. Collect and retain the disruptive examinee's test materials.
5. For an examinee who is not calm enough to continue testing, dismiss the examinee.
6. Note details on the Irregularity Report and attach examinee's test materials to the report.

## Refusal to Turn in Test Materials

**Examples:** Examinee will not allow the room supervisor to collect test materials

1. Warn the examinee that taking the test materials is considered theft of ACT's property and will be reported to ACT or other appropriate authorities.

2. Call ACT immediately, providing the examinee's name and .
3. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

## Prohibited Behaviors at the Test Site

The following behaviors are prohibited:

- Filling in or altering responses after time has been called. This means that the examinee cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark.
- Looking back at a test section on which time has already been called.
- Looking ahead in the test.
- Looking at another person's test or answers.
- Giving or receiving assistance by any means.
- Discussing or sharing test questions, answers, or test form identification numbers at any time, including during test administration, during breaks, or after the test.
- Attempting to photograph, copy, or memorize test-related information or remove test materials, including questions or answers, from the test room in any way or at any time.
- Disclosing test questions or answers in any way or at any time, including through social media, in whole or in part.
- Using a prohibited calculator ([act.org/calculator-policy.html](https://act.org/calculator-policy.html)).
- Using a calculator on any test section other than math.
- Sharing a calculator with another person.
- Wearing a watch during test administration. All watches must be removed and placed face up on the desk.
- Using a watch with recording, internet, communication, or calculator capabilities (e.g., a smart watch or fitness band).
- Accessing any electronic device other than an approved calculator or watch. **All** other electronic devices, including cell phones and other wearable devices, must be powered off and stored out of sight from the time the examinee is admitted to test until the examinee is dismissed.
- Using highlighter pens, colored pens or pencils, notes, dictionaries, or other aids.
- Using scratch paper without prior authorization.
- Not following instructions or abiding by the rules of the test site.
- Not following the rules of the test administration.
- Exhibiting confrontational, threatening, or unruly behavior.
- Violating any laws. (If ACT suspects the examinee engaged in criminal activities in connection with a test, such activities may be reported to law enforcement agencies.)
- Allowing an alarm on a personal item to sound in the test room or creating any other disturbance.

ACT may restrict the items examinees bring into the test site. All items examinees bring into the test site, such as hats, glasses, purses, backpacks, cell phones, calculators, other electronic devices, pre-approved medications or personal aids, and watches, may be searched at the discretion of ACT and testing staff. Searches may include the use of tools, such as hand-held metal detectors, that detect prohibited items. ACT may confiscate and retain for a reasonable period any item suspected of having been used, or capable of being used, in violation of the Terms and Conditions. ACT may also provide such items to and permit searches of such items by third parties in connection with an investigation conducted by ACT or others. Neither ACT nor testing staff shall be responsible for loss or damage to any items that examinees bring to a test site. The test site may also have additional procedures with which examinees must comply.

## Prohibited Behavior

1. Monitor examinees at all times. If you observe or suspect prohibited behavior, take prompt action.
2. If you are certain prohibited behavior occurred, advise the examinee that they must stop the behavior and document an irregularity. If you only suspect prohibited behavior, take these steps:
  - a. Discreetly warn the examinee.
  - b. Continue close observation.
  - c. After one warning, if you continue to suspect prohibited behavior, advise the examinee that they must stop the behavior and document an irregularity.

### Note:

- *The behavior does not need to be verified by the test coordinator or another staff member. Dismiss based on your own observation.*
  - *You do not need to directly observe prohibited behavior to determine that it occurred. For example, if you are certain that ovals left unfilled at the end of a test were filled in after time was called, dismiss the examinee.*
3. ACT will score the examinee's test as submitted and it will be reported with a void indicator. Students dismissed for prohibited behavior may be allowed for makeup testing if your contract allows.

## Dismiss for Prohibited Behavior

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

1. Take action immediately without creating a disturbance. If you cannot act immediately, wait until the end of the current timed test.
2. Collect the examinee's test materials.
3. If you believe an electronic device or other item was used to store or exchange information, or to take an image of the test, collect the device/item from the examinee and call ACT immediately. ACT will determine if the device/item is to be retained and sent to ACT or returned to the examinee. Do not return the device/item to the examinee without ACT approval.
4. Tell the examinee:
  - a. You observed or are certain of the prohibited behavior.
  - b. The dismissal is because of the behavior.
  - c. The results will not be reported.
5. VOID the answer document. Do so in the examinee's presence, if possible.
6. Dismiss the examinee.
7. Complete a detailed Irregularity Report that includes:
  - a. The time of the incident and the name(s) of the examinee(s).
  - b. The test the examinee was working on at the time.
  - c. The test room and seating location(s) of the examinee(s).
  - d. The details of what you observed.
  - e. The statements you and the examinee(s) made and the actions that were taken.
  - f. The name(s) of the staff who observed or were certain of the irregularity.
8. Paper clip the voided answer document to the Irregularity Report and return in the envelope.

ACT will not provide results for the tests if you follow these procedures exactly. You must inform the examinee that results will not be reported and clearly indicate this on the Irregularity Report.

## NON-TEST ACTIVITIES

# Preparing to Complete Non-Test Information

### Introduction

Prior to testing, allow time for examinees to personally complete non-test information on the answer document.

Use the following information, along with your *Supplemental Local Items* (if applicable), to prepare for this session and guide examinees through the process.

### Instructions for Completing Your Answer Document

Copies of *Instructions for Completing Your Answer Document* are included in the materials shipment. This booklet provides detailed instructions on how to complete the non-test portions of the answer document, including the student information, interest inventory, and high school course information questions. It also provides the examinee Terms & Conditions and Privacy Policy that examinees need to review.

Distribute one copy of *Instructions for Completing Your Answer Document* to each examinee to use when completing non-test portions of the answer document. After these are used, they may be discarded or kept for future reference.

**For parent or guardian review:** Please direct parents or guardians to <https://success.act.org/s/article/Instructions-for-Completing-Your-PreACT-Answer-Document> so they can review the non-test questions presented to students.

**For parent or guardian review:** Please direct parents or guardians to <https://success.act.org/s/article/PreACT-8-9-Instructions-for-Completing-your-Answer-Document> so they can review the non-test questions presented to students.

### School Code for (usually a High School Code)

During the session to complete the Examinee Information Sections on the answer document, instructions for completing School Code, are based on the situation. The following explains how to ensure results are recorded and reported to the correct school.

Examinees leave School Code blank:

- If their results should be reported to your school (the school listed on the School Header)
  - ~ If they are testing at the school they attend
  - ~ If they are testing at the school as part of a college outreach program or other program
  - ~ If you are testing with another school

Examinees enter the ACT code in School Code:

- If their results should not be reported to or included in results for your school (the school listed on the School Header)
  - ~ If they are homeschooled
  - ~ If they attend another school

If you have examinees who will enter school codes, you may look them up at [act.org/content/act/en/products-and-services/the-act/registration/high-school-codes-lookup.html](https://act.org/content/act/en/products-and-services/the-act/registration/high-school-codes-lookup.html) or contact ACT Customer Care to request them.

**IMPORTANT: If examinees do not enter codes, the test coordinator needs to fill these in before sending answer documents to ACT for scoring.**

## Supplemental Local Items

Supplemental Local Items on the answer document allows collection of examinee responses to as many as 12 supplemental items developed by your school or district. Questions for this section might cover topics such as the number of hours spent studying, watching television, or working each day or week; interest in vocational/technical courses, or examinee opinions about various aspects of the school environment.

Questions must be designed for examinees to select only one response per item. Remember to maintain a copy of the questions, response choices, and order.

Your Item Response Summary will summarize examinee responses by item number and response option.

If your school/district chooses to develop and administer supplemental items, each room supervisor should have sufficient copies of the items to distribute to examinees during administration of the examinee information sections.

## Test Prep

Please share the following information with examinees.

ACT offers a free official ACT practice test. Each subject can be taken individually with an overall score and links to free resources provided. Examinees can find the free practice test and other resources at [act.org/testprep](https://act.org/testprep).

# Completing the Non-Test Information

## Verbal Instructions for the PreACT 8/9 Examinee Information Sections

If you are administering the PreACT test, skip this section and go to the next.

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.
2. Say:

Before we begin the test, you will complete information about yourself. The information that you provide on your answer document will be used to prepare reports for you and your school.

I will now distribute answer documents and instruction booklets. Do not mark on them until you are told to do so.

3. Distribute answer documents and instruction booklets individually to students.
4. Say:

Note that the information you provide on your answer document, as well as your scores, may be used by ACT as described in ACT's Terms and Conditions and Privacy Policy, which can be found on page a of your instruction booklet.

Take some time to read these, and look up when you are finished.

5. Say:

Open your instruction booklet to page 1, and turn your answer document so that page 1 faces you.

6. Say:

Answer documents are scored by machine. Make marks heavy and black. Fill in each oval completely without extending marks outside the lines. Only No. 2 pencils can be used. Do not use mechanical pencils.

7. Say:

In Block A, print the name of the school where you are testing.

8. Wait for examinees to finish.

9. Say:

In Block B, print your name in the boxes labeled Last Name, First Name, MI (for middle initial). Begin in the first box for each part of your name. Enter as much of your name as possible using one box for each letter. Do not extend any part of your name into the boxes reserved for another part of your name. Fill in the corresponding oval in the column directly below each letter of your name. Fill in the empty oval below any space or hyphen in your name. It is not necessary to fill in blank ovals for any spaces remaining after your name is filled in.

10. Wait for examinees to finish.

11. Say:

Skip Block C.

12. Do one of the following:

a. **If your school assigns student IDs, say:**

Enter your school-assigned Student ID number in the boxes of Block D beginning in the first box. Then fill in the corresponding oval below the number. ACT will use this number only for positive identification of your test record and to match your record to other ACT tests taken at other times.

b. **If your school doesn't assign student IDs, say:**

Leave Block D blank.

13. Wait for examinees to finish.

14. Say:

In Block E, Date of Birth, fill in the oval next to the month you were born. Next, print the day and year of your birth in the boxes provided. Enter a zero for any blank. For example, if you were born January 6, 2010, fill in the January oval, write “zero six” under day and “zero eight” under year. Fill in the corresponding oval below each box.

15. Wait for examinees to finish.

16. Say:

Now turn to page 2 of your instruction booklet. Fill in the appropriate oval for Block F, Gender, or mark “prefer not to respond.”

17. Say:

In Block G, Race/Ethnicity Background, fill in the oval in Block G1 corresponding to the response that best represents whether or not you are of Hispanic or Latino background. Mark only one response. Fill in the oval in Block G2 corresponding to the phrase that best represents your race as commonly recognized by your family and friends. Mark all that apply. Or mark “prefer not to respond” to these.

18. Wait for examinees to finish.

19. Say:

Look at Block H, which asks if you want to participate in ACT's free, voluntary program that connects students with colleges, scholarships, and other educational and career opportunities. ACT Recruit Me will connect you with colleges and career-related resources that match your background and interests, using your contact information, demographics, interests, and your ACT score range.

All organizations participating in ACT Recruit Me have agreed to use your information only for the purpose of sharing information about their programs.

20. Say:

In Block I, indicate your current grade level.

21. Say:

Locate Block J, Are You Testing at the School You Attend?

22. Then, say one or more of the following:

(Student attends this school, is testing as part of a college outreach or other program, or you are testing with another school)

Fill in “Yes” in Block J and leave Block K blank. This will permit ACT to send your results to us.

(Student attends another school, results need to be reported to the other school)

Fill in “No” in Block J. Then, in Block K, enter the ACT code of your high school and fill in the correct oval in each column. This will permit ACT to send your reports to your school. If you do not know that number, please raise your hand.

(Homeschooled students)

Fill in “No” in Block J. Then, in Block K, enter 979-999 and fill in the correct oval in each column.

*Note: If an examinee from another school does not know the ACT code for that school, instruct the examinee to leave Block K blank. Write down the examinee's name and school. After the session is completed, report this information to your test coordinator. See School Code (Block K) in this manual for details.*

23. Say:

Refer to pages 3 and 4 in your instruction booklet to complete Block M, Student Information. There are 10 optional questions in this section. Read the questions, then mark responses on your answer document in Block M. Look up when you are finished.

24. Wait for examinees to finish.

25. Say:

Turn to page 2 of your answer document. Look at Blocks N, O, P, and Q — Mailing Address, City, State Code, and ZIP Code.

These fields are optional, but if you wish to receive mail from colleges and scholarship programs, you must fill in the address ovals correctly.

In Block N, enter each part of the address where you receive mail. Leave a space between the parts of your street address. Use the slash “/” to designate fractions (e.g., 1/2, 3/4). If you live in an apartment, enter the apartment number after the street name. If you need to abbreviate, refer to the abbreviations listed on page 10 of your instruction booklet for examples.

In Blocks O, P, and Q, enter your city, state, and ZIP code. For Block P, State Code, see the list of state codes on your answer document. Fill in the correct oval in the column below each letter of your address. It is not necessary to fill in blank ovals for any spaces remaining after your address is filled in.

26. Wait for examinees to finish.

27. Say:

Turn to page 9 of your instruction booklet, and locate Block R, Interest Inventory, on your answer document.

The Interest Inventory is a series of questions about your interests and plans. All of these questions are optional. Indicate how much you would like doing each of the activities by marking the appropriate response. Consider whether you would like or dislike the activity, not your ability to do it.

This should take you about 10 minutes. You may begin. Look up when you are finished.

28. Wait for examinees to finish.

29. Say:

Now turn back to page 6 of your instruction booklet and look at Block S, Needs Assessment, on your answer document. Read the seven items listed on your answer document. Mark all areas in which you feel you need additional help. Look up when you are finished.

30. Wait for examinees to finish.

31. Do one of the following:

a. **If you are administering Supplemental Local Items, distribute copies of the questions and say:**

I am now distributing some additional questions for you to complete. Begin when you receive the questions, marking ONLY ONE response per item in Block T. Look up when you are finished.

b. **If you are not administering Supplemental Local Items, say:**

Leave Block T blank.

32. Say:

Now turn your answer document to page 3 and look at Block U, High School Course/Grade Information. Read the directions on your answer document before you begin. Refer to pages 10 and 11 in your instruction booklet for a description of each course listed. The descriptions may help you decide which oval to fill in for courses you have taken or plan to take.

*Note: If your test coordinator has prepared a list of local course titles to be used in completing this section, distribute copies to the examinees now.*

You may begin. Look up when you are finished.

33. Wait for examinees to finish.

34. Do one of the following.

- If you are completing only the non-test session at this time, continue to step **38**, page 47.
- If you are administering the test, proceed to step **35**, page 47.

35. Say:

Close your answer document. I'm going to collect the instruction booklets. We'll take a short break and then begin the test. Our next break will be between tests 2 and 3 of the four test sections. (Provide instructions about use of restrooms during the break.) Please be back in your seats at \_\_\_\_\_.

36. Collect the instruction booklets.

37. When examinees have returned to their seats, proceed to the Verbal Instructions section in this manual to begin testing.

38. Instruct examinees to do the following.

- Report to the test site at the time and location you designate.
- Bring the following items on test day:
  - ~ No. 2 pencils with good erasers, no mechanical pencils or pens

- ~ A permitted calculator
  - Do not bring cell phones or any other electronic devices, scratch paper, notes, reading materials, or any unauthorized testing aids.
39. Collect the answer documents and instruction booklets.
  40. Dismiss examinees.
  41. Return materials to the test coordinator.

## Verbal Instructions for the PreACT Examinee Information Sections

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.
2. Say:

Before we begin the test, you will complete information about yourself. The information that you provide on your answer document will be used to prepare reports for you and your school.

I will now distribute answer documents and instruction booklets. Do not mark on them until you are told to do so.

3. Distribute answer documents and instruction booklets individually to students.
4. Say:

Note that the information you provide on your answer document, as well as your scores, may be used by ACT as described in ACT's Terms and Conditions and Privacy Policy, which can be found on page a of your instruction booklet.

Take some time to read these, and look up when you are finished.

5. Say:

Open your instruction booklet to page 1, and turn your answer document so that page 1 faces you.

6. Say:

Answer documents are scored by machine. Make marks heavy and black. Fill in each oval completely without extending marks outside the lines. Only No. 2 pencils can be used. Do not use mechanical pencils.

7. Say:

In Block A, print the name of the school where you are testing.

8. Wait for examinees to finish.

9. Say:

In Block B, print your name in the boxes labeled Last Name, First Name, MI (for middle initial). Begin in the first box for each part of your name. Enter as much of your name as possible using one box for each letter. Do not extend any part of your name into the boxes reserved for another part of your name. Fill in the corresponding oval in the column directly below each letter of your name. Fill in the empty oval below any space or hyphen in your name. It is not necessary to fill in blank ovals for any spaces remaining after your name is filled in.

10. Wait for examinees to finish.

11. Say:

Skip Block C.

12. Do one of the following:

a. **If your school assigns student IDs, say:**

Enter your school-assigned Student ID number in the boxes of Block D beginning in the first box. Then fill in the corresponding oval below the number. ACT will use this number only for positive identification of your test record and to match your record to other ACT tests taken at other times.

b. **If your school doesn't assign student IDs, say:**

Leave Block D blank.

13. Wait for examinees to finish.

14. Say:

In Block E, Date of Birth, fill in the oval next to the month you were born. Next, print the day and year of your birth in the boxes provided. Enter a zero for any blank. For example, if you were born January 6, 2010, fill in the January oval, write "zero six" under day and "zero eight" under year. Fill in the corresponding oval below each box.

15. Wait for examinees to finish.

16. Say:

Now turn to page 2 of your instruction booklet. Fill in the appropriate oval for Block F, Gender, or mark "prefer not to respond."

17. Say:

In Block G, Race/Ethnicity Background, fill in the oval in Block G1 corresponding to the response that best represents whether or not you are of Hispanic or Latino background. Mark only one response. Fill in the oval in Block G2 corresponding to the phrase that best represents your race as commonly recognized by your family and friends. Mark all that apply. Or mark "prefer not to respond" to these.

18. Wait for examinees to finish.

19. Say:

Look at Block H, which asks if you want to participate in ACT's free, voluntary program that connects students with colleges, scholarships, and other educational and career opportunities. ACT Recruit Me will connect you with colleges and career-related resources that match your background and interests, using your contact information, demographics, interests, and your ACT score range.

All organizations participating in ACT Recruit Me have agreed to use your information only for the purpose of sharing information about their programs.

20. Say:

In Block I, indicate your current grade level.

21. Say:

Locate Block J, Are You Testing at the School You Attend?

22. Then, say one or more of the following:

(Student attends this school, is testing as part of a college outreach or other program, or you are testing with another school)

Fill in “Yes” in Block J and leave Block K blank. This will permit ACT to send your results to us.

(Student attends another school, results need to be reported to the other school)

Fill in “No” in Block J. Then, in Block K, enter the ACT code of your high school and fill in the correct oval in each column. This will permit ACT to send your reports to your school. If you do not know that number, please raise your hand.

(Homeschooled students)

Fill in “No” in Block J. Then, in Block K, enter 979-999 and fill in the correct oval in each column.

*Note: If an examinee from another school does not know the ACT code for that school, instruct the examinee to leave Block K blank. Write down the examinee's name and school. After the session is completed, report this information to your test coordinator. See School Code (Block K) in this manual for details.*

23. Say:

Refer to pages 3 and 4 in your instruction booklet to complete Block M, Student Information. There are 10 optional questions in this section. Read the questions, then mark responses on your answer document in Block M. Look up when you are finished.

24. Wait for examinees to finish.

25. Say:

Turn to page 5 of your instruction booklet. Find Block N Email Address, on your answer document.

You can receive information by regular mail if you do not have or wish to provide an email address.

Enter your email address, if you choose to provide it. Look up when you are finished.

26. Wait for examinees to finish.

27. Say:

Turn to page 2 of your answer document. Look at Blocks O, P, Q, and R—Mailing Address, City, State Code, and ZIP Code.

These fields are optional, but if you wish to receive mail from Educational Opportunity Service programs, you must fill in the address ovals correctly.

In Block O, enter each part of the address where you receive mail. Leave a space between the parts of your street address. Use the slash “/” to designate fractions (e.g., 1/2, 3/4). If you live in an apartment, enter the apartment number after the street name. If you need to abbreviate, refer to the abbreviations listed on page 6 of your instruction booklet for examples.

In Blocks P, Q, and R, enter your city, state, and ZIP code. For Block Q, State Code, see the list of state codes on your answer document. Fill in the correct oval

in the column below each letter of your address. It is not necessary to fill in blank ovals for any spaces remaining after your address is filled in.

28. Wait for examinees to finish.

29. Say:

Turn to page 9 of your instruction booklet, and locate Block S, Interest Inventory, on your answer document.

The Interest Inventory is a series of questions about your interests and plans. All of these questions are optional. Indicate how much you would like doing each of the activities by marking the appropriate response. Consider whether you would like or dislike the activity, not your ability to do it.

This should take you about 10 minutes. You may begin. Look up when you are finished.

30. Wait for examinees to finish.

31. Say:

Now turn back to page 6 of your instruction booklet and look at Block T, Needs Assessment, on your answer document. Read the seven items listed on your answer document. Mark all areas in which you feel you need additional help. Look up when you are finished.

32. Wait for examinees to finish.

33. Do one of the following:

a. **If you are administering Supplemental Local Items, distribute copies of the questions and say:**

I am now distributing some additional questions for you to complete. Begin when you receive the questions, marking **ONLY ONE** response per item in Block U. Look up when you are finished.

b. **If you are not administering Supplemental Local Items, say:**

Leave Block U blank.

34. Say:

Now turn your answer document to page 3 and look at Block V, High School Course/Grade Information. Read the directions on your answer document before you begin. Refer to pages 10 and 11 in your instruction booklet for a description of each course listed. The descriptions may help you decide which oval to fill in for courses you have taken or plan to take.

*Note: If your test coordinator has prepared a list of local course titles to be used in completing this section, distribute copies to the examinees now.*

You may begin. Look up when you are finished.

35. Wait for examinees to finish.

36. Do one of the following.

- If you are completing only the non-test session at this time, continue to step **40**, page 52.
- If you are administering the test, proceed to step **37**, page 52.

37. Say:

Close your answer document. I'm going to collect the instruction booklets. We'll take a short break and then begin the test. Our next break will be between tests 2 and 3 of the four test sections. (Provide instructions about use of restrooms during the break.) Please be back in your seats at \_\_\_\_\_.

38. Collect the instruction booklets.

39. When examinees have returned to their seats, proceed to the Verbal Instructions section in this manual to begin testing.

40. Instruct examinees to do the following.

- Report to the test site at the time and location you designate.
- Bring the following items on test day:
  - ~ No. 2 pencils with good erasers, no mechanical pencils or pens
  - ~ A permitted calculator
- Do not bring cell phones or any other electronic devices, scratch paper, notes, reading materials, or any unauthorized testing aids.

41. Collect the answer documents and instruction booklets.

42. Dismiss examinees.

43. Return materials to the test coordinator.

# VERBAL INSTRUCTIONS

## Verbal Instructions for the Test Sections

### Introduction

This section contains verbal instructions to be read to examinees and instructions for staff activities during testing. Familiarize yourself with these instructions and practice reading them before test day.

**IMPORTANT: If you are testing more than one examinee in the same room, all examinees must have the same authorized timing. All examinees in the room must begin each test at the same time.**

### Before You Begin

Before you begin reading the verbal instructions, make sure:

- You have the correct materials, including any alternate formats
- You have test administration forms available
- For administrations with accommodations, you know what timing was authorized for the examinees in your room

### Reading the Verbal Instructions

To ensure standardized conditions, room supervisors must read the verbal instructions loudly, clearly, and exactly as written. This ensures all examinees receive consistent, accurate instructions.

- Read aloud only those instructions in the shaded boxes.
- Do not read aloud text in (parentheses).
- Pause frequently and wait for examinees to finish the task before proceeding. Look at examinees to be sure they are following instructions.
- Read the correct instructions for your test room.
- Perform all tasks only when directed to do so.

### Record Testing Times

As you begin testing, use the following table to record the Start, 5 Minutes Remaining, and Stop times.

### Start, 5 Minutes Remaining, Stop Times

Test	Time Allowed	Start Time	5 Minutes Remaining	Stop Time
<b>Example—English</b>	30 minutes	8:52 a.m.	9:17 a.m.	9:22 a.m.
<b>English</b>	30 minutes			
<b>Math</b>	40 minutes			
<b>Reading</b>	30 minutes			
<b>Science</b>	30 minutes			

## English Learner Supports

If an examinee is authorized to use a word-to-word bilingual dictionary and/or translated test directions, note the following:

- Using a dictionary or translated test directions without authorization is prohibited.
- It is the examinee's responsibility to bring an approved dictionary.
- The examinee may not bring a copy of the translated test directions. Only the ACT-provided translated test directions you hand out on test day may be used.
- The dictionary and/or translated test directions may be kept on the examinee's desk and used throughout testing.
- Writing or marking anything in the dictionary and/or translated test directions is prohibited behavior.
- Prior to testing:
  1. Confirm that the examinee's dictionary is on the ACT-Authorized Bilingual Word-to-Word Dictionaries list, found at [act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf](https://act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf). Using an unapproved dictionary is prohibited behavior.
  2. Inspect (flip through) the examinee's dictionary and confirm that there is nothing written, highlighted, or enclosed in it. If there is, the examinee must store the dictionary out of sight and cannot use it. Using or accessing a notated dictionary during testing is prohibited behavior.
- Before dismissing examinees at the end of testing (each session):
  1. Collect all translated test directions that were handed out.
  2. Inspect (flip through) all dictionaries used during testing to confirm that nothing is written or enclosed in them.

## Introductory Steps for PreACT 8/9

If you are administering the PreACT test, skip this section and go to the next.

If the school is providing calculators for all examinees, you'll distribute them to examinees after Test 1.

1. Say:

You are about to take Pre A-C-T 8/9, which is composed of multiple-choice tests in English, math, reading, and science.

2. Say:

All items brought into the test room are subject to search. Items suspected of being used to engage in misconduct may be confiscated and retained.

Cell phones, smart watches, fitness bands, and any other devices with recording, Wi-Fi, internet, or communication capabilities are prohibited unless authorized as an accommodation.

You may not handle or access such devices during testing or during breaks. All electronic devices must be powered off and stored out of sight. Turning your device to silent or airplane mode is not acceptable. Alarms, vibrations, or notifications of any kind may not sound.

If you have a cell phone or other prohibited electronic device, power it off now and store it away in a backpack, purse, pocket, or other area where it will remain out of sight.

If you are wearing a watch or have another timing device to pace yourself, remove it now, turn off any sounds, vibrations, or alarms, and place it on your desk in such a way that it remains visible to testing staff throughout the test.

3. Wait until devices are powered off, and all watches and other timing devices are placed on desks in such a way that you can see them.

4. Say:

Now that you have powered off and stored away your device, you may not handle or access it again until you leave at the end of testing. Are there any questions?

*Note: If you see an examinee with a phone or electronic device, or if any examinee's device makes a noise, warn the examinee and document an irregularity.*

5. Check all devices were stored.

6. Say:

Clear your desk of everything except No. 2 pencils and erasers and watch (if applicable). Place all personal items under your seat. You will not be able to access them during testing or the break. If you brought a calculator, put it under your seat. You may only use it during the math test. Keep the aisles clear.

7. Say:

A complete list of the prohibited behaviors was provided in the Instructions for Completing Your Answer Document. In addition to the reminders I've already given you about electronic devices, alarms, and clear desks, note the following prohibited behaviors:

- You may not fill in or alter responses to any multiple-choice questions after time has been called. This includes fixing stray marks.
- You may not look at any section of the test outside of the designated time for that test.
- You may not give or receive assistance by any means. This includes looking at another person's test.
- The test is confidential and remains so even after the exam is complete. You may not remove any materials from the test room. You may not discuss or share test questions, answers, or test form identification numbers during test administration, during breaks, or after the test.
- You may not disclose test questions or answers in any way or at any time, including through social media, in whole or in part.
- Eating, drinking, and the use of reading materials are not permitted in the test room.

Do you have any questions about prohibited behavior?

8. Address questions.
9. Do one of the following:
  - If examinees have their answer document, skip to the next step.
  - If examinees completed non-test information at another time, distribute answer documents. Say:

I will now hand you a test booklet. Do not open it until I tell you to do so. When you receive the test booklet, print your name and school-assigned student ID in the space on the front cover. Look up when you are finished.

10. Individually hand each examinee a test booklet; do not pass them back or across rows. Hand out translated test directions to examinees who are authorized to use them. Instruct examinees to write their names on the front covers. Keep an exact count of the number of test booklets distributed.

**IMPORTANT: Do not admit examinees to the test room once you have distributed test booklets.**

11. Say:

Read the directions on the front or inside the front cover, and look up when you are finished.

12. Wait for examinees to finish.

13. Say:

Turn your test booklet so the front cover faces up, and find the form number. Turn your answer document to page 4, and find the PreACT 8/9 Form section at the top. Fill in the boxes underneath PreACT 8/9 Form.

14. Move around the room to be sure examinees are entering the test form number.

15. Say:

Read the statement at the bottom of page 4 of your answer document. Sign your name and enter today's date. When you finish, put your pencil down and look up at me.

16. Say:

Listen carefully. The use of scratch paper is not permitted. Do any figuring or scratch work inside your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will move around the room to monitor testing. If you have a question or need another pencil, raise your hand. Do not look around.

## Introductory Steps for PreACT

If the school is providing calculators for all examinees, you'll distribute them to examinees after Test 1.

1. Say:

You are about to take Pre A-C-T, which is composed of multiple-choice tests in English, math, reading, and science.

2. Say:

All items brought into the test room are subject to search. Items suspected of being used to engage in misconduct may be confiscated and retained.

Cell phones, smart watches, fitness bands, and any other devices with recording, Wi-Fi, internet, or communication capabilities are prohibited unless authorized as an accommodation.

You may not handle or access such devices during testing or during breaks.

All electronic devices must be powered off and stored out of sight. Turning your device to silent or airplane mode is not acceptable. Alarms, vibrations, or notifications of any kind may not sound.

If you have a cell phone or other prohibited electronic device, power it off now and store it away in a backpack, purse, pocket, or other area where it will remain out of sight.

If you are wearing a watch or have another timing device to pace yourself, remove it now, turn off any sounds, vibrations, or alarms, and place it on your desk in such a way that it remains visible to testing staff throughout the test.

3. Wait until devices are powered off, and all watches and other timing devices are placed on desks in such a way that you can see them.

4. Say:

Now that you have powered off and stored away your device, you may not handle or access it again until you leave at the end of testing. Are there any questions?

*Note: If you see an examinee with a phone or electronic device, or if any examinee's device makes a noise, warn the examinee and document an irregularity.*

5. Check all devices were stored.

6. Say:

Clear your desk of everything except No. 2 pencils and erasers and watch (if applicable). Place all personal items under your seat. You will not be able to access them during testing or the break. If you brought a calculator, put it under your seat. You may only use it during the math test. Keep the aisles clear.

7. Say:

A complete list of the prohibited behaviors was provided in the Instructions for Completing Your Answer Document. In addition to the reminders I've already given you about electronic devices, alarms, and clear desks, note the following prohibited behaviors:

- You may not fill in or alter responses to any multiple-choice questions after time has been called. This includes fixing stray marks.

- You may not look at any section of the test outside of the designated time for that test.
- You may not give or receive assistance by any means. This includes looking at another person's test.
- The test is confidential and remains so even after the exam is complete. You may not remove any materials from the test room. You may not discuss or share test questions, answers, or test form identification numbers during test administration, during breaks, or after the test.
- You may not disclose test questions or answers in any way or at any time, including through social media, in whole or in part.
- Eating, drinking, and the use of reading materials are not permitted in the test room.

Do you have any questions about prohibited behavior?

8. Address questions.

9. Do one of the following.

- If examinees have their answer document, skip to the next step.
- If examinees completed non-test information at another time, distribute answer documents. Say:

I will now hand you an answer document. Do not mark on it until I give you instructions. Look at page 1 of the answer document. It should have your name and information completed during the non-test session. If the answer document you received is not yours, raise your hand.

Resolve any issues, then say:

Answer documents are scored by machine. Make marks heavy and black. Fill in each oval completely without extending marks outside the lines. Only No. 2 pencils can be used. Do not use mechanical pencils.

10. Say:

I will now hand you a test booklet. Do not open it until I tell you to do so. When you receive the test booklet, print your name and school-assigned student ID in the space on the front cover. Look up when you are finished.

11. Individually hand each examinee a test booklet; do not pass them back or across rows. Hand out translated test directions to examinees who are authorized to use them. Instruct examinees to write their names on the front covers. Keep an exact count of the number of test booklets distributed.

**IMPORTANT: Do not admit examinees to the test room once you have distributed test booklets.**

12. Say:

Read the directions on the front or inside the front cover, and look up when you are finished.

13. Wait for examinees to finish.

14. Say:

Turn your test booklet so the front cover faces up, and find the form number. Turn your answer document to page 4, and find the PreACT Form section at the top. Fill in the boxes underneath PreACT Form.

15. Move around the room to be sure examinees are entering the test form number.

16. Say:

Read the statement at the bottom of page 4 of your answer document. Sign your name and enter today's date. When you finish, put your pencil down and look up at me.

17. Say:

Listen carefully. The use of scratch paper is not permitted. Do any figuring or scratch work inside your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will move around the room to monitor testing. If you have a question or need another pencil, raise your hand. Do not look around.

# Test 1—English

The following instructions are for both PreACT and PreACT 8/9.



1. Say:

Test 1 is English. Do not begin work until I tell you. You are to work only on Test 1. If you finish early, place your answer document inside your test booklet and close the cover.

You may now find the section marked Test 1: English on your answer document, but do not open your test booklet.

2. Set your timer to 30 minutes, then say:

You have 30 minutes to work on this test. Open your booklet to Test 1, read the directions, and begin work.

3. Begin timing.

4. During the test, do the following:

- Record the start time under Record Testing Times and calculate warning and stop times.
- Complete your Seating Diagram.
- Move around the room to monitor for prohibited behavior.

5. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.

6. When the timer reaches zero, say:

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

## Related reference

[Record Testing Times](#), page 53

## Test 2—Math

# 2   △   △   △   △   △   △   △   △   △   2

1. Distribute calculators if the school is providing them. Otherwise, say:

Get out your calculators now.

2. Set your timer to 40 minutes, then say:

Test 2 is Math. You have 40 minutes to work on this test. Do not begin work until I tell you. You are to work only on Test 2. If you finish early, turn your calculator off, place your answer document inside your test booklet, and close the cover. Do not go to the next test and do not fill in or alter ovals for previous tests. Do any figuring in your test booklet. There will be a break after this test.

Turn to Test 2 now, read the directions, and begin work.

3. Begin timing.
4. During the test, do the following:
  - a. Record the start time under Record Testing Times and calculate warning and stop times.
  - b. Move around the room to monitor for prohibited behavior.
5. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.

6. When the timer reaches zero, say:

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

### Related reference

Record Testing Times, page 53

## Break

1. Continue by saying:

Now, place your answer document inside your closed test booklet. Then, put your calculator away. You will have a \_\_\_\_\_ minute break (10–15 minutes). Testing will resume at \_\_\_\_\_. If you return late, you will not be allowed to make up lost time.

Watches and other timing devices must remain in the test room during break, but should be removed from the desk and put away. Test materials may not be removed from this room and you may not discuss or share test content. You may not eat or drink anything in the test room. Please be quiet in the halls.

(Give directions and locations of restrooms and drinking fountains.)

2. During the break, do the following:
  - Monitor for cell phone and electronic device usage.

- Make sure no test materials are taken out of the room, all test booklets are closed, and all answer documents are inside the test booklets.
- Do not leave the test room unattended. If any examinees remain in the room, monitor them closely.
- Double-check all required blocks of the answer documents are filled in.
- Monitor hallway activity (or ask a proctor to assist with this).

Do not delay the start of Test 3 waiting for examinees who return late from the break. If examinees return late, they may be readmitted but cannot make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not void the answer document until you decide whether to schedule the examinee for makeup testing.

3. At the end of the break, say:

Please get ready to resume testing. Desks must be clear of everything except your pencils, erasers, test booklet, answer document, and watch (if applicable). Do not open your test booklet, but remove your answer document and check the front page to verify it has your name on it.

## Test 3—Reading

3

3

1. When everyone is ready, say:

Test 3 is reading. Do not begin work until I tell you. You are to work only on Test 3. If you finish early, place your answer document inside your test booklet and close the cover. Do not go to the next test and do not fill in or alter ovals for previous tests.

2. Set your timer to 30 minutes, then say:

You have 30 minutes to work on this test. Turn to Test 3, read the directions, and begin work.

3. Begin timing.

4. During the test, do the following:

- a. Record the start time under Record Testing Times and calculate warning and stop times.
- b. Move around the room to monitor for prohibited behavior.

5. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.

6. When the timer reaches zero, say:

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

### Related reference

[Record Testing Times](#), page 53

# Test 4—Science



1. Continue by saying:

Test 4 is science. Do not begin work until I tell you. You are to work only on Test 4. If you finish early, place your answer document inside your test booklet and close the cover. Do not fill in or alter ovals for previous tests.

2. Set your timer to 30 minutes, then say:

You have 30 minutes to work on this test. Turn to Test 4, read the directions, and begin work.

3. Begin timing.

4. During the test, do the following:

- a. Record the start time under Record Testing Times and calculate warning and stop times.
- b. Move around the room to monitor for prohibited behavior.

5. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.

6. When the timer reaches zero, say:

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

7. Say:

I will now collect the answer documents. Then I will collect all the test booklets. Do not pass them in.

You may not leave the room. Remain quietly in your seat until I have checked all documents.

You may not access your cell phone or other electronic devices until you are dismissed from testing.

8. While examinees remain in their seats, follow the instructions below:

- a. Individually collect answer documents from the examinees.
  - Confirm the answer document is signed.
  - Confirm the form code is gridded.
  - Stack all answer documents so they face the same direction.
  - Verify the number of answer documents collected equals the number of examinees.
- b. Individually collect the test booklet from each examinee.
  - Confirm the test booklet has the student's school-assigned Student ID (if applicable) and name.
  - Verify the number of booklets collected equals the number distributed.
- c. Keep the collected test materials where examinees do not have access.

**IMPORTANT: No one may access the test booklets or answer documents once they've been collected.**

9. Say:

No test materials can be removed from this room. Remember, discussing or sharing test content, test form identification numbers or answers is prohibited, including on social media.

Be sure you have all of your belongings. Please be quiet in the halls. You are dismissed.

**Related reference**

[Record Testing Times](#), page 53



# Roster

Page \_\_\_\_ of \_\_\_\_

Examinee's Name (please print) List all examinees <b>scheduled</b> to test in this room.	Mark attendance.	
	Present	Absent
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		



# Seating Diagram

Complete one form for each room used where more than one examinee tested.

School \_\_\_\_\_

City, State/Country \_\_\_\_\_

Test Date(s) \_\_\_\_\_ Test Coordinator Name \_\_\_\_\_

Number of Staff in Room \_\_\_\_\_ Room Name/Number \_\_\_\_\_

Test Coordinator: You **must** direct examinees to assigned seats, and examinees must face the same direction. Hand the test booklets/alternative test formats assigned to each examinee individually. Do not leave booklets at empty seats.

**During Test 1—Describe the Room**

☐ Single-Level   or   ☐ Multiple-Level                      If tables:   Table size   \_\_\_\_\_ ft. by   \_\_\_\_\_ ft.  
☐ Desks   or   ☐ Tables    Number seated per table   \_\_\_\_\_

Distance between examinees:  
Side-to-side (shoulder-to-shoulder)   \_\_\_\_\_ ft.   Number of examinees in this room:   \_\_\_\_\_  
Front-to-back (head-to-head)   \_\_\_\_\_ ft.

During the administration, enter an identifier of your organization's choice in the boxes below to represent test date seating assignments.


Front of Room  
(direction examinees are facing)

Test Coordinator: Keep this form for your records.

Test Coordinator: Keep this form for your records.



# Testing Irregularity Report

Name of School and PreACT Site Code	Room Name/Number
City	State
Signature of Test Coordinator	Date

Name of Examinee	Explanation of Irregularity



# Local Courses to Be Reported on Course/Grade Information

Student Name			
Courses Listed on Answer Document (page 3)	Corresponding Local Course Names	Term Length: 1/2 or 1 year	Grade Earned
<b>ENGLISH</b>			
English taken in grade 9			
English taken in grade 10			
English taken in grade 11			
English taken in grade 12			
Other English courses			
<b>MATH</b>			
Algebra 1			
Geometry			
Algebra 2			
Trigonometry			
Pre-Calculus			
Other advanced math courses			
College Prep Integrated Math—grade 9			
College Prep Integrated Math—grade 10			
College Prep Integrated Math—grade 11			
College Prep Integrated Math—grade 12			
<b>SOCIAL STUDIES</b>			
US History (American History)			
World History			
Government/Civics			
World Cultures/Global Studies			
Economics			
Psychology			
Sociology			
Other social studies courses			
<b>NATURAL SCIENCES</b>			
Physical/Earth/General Science			
Biology Year 1			
Biology Year 2			
Chemistry Year 1			
Chemistry Year 2			
Physics			
Anatomy/Physiology			
Other science courses			







# TEST SECURITY

## ACT Test Security

### Test Security Hotline and Reporting Portal

ACT has a dedicated Test Security Hotline for the confidential reporting of specific test security related concerns. You should use the Test Security Hotline to report:

- Cheating and questionable test behavior (such as copying answers or using prohibited electronic devices during testing (like cell phones or tablets)
- Accessing questions prior to the test
- Taking photos or making copies of test questions or test materials
- Posting test questions on the internet
- Test staff misconduct (such as providing answers or questions to test takers or permitting test takers to engage in prohibited conduct during testing).

If you wish to report such concerns anonymously, you may do so at 855.382.2645 or at [act.ethicspoint.com](https://act.ethicspoint.com).

### ACT Test Security Principles

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

**ACT<sup>®</sup>**