

2018|2019

Administration Manual

Pre **ACT**[®]

www.act.org/preact



Contact Information

ACT Customer Care

ACT makes the following toll-free number available to test coordinators. This number is NOT to be given to examinees or parents. [877.789.2925](tel:877.789.2925)

TDD for hearing impaired (must call from a TDD) [319.337.1524](tel:319.337.1524)

ACT Office Hours: 8:30 a.m.–5:00 p.m. central time, Monday–Friday

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PreACT Policies and Procedures

For the PreACT® test to successfully measure examinees' academic skills, it must be uniformly administered. As the test coordinator, you therefore assume important professional responsibilities. As with all standardized testing, it is critical that the procedures you employ at your school are identical to those at other schools. If you have any questions that are not addressed in this manual, please contact ACT Customer Care (8:30 a.m.–5:00 p.m., central time, Monday through Friday, at 877.789.2925). By strictly following PreACT policies and procedures, you will help ensure a fair and equitable testing environment.

Standardized Procedures

Throughout this manual, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. To protect both the examinee and the coordinator from questions of possible conflict of interest, the test coordinator should not be a relative or guardian of any examinee. All testing personnel, including room supervisors and proctors, are required to read the materials provided by ACT. Adherence to these standardized procedures is mandatory.

Test Security

To ensure the integrity of your examinees' PreACT results, testing personnel must protect the security of test materials as described in this manual. PreACT materials are copyrighted by ACT and cannot be resold or redistributed for commercial or other use. The PreACT test must be administered by school or district personnel. Assessment responsibilities cannot be subcontracted to another party without ACT's written permission.

Investigations

In cases of suspected or documented irregularities, all testing personnel are obligated to cooperate fully with ACT in subsequent investigations and respond to ACT's requests for information in a timely manner.

Equal Treatment

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

ACT's Privacy Policy

Examinee scores and other information provided on their answer folders sent to ACT may be used and shared by ACT as described in its privacy policies. These policies can be reviewed at www.act.org/content/act/en/privacy-policy.html. You may share this information with examinees and parents if they request it.

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 (**www.apa.org**)
- Code of Professional Responsibilities in Educational Measurement: National Council on Measurement in Education (**www.ncme.org**)

New Online Resource for Examinees

ACT Academy

ACT Academy™ is a free online learning tool and test practice program designed to help students get the best score possible on the ACT® test, and well on your way to college and career success. Through video lessons, interactive practice questions, full-length practice tests, educational games, and other materials targeted to students' academic needs, ACT Academy provides a personalized study plan based on your previous scores from the ACT, PreACT, Official ACT practice tests, or in platform diagnostics.

Students can enter their PreACT scores today to get a personalized study plan: **www.act.org/academy**.

Check-In and Security of Test Materials

Checking In Materials

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

Within 24 hours of receipt, open the carton(s) and verify that the shipment content matches the enclosed Packing List in all respects, and that the materials have not been tampered with in any way. The following materials are supplied by ACT as part of the PreACT test material package:

- Test booklets—one per student testing
- Answer folders—one per student testing
- *Instructions for Completing Your Answer Folder*—one per student testing
- *Administration Manual*—general information for school administrators and counselors about the PreACT program and your test administration
- PreACT School Header—two per site
- Tyvek return envelope(s) and a polymailer return envelope with prepaid return shipping labels for traceable return

Call ACT Customer Care at 877.789.2925 to report any discrepancies in materials.

Storing Materials

Exercise vigilance concerning the security of all test materials before, during, and after the test is administered.

After you have verified receipt of all materials, reseal the cartons and lock them in a secure place to which only you (or you and a few specifically authorized persons) have access. Protect the materials from damage, from possible theft or loss, and from any conditions that could allow prior knowledge of the tests.

If more than one testing room is to be used, count out the appropriate quantities of materials before testing. Give the test booklets to the room supervisors personally. Never leave booklets in an unattended room.

Arrangements for Staffing

Test Coordinator

The test coordinator ensures that examinees testing at your site test under the same conditions as other schools. He or she also safeguards the security of the tests.

Specific responsibilities include:

Table 1. Test Coordinator Responsibilities

Category	Responsibility
Facilities and Staffing	<ul style="list-style-type: none">• Selecting and reserving test rooms, and preparing them for test day according to ACT guidelines• Selecting and training qualified testing staff
Before Testing	<ul style="list-style-type: none">• Reading this manual and following its policies and procedures• Determining and documenting testing accommodations• Receiving, checking in, and securely storing test materials• Preparing rosters and organizing test materials
On Test Day	<ul style="list-style-type: none">• Conducting a briefing session for testing staff• Counting and distributing test materials to staff• Supervising and assisting staff during testing• Arranging for transfer of test responses to scorable answer folders for examinees approved for alternate response modes• Serving as room supervisor as needed
After Testing	<ul style="list-style-type: none">• Collecting and accounting for all test materials• Ensuring completeness and accuracy of all forms• Returning answer folders and forms to ACT for scoring• Securing used test booklets until they are returned to examinees with their score reports• Securely disposing of unused test materials

Room Supervisor Qualifications

The test coordinator should confirm that the room supervisor meets all of the following criteria:

- Proficient in English
- Experienced in testing and measurement
- A staff member of the institution where the test administration will take place

To protect both examinees and the room supervisor from questions of possible conflict of interest, the following conditions should also be met. The room supervisor should

- Not be a relative or guardian of an examinee in his or her assigned room
- Not be a private consultant or individual tutor whose fees are paid by an examinee or examinee's family

To ensure a secure and valid testing experience, the following actions by you or any other individual violate PreACT policies and procedures:

- Accessing or obtaining a test booklet or test questions prior to the test for any reason
- Photocopying, making an electronic copy, or keeping a personal copy of the test or of any test items
- Taking notes about test questions or any paraphrase of test questions to aid in preparing examinees for testing
- Aiding or assisting an examinee with a response or answer to a secure test item, including providing formulas
- Rephrasing test questions for students
- Creating an answer key or "crib sheet" of answers to test questions
- Editing or changing examinee answers after completion of the test, with or without the examinee's permission
- Allowing examinees to test in an unsupervised setting
- Leaving test materials in an unsecured place or unattended
- Failing to properly report and document incidents of prohibited behavior involving examinees, staff, or others
- Allowing examinees to test longer than the permitted time
- Failing to return and account for all test materials after the testing session has ended

Room Supervisor Responsibilities

The room supervisor is responsible for ensuring the proper administration of the tests in his or her assigned room. The room supervisor's responsibilities are listed in Table 2:

Table 2. Room Supervisor Responsibilities

Topic	Responsibilities
Preparing for Test Day	<ul style="list-style-type: none"> • Reading this manual and understanding the policies and procedures it describes • Attending the training session
Check-In Activities	<ul style="list-style-type: none"> • Identifying and admitting examinees to the test room • Marking attendance on the roster(s) • Directing examinees to seats
Administering the Test	<ul style="list-style-type: none"> • Taking responsibility for a test room and providing an environment conducive to testing • Distributing test materials • Reading verbal instructions to examinees • Timing each test and ensuring examinees are given the prescribed amount of time for each test • Walking around the test room during testing to be sure examinees are working on the correct test and to observe examinees' behavior • Being attentive to examinees and materials at all times • Monitoring testing progress

continued on next page

Table 2. continued

Topic	Responsibilities
Maintaining Security	<ul style="list-style-type: none"> Monitoring for prohibited behavior Collecting and accounting for all answer folders and test booklets before dismissing examinees
Ensuring Complete Documentation	<ul style="list-style-type: none"> Completing the Irregularity Report (if needed) Returning all test materials and forms to the test coordinator

Proctor Responsibilities

A proctor may be used to assist the room supervisor with an administration to a group of more than ten examinees in the same room. The proctor must not be a relative or guardian of any of the examinees in his or her assigned room. A proctor's responsibilities are listed in Table 3:

Table 3. Proctor Responsibilities

Topic	Responsibilities
Preparing for Test Day	<ul style="list-style-type: none"> Reading this manual and understanding the policies and procedures it describes Attending the training session
Check-In Activities	<ul style="list-style-type: none"> Helping identify and admit examinees to the test room Helping mark attendance on the roster(s) Helping direct examinees to seats
Administering the Test	<ul style="list-style-type: none"> Helping distribute and collect materials Verifying timing of the test with the room supervisor Walking around the test room during testing to be sure examinees are working on the correct test and to observe examinees' behavior Being attentive to examinees and materials at all times Monitoring testing progress
Maintaining Security	<ul style="list-style-type: none"> Monitoring for prohibited behavior Reporting any irregularities to the room supervisor immediately Accompanying examinees to the restroom if more than one leaves during the timed portion of the test

Suggested Training Session Outline

Before test day, the test coordinator should conduct a training session for testing staff covering the following topics.

- Security of Test Materials
 - Describe how the materials will be distributed to the test rooms, and how room supervisors are to count them.
 - Emphasize that room supervisors are to count test booklets when they receive them from the test coordinator and again before examinees are dismissed.
 - Emphasize that staff members should never leave a test room unattended.
- Activities Before the Test
 - Determine which set of verbal instructions for completing the examinee information sections room supervisors are to follow: Option 1 (reading aloud all applicable instructions) or Option 2 (reading aloud only selected instructions).
 - Discuss when and where examinees will complete the examinee information sections of the answer folder. This may be done during a school-supervised session, preferably before the test day.
 - Stress the importance of ensuring that all examinees fill in the ovals on answer folders, not just the boxes.

- d. Discuss the use of sort codes and how these will be communicated to examinees.
 - e. Determine how and when supplemental local items will be distributed.
 - f. Stress the value of having examinees complete the High School Course/Grade Information section, and what resources (such as transcripts or “Local Courses to Be Reported on PreACT Course/Grade Information,” page 57) will be provided to assist examinees.
 - g. Explain the purpose of the special status and scoring codes and how/why they will be completed after testing by the test coordinator.
 - h. Discuss procedures for collecting answer folders following the examinee information sections to facilitate redistribution on test day.
 - i. Review a sample roster of examinees and explain how it is to be used in test rooms.
3. Test Day
- a. Discuss when and where staff members are to report on the test day.
 - b. Encourage staff members to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, or other items that may distract examinees.
 - c. Make it clear that room supervisors are not to wait for examinees who arrive late.
 - d. Stress that no one may be admitted to the testing room once the timed tests have begun. Determine how to handle late arrivals.
 - e. Stress that verbal instructions for the tests must be read verbatim.
 - f. Stress that answer folders and test booklets should not be distributed prior to admitting examinees.
 - g. Stress that accurate timing of each test is critical. Room supervisors must record the start, five-minute warning and stop times in the manuals. Discuss the consequences of a mistimed section.
 - h. Emphasize that staff members must not read (other than this manual), correct papers, or do anything not related to administering the test. They must not eat or drink in the test room. Their attention should be focused on the examinees.
 - i. Emphasize that conversations among staff must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees while testing.
 - j. Emphasize that calculators should be checked before testing to ensure they meet ACT standards. Review permitted and prohibited calculators in this manual.
 - k. Note that during the test, staff members should walk quietly around the room, be available to respond to examinees’ questions, assist in the case of illness, replace defective test booklets or answer folders, and check that examinees are working from the correct section of the test booklet and marking their answers on the proper section of their answer folders.
 - l. Discuss how to handle the short break between Test 2 and Test 3. Review what to do if an examinee does not return after the break. Discuss procedures for leaving during the test to go to the restroom.
 - m. Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing examinees (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
 - n. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or an emergency.
 - o. Discuss potential individual irregularities and actions to take.
 - p. Review the “PreACT Testing Irregularity Report,” page 53.
4. After the Test
- a. Emphasize that room supervisors must verify the count of used and unused test booklets, then return test materials and reports to the test coordinator.
 - b. Emphasize that room supervisors or the test coordinator should review answer folders to be sure examinees have correctly filled in their identifying and demographic information.

A checklist is provided on “Procedures Checklist,” page 46, for your convenience in tracking the various administrative activities from pre-test through wrap-up after testing.

Scheduling Testing Sessions

If possible, schedule the administration to begin early enough in the morning to be finished by the normal lunch break observed at your school. Plan for approximately 3½ hours total administration time.

Total for examinee information sections (varies)	60 minutes
English (45 items).....	30 minutes
Math (36 items)	40 minutes
Break (depending on administration option)	10–15 minutes
Reading (25 items).....	30 minutes
Science (30 items)	30 minutes
General Administration (varies).....	10 minutes
Total for tests, break, and administrative time	150 minutes

Preparing Testing Rooms

Make sure bulletin board materials related to potential test questions (English, math, reading, and science), charts, and maps that provide strategies for solving problems or writing essays are removed or covered. Geographical maps and periodic tables need not be covered.

Your school is responsible for providing the following for each testing room:

- Reliable stopwatch or interval timer
- Wall clock (desirable, but not required)
- Supply of soft-lead (No. 2) pencils with erasers for examinees who do not bring pencils
- Pencil sharpener

Seating Arrangements

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

- Facing the same direction
- Spaced as far apart as possible, and seated no closer than is specified in the following table
- Seated in straight rows and columns, directly in line with each other
- Able to see the room supervisor without difficulty
- Able to see the room clock, if there is one, without looking around

Figure 2 illustrates acceptable and unacceptable seating arrangements.

Room Type	Minimum Examinee Spacing (in Feet)	
	Shoulder-to-Shoulder	Head-to-Head
Single Level	3	3
Multiple Level	3	5

Figure 1. Minimum examinee spacing

Writing Surfaces

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

Note: Use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so left-handed examinees can use both surfaces. (See Figure 2, page 9, for an illustration.)

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



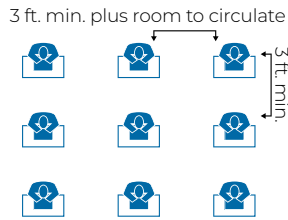
Side View



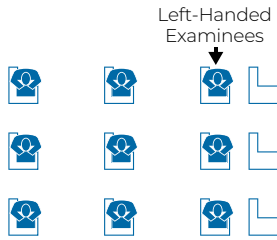
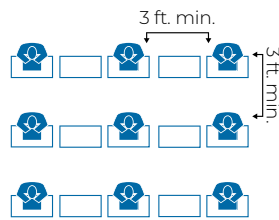
Overhead View

Examinee Spacing

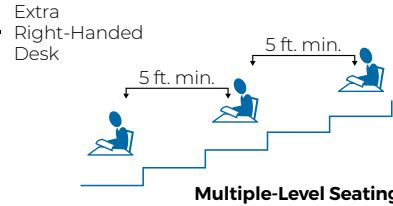
Level Seating with Movable Desks



Level Seating with Stationary Desks



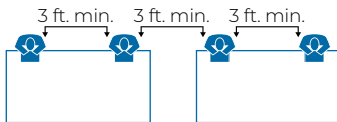
Left-Handed Examinees at Right-Handed Desks



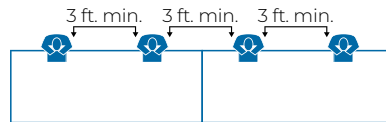
Multiple-Level Seating

Table Spacing

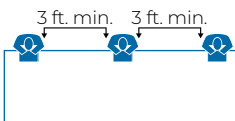
6-Foot Tables



8-Foot Tables



Tables More Than 9 Feet



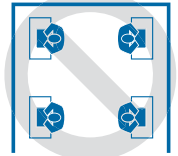
Tables Less Than 6 Feet Round Tables Any Size



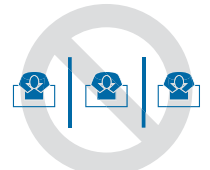
Unacceptable Seating Arrangement Examples



Examinees Facing the Wall or Each Other



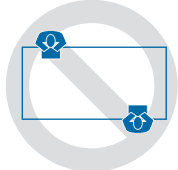
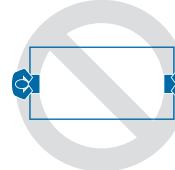
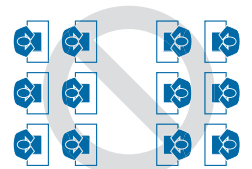
Desk Surface Too Small



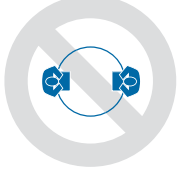
Dividers, Study Carrels, and Partitions



Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



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



Figure 2. Seating arrangement examples

Use of Calculators on the Math Test

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

- All problems on the math test can be solved without a calculator
- A permitted calculator may be used on the PreACT math test only
- The calculator must be turned off and put away during all other tests
- Examinees may use any four-function, scientific, or graphing calculator unless it has features described in the **Prohibited** list
- For models on the **Permitted with Modifications** list, examinees will be required to modify some of the calculator's features
- Accessible calculators (such as audio/talking or Braille calculators) may be allowed

ACT regularly updates information about which calculators are prohibited. To be certain their calculator will be permitted on test day, examinees should visit www.act.org/calculator-policy.html or call 800.498.6481 for a recorded message.

Calculators Permitted With Modification

The following types of calculators are permitted, but only after they are modified as noted:

- Calculators that can hold programs or documents—Remove all documents and remove all programs that have computer algebra system functionality.
- Calculators with paper tape—Remove the tape.
- Calculators that make noise—Turn off the sound.
- Calculators with an infrared data port—Completely cover the infrared data port with heavy opaque material such as duct tape or electrician's tape (includes Hewlett-Packard HP 38G and HP 39G series and HP 48G).
- Calculators that have power cords—Remove all power/electrical cords.

Prohibited Calculators

The following types of calculators are prohibited:

- Calculators with built-in or downloaded computer algebra system functionality—Prohibited calculators in this category include:
 - ~ Texas Instruments: All model numbers that begin with TI-89 or TI-92.
 - ~ TI-Nspire CAS—Note: The TI-Nspire (non-CAS) is permitted.
 - ~ Hewlett-Packard: HP Prime, HP 48GII, and all model numbers that begin with HP 40G, HP 49G, or HP 50G
 - ~ Casio: Algebra fx 2.0, fx-CP400 (ClassPad 400), ClassPad 300, ClassPad 330, and all model numbers that begin with CFX-9970G
- Handheld, tablet, or laptop computers, including PDAs
- Electronic writing pads or pen-input devices—Note: The Sharp EL 9600 is permitted
- Calculators built into cell phones or any other electronic communication devices
- Calculators with a typewriter keypad (letter keys in QWERTY format)—Note: Letter keys not in QWERTY format are permitted.

Calculators on Test Day

Examinees are responsible for making sure their calculator is working and has reliable batteries. Examinees may bring a backup calculator and extra batteries to the test. Your school may also supply calculators. Examinees will not be allowed to share calculators during testing.

Testing staff will check calculators to verify they are permitted, and they will monitor examinees' use of their calculators to ensure that the examinees:

- Use a calculator only during the math test
- Use a backup calculator only after it has been checked by a member of the testing staff
- Do not share a calculator
- Do not store test materials in the calculator's memory

If an examinee's calculator has characters one inch high or larger, or a raised display, testing staff may seat the examinee where no other test taker can see the calculator.

Test Administration Guidelines

Options to Consider Before Administration

PreACT offers a number of administration options to best match the needs of your school. ACT recommends that you discuss these options with your school or district administration, testing staff, and faculty well in advance of your PreACT testing.

1-Day or 2-Day Administration

If the entire PreACT program is administered in one day, the examinee information sections of the test must be administered first, followed by the four subject tests (English, math, reading, and science).

Because of the time required to complete the examinee information sections of PreACT, some schools prefer to administer PreACT over a two-day period. In this case, the examinee information sections must be administered on Day 1, and the subject tests on Day 2. However, care must be taken to ensure that examinees have the correct answer folder on Day 2. **In no case should the subject tests of PreACT be administered prior to the examinee information sections.** Doing so increases the risk of examinees filling in random bubbles on the test sections if they did not complete a section of the test or otherwise making extraneous marks that can affect scoring.

Choosing a Testing Option

Prior to the test day, determine which administration option will be used to present instructions for the examinee information sections. Remember that these sections should be administered prior to the subject tests and will take approximately 60 minutes. You and your staff may select either of the following options for the administration:

- **Option 1:** Room supervisor reads all directions aloud to the examinees as they follow along with their copies of *Instructions for Completing Your Answer Folder*.
- **Option 2:** Examinees read most of the directions themselves from their copies of *Instructions for Completing Your Answer Folder*.

Timing

The time allowed for each test is:

- Test 1—30 minutes
- Test 2—40 minutes
- Test 3—30 minutes
- Test 4—30 minutes

Subject Tests

The subject tests must be administered on a single day to all examinees at the same time. The tests should be administered in the order presented in the test booklet (English, math, reading, and science). Allow 140–150 minutes for the subject tests, including distribution and collection of materials, instructions, and a break. Exceptions to this policy are makeup testing and testing with accommodations, which are discussed later in this manual.

Examinee Information

ACT recommends careful completion of all examinee identification information on the answer folder. These identification fields (name, date of birth, gender, student ID number, address), allow for positive identification of examinee test record results as well as longitudinal analyses of PreACT and other ACT tests that require the matching of individual examinee records.

Optional Sort Codes—Block M

Three-digit optional sort codes may be used if you wish to receive examinee reports sorted by classroom, teacher, or other grouping. If you use sort codes, you must prepare directions to be read to the examinees, instructing them to enter the appropriate code in block M of the answer folder. On the PreACT school header, you must also complete block H, “Do you want examinee reports in sort code order?” **Reports will not be prepared by sort code unless you respond “Yes” in block H.**

Supplemental Local Items—Block V

Block V on the PreACT answer folder 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. Your PreACT Educator Report will include a table summarizing examinee responses by item number and response option. Responses are also included in the examinee data file CD.

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.

Testing Examinees From Other Schools

If you include examinees from other schools in your PreACT test administration, ACT recommends that you be prepared to provide these examinees with the correct ACT school code number for their respective schools to be entered in block L of the PreACT answer folder. If examinees from your school are taking PreACT at another school, be sure to provide them with your correct school code.

If you are administering PreACT jointly with another school, it is extremely important that you submit completed answer folders **separately** for each school in order for results to be recorded for and reported to the correct school. All examinees should indicate on page 1 of the PreACT answer folder that they are testing at their own school. Prepare a school header for each school and each grade tested within the school, and ship each school’s answer folders in separate envelopes. The school identified on each school header (or its billing entity) is responsible for payment of PreACT scoring fees for all answer folders submitted under that header.

Testing Home-Schooled Examinees

If you are testing any home-schooled examinees, instruct them to choose “NO” in block K and to enter 979-999 as their high school code in block L. Their PreACT reports will be mailed directly to the school where the examinee tested. The answer folder(s) should be submitted with those of your own examinees. When these procedures are followed, home-schooled examinees will not be included in PreACT results for your school. However, your school **is responsible** for collecting and paying testing fees due to ACT.

Testing Examinees Through a Postsecondary Outreach or Other Special Program

If you are administering PreACT to examinees from one or more high schools as part of a college outreach or other special program, and you want to receive all PreACT reports, examinees should respond “Yes” to block K and omit block L when completing the examinee background information on the PreACT answer folder. Complete a school header with your outreach program’s PreACT code and the name that appears on your packing list. All reports will then be returned to the institution/program identified on the school header.

If examinees respond “No” to block K and provide a valid high school code number in block L, their reports will be shipped to that high school rather than to the institution/program identified on the school header.

Makeup Testing

Makeup test sessions for examinees who are absent or become ill during scheduled test sessions should be administered in accordance with the standard test administration procedures described in this manual. Return all answer folders to ACT at the same time to ensure that your reports are complete.

Testing Examinees with Accommodations

Examinees with disabilities may be tested under special conditions and/or using accommodations test materials available from ACT. **All examinee information sections of PreACT can be completed with the assistance of a reader or scribe in an untimed setting.**

Recommended Eligibility Requirements for Testing with Accommodations

The following section pertains to examinees who need to test with accommodations. Procedures listed in the section **PreACT Test Administration Procedures** must be followed precisely unless specifically addressed in this section of the manual.

Administration of PreACT with accommodations is entirely at the discretion of school personnel. However, ACT recommends administrations of PreACT with accommodations only for examinees who have been **professionally diagnosed** as having an educationally related disability such that they cannot test under standard conditions. Examinees best served by the use of a testing accommodation are those for whom the accommodation would minimize the impact of the examinee’s disability when it is not relevant to the primary focus of the assessment, thus giving a more accurate picture of the examinee’s ability.

ACT recommends that the examinee’s diagnosis is current. To be current, a diagnosis should have been made or reconfirmed within the last three years. A current Individual Education Program (IEP) or 504 plan on file at the school within the last three school years is generally acceptable evidence of a current diagnosis. However, examinees and parents should understand that examinees will not necessarily be eligible for accommodations on the ACT® test simply because they receive accommodations on PreACT.

Examinees may be provided accommodations for testing if they require:

- An audio recording of the test and/or Braille version of the test
- A reader who must use a reader’s script prepared by ACT. ACT recommends testing individually in a separate room as is required when using a reader while taking the ACT test.
- A scribe to record examinee responses on the answer folder (must be in a separate room as is required when taking the ACT test)
- Additional breaks with standard time (must be in a separate room as is required when taking the ACT test)
- Separate test sessions
- Testing over multiple days
- Extended time to complete each test
- A sign language interpreter to sign verbal instructions in American Sign Language (ASL)
- A sign language interpreter to sign test items and response choices in exact English signing (ESS) (ACT recommends testing individually in a separate room as is required when using an ESS interpreter while taking the ACT test)

Testing Arrangements

Testing with accommodations may be administered at a time mutually convenient for the examinee and room supervisor, as close as possible to the date on which PreACT is administered to other examinees. **ACT recommends that examinees receiving assistance from a reader or scribe be tested in a separate room as is required when taking the ACT.** Examinees using an audio USB drive may test as a group provided they all use individual earphones and can control the progress of their own computer and the time allotted is the same for all examinees including any extended time. Likewise, ACT suggests testing examinees using the same amount of extended time as a group. Tests should be administered at the school, not in the supervisor's home or other location, unless the examinee is currently confined to his or her home or is receiving homebound instruction. To protect both the examinee and the supervisor from questions of potential conflict, the room supervisor must not be a relative or guardian of the examinee.

Accommodations Testing Options

Examinees with visual impairment or blindness may use a large-print (18 point) or Braille test form, have the test read to them, have assistance in marking their responses, use a large-print response worksheet, and/or receive extended time. A reader's script or audio USB drive provided by ACT may also be used.

Examinees with hearing impairments may be considered for extended time. An interpreter may assist with the examinee information and verbal instructions. A copy of the verbal instructions can be provided for the examinee to read. If signing exact English for test questions has been authorized by the room supervisor, a reader's script must be used with the same restrictions described above.

Examinees with learning disabilities may be eligible for extended time and/or either a reader or audio USB drive with earphones and computer for each examinee, consistent with testing accommodations currently provided at the school.

Examinees with motor disabilities that affect their ability to mark the answer folder may be eligible for extended time, use of large-print materials or a reader, or assistance in marking responses. For examinees who use a large-print response worksheet, item responses must be carefully transferred by testing staff to a standard PreACT answer folder for scoring. ACT will not score a large-print worksheet or transfer responses to a standard answer folder.

Accommodation Codes

A testing accommodation code should be marked in the shaded box at the top of the back page of the answer folder (see Figure 3) for all examinees receiving an accommodation. Mark the one code that best describes the accommodation given.

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

Figure 3. Accommodation codes

The codes are as follows:

1. Standard print materials with extended time limits (no other assistance)
2. Large-print test booklet with standard time limits
3. Large-print test booklet with extended time limits
4. Oral presentation from audio USB drive with extended time limits
5. Oral presentation (from reader's script only) with extended time limits
6. Braille test booklet with extended time limits
7. Scribe to transfer answers to answer folder with standard time limits
8. Scribe to transfer answers to answer folder with extended time limits
9. Assistive communication device (e.g., FM audio system) with extended time limits
10. Reserved for future use

When a code of 1, 3, 4, 5, 6, 8, or 9 is marked, the examinee's record will be flagged as having been completed with extended time. These records will be included in any aggregated data (e.g., Educator's Report or Item-Response Summary Report) unless you are testing under a contract or other special arrangement that has specified these results not be included.

Selecting Test Rooms

Tests for examinees with accommodations must be administered at the school or institution, not in the supervisor's home or other location. If the examinee is currently confined to his or her home or is receiving homebound instruction, the test coordinator may allow for administering the tests in the home of the examinee. If you will be testing more than one examinee with the same accommodations in the same room, select rooms that are not so small as to be crowded. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others' answer folders. ACT prefers classrooms and recommends no more than 10 examinees with accommodations be tested in one room.

Be sure to reserve the room for each day you will be testing. It is best to schedule consecutive days for examinees who are to test over multiple days, but you may skip a day or a weekend as necessary, as long as the tests are administered in sequence.

Accessibility

Under the Americans with Disabilities Act, PreACT tests must be offered in locations accessible to persons with disabilities, or alternative arrangements must be made for such examinees. Test coordinators should select test facilities and rooms accessible to persons with disabilities whenever possible.

Materials Available From ACT

Your accommodations testing materials may include:

- Regular-Type (10-pt.) Test Booklet for examinees without visual impairments
- Large-Type (18-pt.) Test Booklet for examinees with visual impairments
- Braille Booklet (EBAE or UEB)—one regular-type booklet included for room supervisor reference. (Room supervisor is not to read tests to examinee.) A Braille UEB booklet without Nemeth codes is also available.
- Audio USB Drive—one regular-type booklet included for examinee. (Room supervisor is not to read tests to examinee.)
- Reader's Script—one reference copy of regular-type booklet included for examinee. (Room Supervisor is allowed to read tests to examinee.)
- Answer Folders—regular-type for examinees without visual impairments
- Large-Type Worksheet—one large-type worksheet is included in each large-print testing packet. If additional copies are needed for large-print testing, call ACT Customer Care at 877.789.2925. If the examinee uses a large-type worksheet or writes responses in the test booklet, the room supervisor must transfer the responses to the answer folder. **You must transfer responses before returning materials to ACT. ACT will not score large-type worksheets.**

Use of Audio USB Drive Version

A listing of the tracks is presented on the screen while the recording of the test is playing. The narration on the audio USB drive cannot be played within the standard time limits allowed for each test. Examinees must be allowed time to replay any portion of the test being worked on as many times as necessary, within the approved time limits. **Examinees may be given up to 120 minutes to complete Test 1, and up to 90 minutes to complete each of the other three tests.** Do not begin timing until the examinee has listened to all of the directions, and do not end timing until he/she has had time to review the responses.

Sign Language Interpreter for Spoken Instructions

Examinees with hearing impairments requiring standard time, extended time, or testing over multiple days may test with the assistance of an interpreter. The interpreter may stay in the room throughout the administration and is expected to sign all instructions spoken by the room supervisor throughout the test in either ASL or ESS and interpret any questions from the examinee to the room supervisor and his/her responses. Actual test items may not be interpreted without authorization from the test coordinator.

Sign Language Interpreter for Signing Exact English of Items

The interpreter is required to use exact English when signing and may sign for only one examinee in a separate room as is required when taking the ACT test. The interpreter must sign from the script provided and follow the same procedures as listed for a reader (see next section).

Reader

ACT recommends that a reader read for only one examinee in a separate room and be required to read from the script provided without change or comment. Passages may be repeated, but only as requested by the examinee. Each time a passage is read, the reader should read the test directions, test passages, and test questions **exactly** as they are presented, with no explanation and no additional information provided. Use of a reader will require extended time.

Materials Supplied by the Test Coordinator/School

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

- A supply of soft-lead (No. 2) pencils to lend to examinees who did not bring them
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, or interval timer
- If the audio USB drive version of the test is being used, a computer with earphones

Materials That May Be Supplied by the Examinee(s)

Tell examinees to bring soft-lead (No. 2) pencils with good erasers to the testing session. If any of the following devices are specifically needed by the examinee, the examinee is expected to bring his or her own unless the school normally provides them for the examinees:

- Abacus
- Braille stylus
- Magnifying glass
- Color overlays
- Permitted calculator (if desired) for use on the Math Test (See “Use of Calculators on the Math Test,” page 10, for an explanation of permitted calculators.)

Ordering Accommodations Test Materials

Accommodations testing materials can be ordered online at www.act.org/preact. If you have questions about ordering additional materials, call ACT Customer Care at 877.789.2925.

Timing

Testing with most accommodations requires extended time allowances. The test coordinator will have determined for each examinee testing with accommodations the time allowances for each test. ACT recommends the amount of extended time provided corresponds with the amount of extended time listed in the examinee’s

IEP or 504 plan. In most cases, the timing will be time-and-a-half or double the standard test time. In some cases the test may not be timed at all. **You will need to substitute the appropriate text in the Verbal Instructions where reference is made to the specific test time.** If the examinee testing will be untimed, the verbal reference to specific test times should be omitted. If the test is timed, the room supervisor should use a stopwatch or interval timer to keep time. To verify the time given for each test, the Start and Stop times and the 5-minutes-remaining time should be written in the appropriate place in this manual; computations should be checked carefully before time is called. Scores cannot be adjusted to compensate for a mistiming.

English Learner Supports

PreACT offers supports for examinees who are English learners. The use of these supports is at the discretion of school personnel and should be consistent with the supports provided in the classroom. All examinee information sections of PreACT can be completed with the assistance in an untimed setting. The following supports are available.

- Use of an ACT-approved word-to-word bilingual dictionary. A list of approved dictionaries can be found at www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf
- Printed test booklet directions translated into 12 different languages

~ Arabic	~ German	~ Somali
~ Chinese Simplified	~ Haitian Creole	~ Spanish
~ Chinese Traditional	~ Korean	~ Tagalog
~ French	~ Russian	~ Vietnamese
- Testing with time-and-a-half

English learner support materials can be ordered online at www.act.org/preact. If you have questions about ordering additional materials, call ACT Customer Care at 877.789.2925.

Prohibited Items in the Test Room

Examinees must not use or access the following items at any time while in the test room:

- Textbooks, dictionaries (English learners may use ACT-approved foreign language dictionaries), reading materials, notes, or any unapproved testing aids
- Cell phones or other electronic devices, including smart watches, fitness bands, and any other devices with recording, internet, or communications capabilities
- Highlight pens, colored pens or pencils, or correction fluid or tape
- Food or beverages, including water

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

Questions/Guessing

During the testing session, do not answer questions regarding individual test items or questions about how to use a calculator.

Specific instructions about guessing are printed on the back cover of the test booklet. If examinees ask you about guessing, refer them to these instructions. Do not comment on or add in any way to the printed directions.

Rest Period

You may allow examinees a short (ten to fifteen minutes) rest period between Tests 2 and 3. Examinees may be allowed to go to the restroom. Otherwise, do not allow examinees to leave the room. They may move around the room or stand by their desks for a few moments.

Leaving the Room During Testing

Examinees may be allowed to go to the restroom during testing, but it is best not to make a general announcement to that effect. Only one examinee may leave the testing room at a time unless accompanied by a proctor. Collect the test booklet and answer folder from the examinee upon leaving, and return them when the examinee returns. Examinees who leave the room during the timed portion of the test may not make up lost time. Record such absences on the “PreACT Testing Irregularity Report,” page 53. **Room supervisors must not leave a testing room unsupervised at any time.**

Announcement of Time Remaining

A verbal announcement of time remaining will be read five minutes before the end of each test. Do not distract examinees during the test session with additional oral or written announcements of time remaining.

If a clock is visible to all examinees in the testing room, you may post the Start and Stop times and/or time allowed for each test on the board (e.g., Test 1, 30 minutes: Start time— 9:00, Stop time—9:30). Do not post time remaining.

Reporting Irregularities in Test Administration

The “PreACT Testing Irregularity Report,” page 53, is intended for use as a record of any test administration irregularities that may affect examinee scores or the interpretation of results. Testing personnel should use the form to report any irregularities occurring within the room. Room supervisors should document any of the following occurrences during administration of the tests:

- An examinee becomes ill or leaves the room during testing
- An examinee fails to follow instructions (marks responses randomly, obviously does not read questions prior to responding, or refuses to mark responses)
- An examinee exhibits behavior that disrupts other examinees
- An examinee is **observed** reading ahead in the test booklet, working ahead or behind, giving or receiving assistance, filling in ovals after time is called, or using unauthorized testing aids. See “Voiding Tests or Answer Folders,” page 20, for instructions on voiding one or more tests
- A test is mistimed
- A disturbance or distraction occurs which could affect one or more examinees’ scores
- An examinee questions the accuracy or validity of an item
- An examinee has a defective test booklet or answer folder

Examinee Challenge of Test Items

If an examinee challenges typographical errors or ambiguities in particular test items, instruct the examinee to choose an answer on the basis of the information available. Make an entry on the Testing Irregularity Report, including identification of the test form, the test and the item, and an explanation of the examinee’s question. ACT will respond to concerns about individual test items.

Mistiming

Use a stopwatch or interval timer to ensure the exact time is allowed for each test. **Scores CANNOT BE ADJUSTED to compensate for a mistiming.** To verify the time given for each test, the Start, Stop, and the five-minutes-remaining times should be written in the appropriate place in this manual (in pencil) and computations checked carefully before time is called. If a proctor is assigned to the room, that person should also keep time with the room supervisor.

If a mistiming does occur, allow examinees to make up a shortage of time before being dismissed. If a shortage on a previous test is discovered after examinees have begun work on another test, do not interrupt their work. Wait until the current test is completed, then allow the additional time on the previous test. Report any mistiming on the Testing Irregularity Report and return the report with your answer folders.

Defective Test Booklet or Answer Folder

Replace a defective test booklet or answer folder as quickly as possible with another from your supply. If you are replacing an answer folder, have the examinee transfer **all** information to the new answer folder after the timed portion of testing is completed. Mark the defective answer folder VOID. Describe the nature of the defect on the Testing Irregularity Report and attach defective materials to the report.

Voiding Tests or Answer Folders

Individual tests may be voided by filling in the appropriate oval under Void Scoring Codes (VSC) at the top of the back page of the answer folder (illustrated in Figure 4 below)—**E to void English, M to void math, R to void reading, and S to void science.** If it is determined that an entire answer folder should not be scored, mark the document VOID. On the Testing Irregularity Report, include an explanation of why the answer folder was voided and attach the answer folder to the Report. Return the answer folder and Report to test coordinator. The examinee should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report. **When a scoring code is marked, that portion of the test will not be scored.**

TO BE COMPLETED BY SCHOOL STAFF ONLY—SEE ADMINISTRATION MANUAL										
Accommodations Mark only one.					VSC		Special Status Codes 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"/> E	<input type="radio"/> R	<input type="radio"/> HB	<input type="radio"/> ME	<input type="radio"/> Y	
<input type="radio"/> 2	<input type="radio"/> 4	<input type="radio"/> 6	<input type="radio"/> 8	<input type="radio"/> 10	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> SE	<input type="radio"/> M	<input type="radio"/> Z	
							<input type="radio"/> LEP	<input type="radio"/> R		
							<input type="radio"/> FL	<input type="radio"/> X		

Figure 4. Void Scoring Codes

Examinees Who Become Ill

If an examinee becomes ill during the test, dismiss the examinee from the test room and collect the answer folder and test booklet. If the examinee returns to the room and continues testing, the lost time cannot be made up.

If the examinee wishes to discontinue testing because of illness, try to determine whether he or she wants to have the answer folder scored. If the answer folder is to be scored, all student information sections completed and tests attempted will be scored. If the entire answer folder is to be voided, mark it VOID. Make an entry on the Testing Irregularity Report explaining why the answer folder was voided. Return the voided answer folder to the test coordinator with the Testing Irregularity Report. Only mark the “Void Scoring Codes” if you wish to void a portion of an examinee’s test. If an answer folder is soiled or contaminated in any way, do not return it to ACT.

Prohibited Behavior

The following behaviors are prohibited during administration of the tests:

- Looking back at a previous test on which time has already been called
- Looking ahead in the test booklet
- Looking at someone else's test booklet or answer folder
- Disturbing other examinees
- Giving or receiving assistance
- Using highlight pens, notes, dictionaries, or scratch paper
- Filling in ovals after time has been called (including filling in ovals on a previous test during a later test, even if the test booklet is not opened)
- Discussing or sharing test content, test form identification numbers, or answers during testing, or after the test
- Using a prohibited calculator
- Using a calculator on any test other than the mathematics test
- Sharing a calculator with another examinee
- Using any electronic device at any time during the tests or during break other than an approved calculator or watch (**all** other electronic devices, including cell phones and wearable devices, must be turned off and placed out of reach from the time the examinee is admitted to test until dismissal after testing concludes)
- Attempting to remove test materials, including test questions or answers, from the test room by any means

If you SUSPECT an examinee is engaged in any of the prohibited activities, discreetly warn the examinee that these actions are prohibited and continue close observation. To discourage looking at someone else's answer folder or giving or receiving assistance, you may move the examinee to another seat. Document your suspicions and actions on the Testing Irregularity Report.

If you OBSERVE any of these behaviors, collect the answer folder and test booklet. Advise the examinee that the answer folder will not be scored. Void the entire answer folder, but do not return it to ACT. On the Testing Irregularity Report, include an explanation of why the answer folder was voided.

Test Administration Procedures

Test Day Procedures

Previously Completed Examinee Information Sections

If you administer the examinee information sections of PreACT on a previous day, hand the answer folders directly to each examinee to ensure that each examinee has his or her own answer folder. Once this is completed and examinees have confirmed they have their own answer folder, you may distribute the test booklets.

Same-Day Completion of Examinee Information Sections

Distribute an answer folder and copy of *Instructions for Completing Your Answer Folder* to each examinee. These materials may be counted and given to the first examinee in each row to pass back. The test coordinator will have informed you as to whether the instructions are to be read aloud to examinees or if they may proceed on their own following the printed instructions. A break will typically follow completion of the examinee information sections. Wait until all examinees have completed blocks **A** through **W** before taking this break.

Once all examinees have returned from the break and are seated, distribute the test booklets. Do not pass test booklets back or across the aisles. During the examination, count the booklets being used and the extras. The total must equal the number of booklets assigned to the room. No one is allowed to examine the contents of the test booklets before the test is administered.

Room supervisors and proctors should walk around the room while examinees are completing both the examinee information and subject tests of PreACT to be sure examinees are working in the correct sections of their answer folders.

Checking Calculators

Testing staff will check calculators before testing to verify they are permitted, and they will monitor examinees' use of their calculators to ensure that the examinees:

- Use a calculator only during the math test
- Use a backup calculator only after it has been checked by a member of the testing staff
- Do not share a calculator
- Do not store test materials in the calculator's memory

Avoiding Common Errors When Completing Answer Folders

To avoid delays in the reporting of PreACT results, room supervisors should be aware of the types of errors examinees commonly make when completing their PreACT answer folders. Emphasize the correct procedures to avoid these errors, walking around the testing room to observe examinees as they complete these steps.

In completing blocks B and P–S (examinee name and address), examinees must:

- Start with the first box and first column of ovals in a block

- Fill in the appropriate oval for each letter of the last and first name and address in addition to printing them in the boxes
- Fill in only one oval per column

When completing blocks D–O (important record identification information), double-check for accuracy of information written in the boxes and the ovals filled in below. It is recommended that testing personnel check these sections of the examinees' answer folders, particularly block G (gender), block J (grade level), block K (testing at own school), and block L (high school code for examinees not testing at their own school) since these data elements can affect Educator Reports. ACT **will not** correct this information on examinee records after answer folders are processed.

Verbal Instructions for Examinee Information Sections

Room Supervisor Instructions

Please study these instructions before the test day. The examinee information sections that you are about to administer may be handled by reading the instructions to the examinees (Option 1) or by leading the examinees through the sections as they read the instructions (Option 2). **Your test coordinator will advise you as to which option will be used.**

Arrows ⇨ indicate optional verbal instructions. As you prepare for testing, mark the options that will be appropriate to your setting. Skip over those that do not apply. Read aloud all instructions enclosed in the applicable shaded blocks (except those in parentheses, which are for your information only); do not depart from this text. Where a series of dots appears, pause to let the examinees follow instructions.

- ▶ **Read the first shaded block to all examinees (Options 1 or 2). When all examinees have been admitted and seated, and everyone has a pencil, greet the examinees and say:**

Please clear your desks of everything except your pencils. During these test activities no food or drink will be permitted. The use of timers, cell phones, and electronic devices of any kind is not allowed at any time, including during the break. If your phone or other device is activated, or you use it at any time, you will be dismissed, the device may be confiscated, and your answer folder will not be scored. Take a moment to confirm the power is turned off on all devices and place them on the floor under your seat. If you brought a calculator, put it away now; you may use it only during the math test. . . .

The information that you provide when you fill out your PreACT answer folder will be used to prepare reports for you and our school. Be careful to follow these instructions and those on the folder itself. Your answer folder will be scanned by machine. It is essential to follow directions and to mark your responses accurately to ensure that the responses ACT records for you are the ones you intend. Use a soft-lead (No. 2) pencil to complete your answer folder. Do not use ink or mechanical pencil. Fill in each oval completely, making sure all marks are dark and heavy and within the appropriate ovals. All errors must be erased thoroughly.

PreACT answer folders and instruction booklets are now going to be distributed. Do not mark on either of them until you are told to do so.

- ▶ Distribute the answer folders and instruction booklets.



Option 1: Room Supervisor Reads All Instructions

- ▶ **Read these instructions aloud if examinees are to follow along with all instructions for completing examinee information sections.**

Open your instruction booklet. Read the information on the inside cover.

Note that the information you provide on your answer folder, as well as your scores, may be used by ACT as described in ACT's data use policy. A summary of this policy can be found on pages 1 and 2 of your instruction booklet.

Now turn to page 3 of your instruction booklet and turn your answer folder so that page 1 faces you. In block A, print the name of the school where you are testing. . . . 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. However, it is not necessary to fill in blank ovals for any spaces remaining after your name is filled in.

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 PreACT record to other ACT tests taken at other times (such as the ACT test). [If your school does not assign student IDs, you may instruct examinees to leave this block blank.]

In block F, 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 born January 6, 2003, fill in the January oval, write 06 under day and 03 under year. Fill in the corresponding oval below each box. . . .

Fill in the appropriate oval for block G, Gender. You may leave this block blank if you prefer not to respond.

Now turn to page 4 of your instruction booklet.

In block H, Race/Ethnicity Background, fill in the oval 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 corresponding to the phrase that best represents your race as commonly recognized by your family and friends. Mark all that apply.

- ▶ Block I asks examinees if they wish to participate in the ACT Educational Opportunity Service (EOS). EOS is a free college, scholarship, and financial aid information service for examinees who take PreACT. Through EOS, information about PreACT-tested examinees is made available to colleges, universities, financial aid and scholarship agencies, and organizations that offer educational programs so they may contact examinees about opportunities they may be interested in exploring. All third-party organizations that participate in EOS have agreed to use this information only for the purpose of sharing information with examinees about their educational and/or financial aid programs
- ▶ **When all examinees are ready, continue by saying:**

Block I asks if you want to participate in the ACT Educational Opportunity Service (EOS). This service allows you to learn about educational, scholarship, career, and financial aid opportunities at no charge to you. To participate, fill in the “Yes” oval.

By responding “Yes,” you agree to receive free information from colleges, universities, financial aid/scholarship agencies and organizations that offer educational and career programs. ACT will send your basic information so you can be contacted about these programs or ACT may contact you on their behalf. Your actual test scores and phone number are not shared. You can then decide if what they offer is a good fit with your educational or career plans.

If you fill in the “No” oval, the selection applies only to this administration of PreACT.

To request that your information no longer be sent to third-party organizations participating in EOS, please contact ACT or visit the EOS program information page (www.actstudent.org/college/eos.html).

In block J, indicate your current grade level.



- ▶ **If you are testing only examinees from your school, say:**

Locate block K, Are You Testing at the School You Attend? Fill in “YES” in block K and skip block L.



- ▶ **If you are testing examinees from one or more high schools as part of a college outreach or other special program and your counselors want to receive all results for the examinees you are testing, have the examinees respond “Yes” to block K and omit block L by saying:**

Locate block K, Are You Testing at the School You Attend? In order for your PreACT results to be returned to our program, fill in “Yes” and skip block L.



- ▶ **If your testing group includes home-schooled examinees or examinees from another high school, substitute the following instructions for blocks K and L:**

Locate block K, Are You Testing at the School You Attend? If you are a student at this school, fill in “YES” and leave block L blank.

If you attend another school, fill in “NO” in block K. Then, in block L, 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.

If you are home-schooled, fill in “NO” in block K and enter **979-999** in block L.

- ▶ If an examinee from another school does not know the ACT code for that school, continue with the administration but make a note of the examinee’s name and school. After the test session is completed, report this information to your test coordinator. If needed, the test coordinator may call ACT Customer Care (877.789.2925) and ask for the correct ACT high school code to be entered in block L of the examinee’s answer folder. The test coordinator must then print this site code on the answer folder and fill in the corresponding ovals prior to sending to ACT.



- ▶ **If your test coordinator has indicated that examinees should complete Sort Codes in Block M, distribute the instructions for completing this block now. After they have completed Block M, continue by saying:**

Refer to pages 5 and 6 in your instruction booklet to complete block N, Student Information. If you choose to participate in the ACT Educational Opportunity Service (see block I), then educational and scholarship programs that wish to contact students who have specific educational plans or career interests or have particular characteristics, such as religious affiliation, may do so based on the information provided. This information will also provide valuable insights that will help ACT further its mission of helping people achieve education and workplace success. There are ten optional questions in this section. Read the questions and response choices carefully, then mark your responses on your answer folder in block N. Look up when you have finished. . . .

Turn to page 7 of your instruction booklet.

Next, print your current e-mail address, if you choose, in block O. If you answered “Yes” in block I, ACT will provide this address to colleges and organizations offering programs that may be of interest to you. You can still receive information by regular mail if you do not have or wish to provide an e-mail address.

Look up when you are finished. . . .

- ▶ **Allow 5–10 minutes for examinees to complete blocks N and O. When everyone seems to be finished, say:**

Raise your hand if you need more time to complete these blocks. . . .
(*Allow additional time if necessary.*)

- ▶ **When examinees have finished block O, say:**

Turn your answer folder to page 2. Now look at blocks P, Q, R, and S— Mailing Address, City, State Code, and ZIP Code. These fields are optional, but if you wish to receive mail from colleges, scholarship programs, and ACT, you must fill in the address information correctly. In block P, print your current mailing address in the boxes. If you need to abbreviate in block P, refer to the abbreviations listed in your instruction booklet for examples. (Letter ovals are in the upper part and number ovals are in the lower part of block P.) If you live in an apartment, enter the apartment number after the name of the street, as shown in the first example. Leave one space between parts of your address. In blocks Q, R, and S, enter your city, state, and ZIP code. For block R, State Code, look at the list of state codes on page 2 of your answer folder. 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.

- ▶ **When examinees have finished blocks P, Q, R and S, say:**

Turn to page 11 of *Instructions for Completing Your Answer Folder*, and follow along as I read the instructions for completing block T, Interest Inventory. The things you like to do now can give you clues about jobs you might like in the future. Completing this inventory will help identify jobs you may want to explore. Show how much you would like doing each of the activities listed below. Mark an answer to an activity even if you are uncertain how you feel about it. Consider whether you would **like** or **dislike** the activity, not your ability to do it.

For each activity, choose one of the answers below. In block T of your answer folder, fill in the oval that contains the letter for your answer. Try to answer like or dislike as often as possible.

- I would dislike doing this activity.....D
- I am indifferent (don't care one way or the other)..... I
- I would like doing this activity..... L

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

▶ **When everyone seems to have finished, say:**

Does anyone need more time? *(Allow additional time to complete block T if necessary.)*

Now turn back to page 8 of your instruction booklet and look at block U, Needs Assessment, on your answer folder. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished. . . .



▶ **If you are administering Supplemental Local Items, distribute copies of these questions now and continue:**

I am now distributing some additional questions for you to complete today. Begin when you receive your questions, marking **ONLY ONE** response per item in block V. Look up when you have finished. . . .



▶ **If you are not administering Supplemental Local Items, instruct examinees to ignore block V:**

Now turn your answer folder to page 3 and look at block W, High School Course/Grade Information. Read the directions before you begin. Refer to pages 12 and 13 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. *(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.)*

Look up when you have finished. You may begin. . . .

▶ **After 15–20 minutes have passed and everyone seems to have finished, say:**

Does anyone need more time? *(Allow additional time if necessary.)*



▶ **If you are NOT continuing with the PreACT subject tests in this session, read the directions in the next box.**

I/We will now collect your answer folders and instruction booklets. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

- ▶ Collect the answer folders and store them securely until they are redistributed on test day. Instruction booklets can be discarded or saved for later reference.



- ▶ **If you are CONTINUING with the PreACT subject tests today, continue below:**

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We'll take a short break and then begin the PreACT subject tests. Our next break will be between tests 2 and 3 of the four PreACT subject tests. Please be back in your seats at _____. (*Provide instructions about use of restrooms, etc., during the break.*)

- ▶ When examinees have returned to their seats, continue with "Verbal Instructions for the Subject Tests," page 34.



Option 2: Examinees Read Instructions with Guidance from Room Supervisor

- ▶ Read these instructions aloud if examinees are to complete the examinee information sections on their own as they follow the directions printed in the booklet *Instructions for Completing Your Answer Folder*.

The information you provide on your answer folder, as well as your scores, may be used by ACT as described in their data use policy. A summary of this policy can be found on pages 1 and 2 of your instruction booklet.



- ▶ **If you are only testing examinees from your school say:**

Before you begin filling in your personal information, look on page 1 of your answer folder at block K, Are You Testing at the School You Attend? Since you are all students at this school, fill in "YES," and you will then skip block L.

Now turn to page 3 in your instruction booklet. Follow all the directions for completion of blocks A through J and then wait for further instructions from me. When you have completed block J, put your pencil down and look up. . . .



- ▶ **If your testing group includes home-schooled examinees or examinees from another high school say:**

Before you begin filling in your personal information, look on page 1 of your answer folder at block K, Are You Testing at the School You Attend? If you are a student at this school, fill in "YES" now and leave block L blank.

If you attend another school, fill in “NO” now in block K. Then, in block L, 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.

If you are home-schooled, fill in “NO” now in block K and enter **979-999** in block L.

Now turn to page 3 in your instruction booklet. Follow all the directions for completion of blocks A through J and then wait for further instructions from me. When you have completed block J, put your pencil down and look up. . . .

- ▶ If an examinee from another school does not know the ACT code for that school, continue with the administration but make a note of the examinee’s name and school. After the test session is completed, report this information to your test coordinator. The test coordinator may call ACT Customer Care (877.789.2925) and ask for the correct ACT high school code to be entered in block L of the examinee’s answer folder. The test coordinator must then print this site code on the answer folder and fill in the corresponding ovals prior to sending to ACT.



- ▶ **If you are testing examinees from one or more high schools as part of a college outreach or other special program and your test coordinator wants to receive all results for the examinees you are testing, have the examinees respond “Yes” to block K and omit block L by saying:**

Now look at block K, Are You Testing at the School You Attend? In order for your PreACT results to be returned correctly, fill in “Yes” in this block, skipping block L.

Now turn to page 3 in your instruction booklet. Follow all the directions for completion of blocks A through J and then wait for further instructions from me. When you have completed block J, put your pencil down and look up. . .

- ▶ **This examinee information portion will take approximately 5 minutes to complete. When all examinees seem to have finished or 5 minutes have passed, say:**

Raise your hand if you need more time to complete blocks A through J on your answer folder. . . .

(Allow additional time if necessary.)



- ▶ **If your test coordinator has indicated that examinees should complete Sort Codes in block M, distribute the instructions for completing this block now. Then continue by saying:**

Find block N, Student Information, at the bottom of your answer folder. Look at pages 5 and 6 in your instruction booklet. There are ten optional questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. Look up when you are finished. You may begin. . . .

▶ **When everyone seems to have finished or 5 minutes have passed, say:**

Raise your hand if you need more time. . . . *(Allow more time if necessary.)*

Now look at block at the bottom of your answer folder. Turn to page 7 of your instruction booklet and read the instructions. Print your current e-mail address, if you choose, in block O.

▶ **When everyone seems to have finished, say:**

Raise your hand if you need more time. . . . *(Allow more time if necessary.)*

Turn to page 2 of your answer folder and locate blocks P, Q, R, and S. Instructions for completing these blocks can be found on pages 7 and 8 of your instruction booklet. Read the instructions and enter your mailing address, city, state code, and ZIP code in these blocks.

▶ **When everyone seems to have finished or 5 minutes have passed, say:**

Raise your hand if you need more time. . . . *(Allow more time if necessary.)*

Locate block T, Interest Inventory, on your answer folder. . . .

Turn to page 11 of the instruction booklet. . . . Read the instructions carefully. For each of the activities, choose your response and fill in the corresponding oval.

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

▶ **When everyone seems to have finished, say:**

Raise your hand if you need more time. . . . *(Allow more time if necessary.)*

Now, look at block U, Needs Assessment. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished. . . .



▶ **If you are administering Supplemental Local Items, distribute copies of the questions provided by your test coordinator now and continue:**

I am now distributing some additional questions for you to complete today. Begin when you receive your questions. Mark your responses in block V. You may mark only one response per question. Look up when you have finished. . . .



- ▶ **If you are not administering Supplemental Local Items, instruct examinees to ignore block V.**

Now turn your answer folder to page 3 and look at block W, High School Course/Grade Information. Read the directions before you begin. Refer to pages 12 and 13 in your instruction booklet for a description of each course listed. The descriptions may help you decide which oval to fill in for the courses you have taken or plan to take. *(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.)*

Look up when you have finished. You may begin. . . .

- ▶ **After 15-20 minutes have passed and everyone seems to have finished say:**

Does anyone need more time? *(Allow more time if necessary.)*



- ▶ **If you are not continuing with the PreACT subject tests in this session, read the directions in the next box.**

I/We will now collect your answer folders and instruction booklets. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

- ▶ Collect the answer folders and store them securely until they are redistributed on test day. Instruction booklets should be discarded.



- ▶ **If you are continuing with the PreACT subject tests today, continue below:**

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We'll take a short break and then begin the PreACT subject tests. Our next break will be between tests 2 and 3 of the four PreACT subject tests. Please be back in your seats at _____. *(Provide instructions about use of restrooms, etc., during the break.)*

- ▶ When examinees have returned to their seats, continue with the Verbal Instructions for the "Verbal Instructions for the Subject Tests," page 34.

Verbal Instructions for the Subject Tests

Be sure each examinee has at least one No. 2 pencil with an eraser. If the school is providing calculators for all examinees, check all calculators before the test day to be sure they are working properly and have the specified functions: addition, subtraction, multiplication, division, and square root keys. If applicable, calculators should be distributed to each examinee after Test 1. Extra calculators should be available to lend to examinees if any calculators malfunction during the test.

▶ **Say:**

The test booklets will now be distributed. Do not open your test booklet until I tell you to do so. When you receive your test booklet, print your name and school-assigned student ID in the space provided on the front cover of the booklet. Read the directions printed on the back cover. After you have read them, look up. . . .

- ▶ Hand each examinee a booklet individually; do not pass them back or across rows. Keep an exact count of the number of test booklets distributed.

▶ **When everyone has had enough time to read the directions, say:**

Raise your hand if you need more time to read the directions. [Allow additional time if necessary.]

Turn your test booklet so the front cover faces up. Find the **PreACT Form** section, at the top of page 4 of your answer folder. Fill in the oval that matches the form number printed on the front of your test booklet.

- ▶ Walk around the room to be sure examinees are filling in the test form oval correctly on their answer folder. [The test form filled in should match the test form shown on the cover of the test books.]

▶ **When all examinees have correctly marked the test on the answer folder, say:**

Read the statement at the bottom of page 4 of your answer folder. Sign your name and write today's date in the space provided on the answer folder. Look up when you are finished. . .

► Then say:

We are now ready to begin the testing period. The use of notes, highlight pens, or dictionaries is not permitted. Scratch work should be done in your test booklet. If you need another pencil or a calculator during the test, raise your hand.

Only responses marked on your answer folder during the time allowed for that test will be counted. I (we) [if a proctor has been assigned to your room] will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer folder. If you have a question, raise your hand for assistance rather than looking around.

If you have a cell phone or other electronic device, it must be turned off at this time.

If you are wearing a watch with an alarm, DO NOT set the alarm. It could distract other examinees. I will keep the official time for this test. I will announce when five minutes remain on each test to serve as a warning before time is called. Are there any questions? . . .

► If there are no questions, continue by saying:

The following behaviors are prohibited. You will be asked to turn in your test materials, and your answer folder will not be scored if you are observed:

- Looking back at a previous test on which time has already been called
- Looking ahead in the test booklet
- Looking at someone else's test booklet or answer folder
- Disturbing other examinees
- Giving or receiving assistance
- Using highlight pens, notes, or dictionaries
- Filling in ovals after time has been called (including filling in ovals on a previous test during a later test, even if the test booklet is not opened)
- Using a calculator on any test other than the math test
- Sharing a calculator with another examinee
- Using any electronic device at any time during the tests or during break other than an approved calculator or watch (all electronic devices, including cell phones, must be turned off and placed out of reach from the time the examinee is admitted to test until dismissal after testing concludes)
- Using an unapproved calculating device
- Attempting to remove test materials, including test questions or answers, from the test room by any means

- Discussing or sharing test content, test form identification numbers, or answers during or after testing
- Using a prohibited calculator

Are there any questions? . . .

From this time on, there must be absolutely no talking. Listen carefully to these instructions and do not open your booklets until I tell you.

Test 1–30 Minutes



► **Say:**

Turn your answer folders to page 4 and find the section marked **Test 1: English**. You will mark your responses to the questions in **Test 1** in this section. Mark only one answer to each question.

You have **30 minutes** to work on **Test 1**. During this time you are to work only on **Test 1**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test.

► **Set your stopwatch or interval timer to 30 minutes, and then say:**

Open your booklet and turn to **Test 1**. Read the directions carefully and begin working.

START

5 minutes remaining

STOP

- As you begin testing, record the Start, Stop, and five-minutes-remaining time for Test 1 on the lines above. Testing staff should walk around the room and check to be sure examinees are working on the correct test and marking answers appropriately.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional verbal or written announcements of time remaining. Before you announce five minutes remaining and the Stop time, check your timepiece carefully against the times you have written down and verify them with the proctor (if one is in the room).

- ▶ When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes** remaining on this test.

- ▶ When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up. . . .

Test 2–40 Minutes

2 △ △ △ △ △ △ △ △ △ **2**

You will have **40 minutes** to work on **Test 2**. During this time you are to work only on **Test 2**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close your booklet. Do not go on to the next test and do not work on the previous test. **You may use your calculator for this test.**

- ▶ Distribute calculators if the school is providing them; otherwise, instruct examinees to get their calculators out.
- ▶ Set your stopwatch or interval timer to 40 minutes, and say:

Turn to **Test 2**. Read the directions carefully and begin working.

START

5 minutes remaining

STOP

- ▶ Record the Start, Stop, and five-minutes-remaining time for Test 2 on the lines above. Testing staff should walk around the room and check to be sure examinees are working on the correct test and marking answers appropriately.

Please note: Page numbers for the beginning of each test are not printed in this manual because this manual may be used with more than one test form and the page numbers vary from form to form.

- ▶ When your watch or timer indicates exactly 35 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

- ▶ When your watch or timer indicates exactly 40 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up. . . .You will no longer need your calculator. Please put your calculator away. . . .

- ▶ Check to see that all calculators have been removed from the examinees' work area.
You may allow examinees a short rest period at this time. Examinees can be allowed to go to the restroom one at a time. Otherwise, do not allow examinees to leave the room. They may move around the room or stand beside their desks for a few moments. Call examinees to attention after 10–15 minutes and ask them to be seated. Tell them to remove their answer folders from their test booklets.

Test 3–30 Minutes

3 3

You will have **30 minutes** to work on **Test 3**. During this time you are to work only on **Test 3**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test and do not work on previous tests.

- ▶ **Set your stopwatch or interval timer to 30 minutes, and say:**

Turn to **Test 3**. Read the directions carefully and begin working.

START

5 minutes remaining

STOP

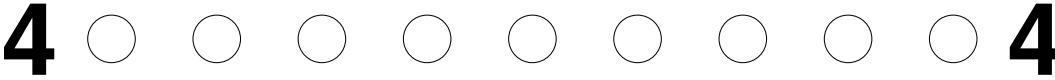
- ▶ Record the Start, Stop, and five-minutes-remaining time for Test 3 on the lines above.
Testing staff should walk around the room and check to be sure examinees are working on the correct test and marking answers appropriately.
- ▶ **When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:**

You have **5 minutes** remaining on this test.

- ▶ **When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:**

Please stop working. Put your pencil down and look up. . . .

Test 4—30 Minutes



You will have **30 minutes** to work on **Test 4**. During this time you are to work only on **Test 4**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not work on previous tests.

- ▶ **Set your stopwatch or interval timer to 30 minutes, and say:**

Turn to **Test 4**. Read the directions carefully and begin working.

START

5 minutes remaining

STOP

- ▶ Record the Start, Stop, and five-minutes-remaining time for Test 4 on the lines above. Testing staff should walk around the room and check to be sure examinees are working on the correct test and marking answers appropriately.
- ▶ **When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:**

You have **5 minutes** remaining on this test.

- ▶ **When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:**

Please stop working. Put your pencil down and close your test booklet. . . . I (we) will now collect your answer folder and then your test booklet. If you put your answer folder in your test booklet, remove it now so I (we) can collect them separately. . . . Please remain quietly in your seats until I dismiss you.

- * To end the session, collect the answer folders and test booklets. **Count the test booklets and answer folders to verify that the number of materials distributed matches the number collected.** If you are short one or more test booklets, match the booklets with the answer folders. When you are certain that all materials have been collected, dismiss the examinees.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer folders after they have been returned to the proctor or room supervisor. The test session is complete after all test booklets and answer folders have been collected and counts verified.

Post-Test Activities to Be Completed by the Test Coordinator

Checking Answer Folders

To ensure that each examinee’s test results are reported as accurately and quickly as possible, each room supervisor should assemble and check the answer folders carefully.

- Turn all answer folders the same way with the same side up; they do not need to be alphabetized.
- Make sure there is one answer folder for each examinee who took the test.
- Check the answer folders for the following and correct as necessary:
 - Are answers marked with a soft-lead pencil? If an examinee used a pen or marker, you’ll need to use a soft-lead (no. 2) pencil to mark over his or her answer choices.
 - Have all stray marks or doodles been erased?
 - Are all marks neat and dark, filling the answer spaces completely?
 - Is each examinee’s name printed and the ovals filled in properly in block B?
 - Is all examinee information requested on page 1—Student ID number, date of birth, gender, grade, etc.—complete and accurate?
 - Did the examinees mark the correct test form on page 4 of their answer folder?
- Use the “PreACT Testing Irregularity Report,” page 53, to describe any irregularities which could affect examinees’ scores (see pages 19–21). Forward the report to your test coordinator with the completed answer folders.
- Keep other used and unused test materials separate and return all materials to the test coordinator.

Accommodation Codes

The PreACT test coordinator should be certain that, for all examinees afforded accommodations for the PreACT subject tests, the primary accommodation/modification code is marked in this section of the answer folder (at the top of page 4). The codes are as follows:

1. Standard print materials with extended time limits (no other assistance)
2. Large-print test booklet with standard time limits
3. Large-print test booklet with extended time limits
4. Oral presentation from audio USB drive with extended time limits
5. Oral presentation from reader script only with extended time limits
6. Braille test booklet with extended time limits
7. Scribe to transfer answers to answer folder with standard time limits
8. Scribe to transfer answers to answer folder with extended time limits
9. Assistive communication device (e.g., FM audio system) with extended time limits
10. Reserved for future use

When a code of 1, 3, 4, 5, 6, 8, or 9 is marked, the examinee’s record will be flagged as having been completed with extended time. In most cases, these records will be included in any aggregated data (e.g., Educator’s Report or Item–Response Summary Report) unless you are testing under a contract or other special arrangement that has specified these results not be included.

TO BE COMPLETED BY SCHOOL STAFF ONLY—SEE ADMINISTRATION MANUAL																
Accommodations Mark only one.					VSC		Special Status Codes 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"/> E	<input type="radio"/> R	<input type="radio"/> HB	<input type="radio"/> SE	<input type="radio"/> LEP	<input type="radio"/> ME	<input type="radio"/> M	<input type="radio"/> R	<input type="radio"/> FL	<input type="radio"/> X	<input type="radio"/> Y	<input type="radio"/> Z
<input type="radio"/> 2	<input type="radio"/> 4	<input type="radio"/> 6	<input type="radio"/> 8	<input type="radio"/> 10	<input type="radio"/> M	<input type="radio"/> S										

Figure 5. Accommodation codes

Special Status Codes

ACT offers this mechanism for identifying records of examinees with particular characteristics for Title I or other subgroup analysis. Due to potential sensitivity of some characteristics, ACT strongly recommends that you or another school administrator mark this information in the shaded box at the top of page 4 of the answer folder after examinees have finished testing.

The assigned designation of each of these Special Status Codes is as follows:

- | | |
|-----------------------------------|------------------------|
| HB – Homebound | M – Title I Math |
| SE – Special Education | R – Title I Reading |
| LEP – Limited English Proficiency | X – Locally designated |
| FL – Free or reduced lunch | Y – Locally designated |
| ME – Migrant Education Program | Z – Locally designated |

Voiding Tests or Answer Folders

You may void an individual test by marking the “Void Scoring Codes (VSC)” to the right of the Accommodation Codes at the top of page 4 of the answer folder. Mark “E” to void the English test, “M” to void the math test, “R” to void the reading test, or “S” to void the science test.

WARNING! If void scoring codes are marked, the corresponding test will NOT be scored! Please be sure the void scoring codes are marked only if you want one or more tests to be voided.

If it is determined that an entire answer folder should not be scored, mark the document VOID and **retain the voided answer folder** in the examinee’s file or your testing files to verify the reason the examinee is not receiving a score report. **Do not return** the completely voided answer folder to ACT. The examinee should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.

Scoring Service Forms

The test coordinator should submit the following forms with completed answer folders:

School Header—Be sure that the written and gridded school name and school code are exactly as shown on your Packing List and that ALL other requested information is complete.

The cycle code on your PreACT Pack/Return Slip may be more than three digits; however, you must only code **the first three** numeric digits in Block E. It is CRITICAL that you correctly enter your three-digit cycle code. Inaccurate entry may adversely affect how quickly your scores are reported, and (if applicable) the manner in which district-level and state-level reports are created.

Two School Headers were included in your test material shipment, in the event you are testing examinees in more than one grade or scoring group. **DO NOT** separate documents by School Headers if the intention is for all documents to be scored together. **One** header should be used in such a case, even if multiple packages are

sent in (one School Header per scoring group.) If you need additional forms, or if you can't locate a header, please call ACT Customer Care at 877.789.2925. **Please do not use photocopied header sheets. These cannot be read by ACT's scoring equipment.**

The School Header should identify the school where tested examinees are enrolled. Please contact ACT Customer Care if you have questions about completing your School Header. (NOTE: Institution Site Code listed on your Pack/Return Slip is the same as your ACT High School Code.)

Testing Irregularity Reports—Review Testing Irregularity Reports submitted by room supervisors. Return all reports. Attach defective materials to the appropriate Testing Irregularity Report.

Test Supervisor's Comment Form—Use of this form is entirely optional, but ACT encourages all testing staff to submit comments and suggestions to improve delivery of our testing products. (May be photocopied as needed.)

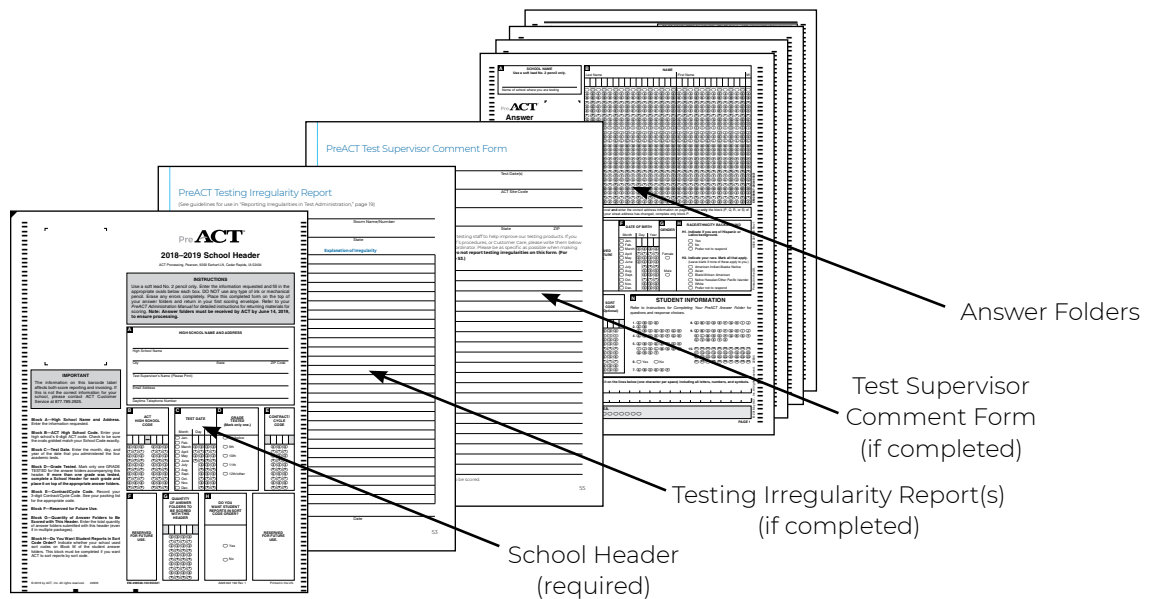


Figure 6. Scoring Service Forms

Returning Answer Folders for Scoring

ACT asks that all answer folders (for standard, makeup, and accommodated testing) be returned together to ACT the day after your last testing session. ACT will attempt to score all answer folders returned to the scoring center.

STEP 1

Used Answer Documents (and headers) → White Tyvek Scoring Services Envelope(s)

Contents should be placed in the following order, top to bottom, as described below.

- Make sure that a completed School Header and all its documents are packed together in the same envelope. If you do need to split the answer documents within a single scoring group, do not use an additional header, rather label envelopes 1 of 2, 2 of 2, etc.
- If testing multiple scoring events, i.e., testing multiple grades, there must be a separate header for each scoring event.
- Testing Irregularity Reports should be packaged with defective materials.
- The completed School Header should be at the top of documents packed in envelope 1.

STEP 2

White Tyvek Scoring Services Envelopes → Plastic Polymailer Bag(s)

Preadressed and prepaid FedEx labels were attached to each polymailer bag provided for returning used answer folders. The FedEx labels are scannable; take care not to damage or alter them. These labels cannot be photocopied.

How many sealed white Tyvek scoring envelopes do you have, in total?

- If you have 2 or less, you should use a single plastic polymailer bag to return all envelopes to ACT. The polymailers are smaller than in previous years, so if it is too difficult to fit 2 white Tyvek scoring envelopes in one, you may use a second polymailer. Place the sealed envelopes into a plastic polymailer bag.
- If you have more than 2 envelopes, you will need to use two or more plastic polymailer bags to return the envelopes to ACT.

After you have filled the polymailer bags with all Tyvek scoring envelopes:

- Seal the plastic polymailer bag(s).
- Write “Polymailer ____ of ____” on the outside of the plastic polymailer bag(s). For example, if you had 2 bags, the first bag would say “Polymailer 1 of 2” and the second bag, “Polymailer 2 of 2.”

NOTE: You will need to use a permanent marker to write on the bags and envelopes.

Result: You should have one or more plastic polymailer bags sealed and ready for return to ACT, containing the white Tyvek ACT Scoring Service envelope(s). To facilitate quick turnaround of score reports, it is critical that you return all used answer documents in the polymailer bags. If you are submitting a large number of answer folders for scoring, you may wish to use a single carton to ensure that all materials arrive at the ACT scoring center together, using the FedEx label provided with your material shipment.

If you are shipping more than one parcel, number the boxes in sequence—for example, 1 of x, 2 of x, etc., where x is the total number of parcels. If you wish to have answer folders returned to ACT in multiple parcels scored and reported together, do not include a School Header in each parcel. Place your School Header in the first parcel only. **Answer folders separated by School Headers will be scored and reported separately.** If you would like to track your shipment back to ACT, write down the tracking number on the FedEx label.

Returning Materials to ACT

If FedEx regularly picks up or delivers packages at a supervised area at your school, place the sealed polymailer bags or boxes there. A supervised mailroom or central office is acceptable. The next time FedEx stops at your location, the driver will pick up the packages.

If your normal pick-up area is not supervised, or you do not expect a FedEx driver to come within 24 hours, you must take the sealed packages to a FedEx service location. Do not leave the packages unattended in a location such as a hallway, common area, or loading dock.

If you do not have regular FedEx pickup at your school (at least every other day), ACT requests that you take your sealed packages to any staffed site that provides FedEx drop-off service. As long as the FedEx labels are clearly visible, the site will accept the packages for shipment without additional paperwork. Please keep a record of where and when you dropped off the packages for shipment. Do not leave them at an unattended drop-off location.

Do not call FedEx to arrange pickup; you will incur a service charge that cannot be paid by ACT. If your school does not have a regular FedEx pickup and there is not a FedEx drop-off location in your area, call ACT Customer Care at 877.789.2925 to arrange pickup.

International Customers

ACT does not provide prepaid shipping from outside the United States. International customers should identify the carrier of your choice to send the materials back to ACT. You will be responsible for paying return shipping charges. ACT strongly recommends that you use a trackable shipping method to ensure that the answer folders are delivered to ACT. Return answer folders to this address.

ACT Processing, Pearson
9200 Earhart Lane
Cedar Rapids, IA 52404 USA

If you have questions, please contact ACT Customer Care at 877.789.2925 or PreACT@act.org.

Handling of Other Testing Materials

Keep voided answer folders for your records or destroy them. **DO NOT RETURN VOIDED ANSWER FOLDERS TO ACT.** Destroy unused answer folders, as they cannot be used next year.

Used test booklets should be securely stored and returned to examinees with their PreACT score reports. Each examinee should receive the booklet he/she used for testing.

You may securely store unused test booklets and provide them to staff for reference when reviewing the item-response data in your reporting. ACT will provide two test booklets with your reporting order. 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.

All other materials (*Instructions for Completing Your Answer Folder*, unused answer folders, accommodations test materials [such as audio USB drives and Reader Script], etc.) should be destroyed. You may wish to keep your test room rosters or sign-up sheets until you are certain that score reports for all examinees tested have been received. ACT asks that you return Braille test forms after you have reviewed the test results with your examinees.

Scoring and Reporting Deadlines

PreACT answer folders must arrive at ACT by the date listed in the instructions box on the School Header in order to be scored. Reporting deadlines may vary and customers who are participating in a contract should check their contract-specific deadlines for return of answer documents.

PreACT Reporting Package

The PreACT Reporting Package includes the following reports:

Student Score Report. Two copies for each examinee will be provided to your school. One copy should be distributed to the examinee along with a copy of *Using Your PreACT Results*. The second copy can be retained for school use.

Student Score Labels. Student score labels are self-adhesive labels to be affixed to a examinee's permanent record. Two copies of each student score label will be provided to your school.

Student List Report. The Student List Report is an alphabetical listing of all examinees tested with the test scores, estimated ACT subject test and composite score ranges, career and educational plans, and coursework plans in selected subject areas.

School/District Educator Reports. Every school testing with PreACT will receive an Educator Report, featuring the following information:

- Detailed presentation of PreACT performance in each of the four test areas
- Score range summary table linked to the ACT College Readiness Standards (www.act.org/standard)
- Breakdown of PreACT performance by gender, race/ethnicity background, and high school course patterns
- Summary of current career plans, self-reported needs for help, and educational aspirations of your examinees
- Summary of locally-developed items

Districts ordering PreACT for their schools will also receive Educator Reports with district-wide results based on the aggregated data from all affiliated schools.

Early Intervention Rosters. The rosters include four lists identifying examinees from your school under the following categories:

- Do not plan to complete high school or have no post-high school educational plans
- Earned an PreACT Composite Score of 16 or higher, but reported they have no plans to attend college
- Reported that they plan to attend college, but earned a PreACT Composite Score of 15 or lower, or do not plan to take college core coursework
- Expressed a need for help in one or more selected areas

Item-Response Summary Report. This report provides tables describing the item-by-item performance of your PreACT examinees. Item-response results are categorized by test (e.g., English) and reporting category (e.g., Production of Writing).

It is important to note that your Educator and Item-Response Summary Reports (both school- and district-level) will not include data for examinees without a valid composite score (i.e., those examinees who did not take one or more of the tests or who had one or more tests voided).

Research Data File. Files are delivered on CD in fixed length and comma-separated formats to provide flexibility for local use. This service provides complete PreACT data for every examinee tested in your school or district, enabling you to:

- Import relevant PreACT data into your local database
- Develop a customized PreACT database to address specific issues and concerns
- Extend or expand the analyses offered through other PreACT services
- Develop a multiyear PreACT database for studying trends in your school/district

Your PreACT data file will be encrypted for enhanced security purposes. The decryption key will be provided in a separate communication from ACT. If you have questions regarding how to decrypt your file once you have received the decryption key, please contact PreACT Customer Care at 877.789.2925.

Reporting for Multiple Grades

Schools/districts that test multiple grades will receive aggregate reports for at least one grade (the grade with the highest n-count). In addition, they will receive aggregate reports for any grades with 25 or more examinees, at no additional cost. Aggregate reports for grades where the n-count is less than 25 will be available for an additional fee through the optional reporting service. It is highly recommended that schools return all answer folders in a single scoring event together in a single shipment.

Optional Reporting Services

To learn more about these services or to place an order for them, please call PreACT contact Customer Care at 877.789.2925.

Additional Resources

You will find these resources on the following pages:

- “PreACT Sample Answer Folder,” on page 47
- “PreACT Seating Diagram,” on page 51
- “PreACT Testing Irregularity Report,” page 53
- “PreACT Test Supervisor Comment Form,” page 55
- “Local Courses to Be Reported on PreACT Course/Grade Information,” page 57
- For your reference, “Procedures Checklist,” page 46

Copy and use these materials as needed.

Procedures Checklist

This checklist for the administration of the PreACT is provided for your convenience. It does not replace the administrative procedures in this *Administration Manual*.

Pretest Activities

- Open all boxes of test materials and confirm that the contents are complete, as indicated on the Packing List.
- Notify ACT if more materials are required, if all items were not received, or if items appear to have been tampered with.
- Securely store test materials until test day.
- Read this manual carefully.

Preparation for Testing

- Reserve test rooms (preferably classrooms).
- Plan seating arrangements.
- Make provisions for left-handed examinees.
- Announce to examinees the day/time of testing, the location of the testing room(s), and what to bring on test day.
- Assemble materials to be provided by school.
- Select and train testing staff.
- Provide the *Administration Manual* to all testing staff before the test day. ACT recommends that you hold a briefing session if you are using two or more testing staff.
- Determine the following and inform testing staff: (see pages 12–13)
 - ~ When will the student information sections be administered?
 - ~ Which option will be used for administering examinee information sections?
 - ~ Will sort codes be used? Will supplemental local items be administered?
- If administering PreACT in two sessions, collect the answer folders after the student information sections are completed and store them securely until they are redistributed on test day.
- Count out test materials by testing room. Ensure that test booklets are stored securely until they are distributed directly to room supervisors on test day.

Test Day

- Verify that testing rooms are properly arranged.
- Personally distribute test materials to testing staff.
- Direct examinees to seats; do not allow them to select their seats.

Administration

- Distribute answer folders and instruction booklets to examinees.
- Check calculators.
- Hand each examinee a test booklet.
- Verify that the number of test booklets distributed and the number remaining equal the number of booklets assigned to the room.
- Administer tests in proper sequence.
- Write the **Start/Stop times and 5-minutes remaining time** in the manual for each test.
- Time each test exactly, according to the timing prescribed for each test form.
- Monitor test room.
- Document irregularities.
- Do not leave testing room unattended at any time.
- Collect answer folders first, then test booklets.
- Verify counts of test materials before examinees are dismissed.
- Schedule and administer makeup testing as necessary.

Forms and Test Materials

- Complete a School Header and ship with completed answer folders and Testing Irregularity Reports (if needed) after all testing is completed.
- Store used test booklets so they can be returned with score reports to the examinees who used them.
- Destroy unused test booklets, answer folders, and *Instructions for Completing Your Answer Folder* (see “Handling of Other Testing Materials,” page 44).
- Complete a School Header for each scoring group tested; check gridding of school code and cycle code for accuracy; return with completed answer folders.
- Fill in Accommodation Codes, Void Scoring Codes (VSC), and Special Status Codes sections on the top of page 4 of the answer folder (see pages 40–41). Some of this information may have been completed by room supervisors already.
- Make a copy of any Testing Irregularity Reports that involve defective materials or challenged test items; return these reports with completed answer folders.
- Keep file copies of all forms and reports mailed to ACT with answer folders.

PreACT Sample Answer Folder

W

HIGH SCHOOL COURSE/GRADE INFORMATION

This section asks about your basic academic preparation in selected college preparatory high school courses. See the instruction booklet for alternate course titles.

If you are on the trimester system, report 1 trimester as 1/2 year of credit and 2–3 trimesters as 1 year of credit.

If any of your courses are in a block schedule so that you earn 1 full year of credit in a semester—in half the usual time—mark the credit you earned or will earn.

Past and Present Courses and Grades Received. For each course you **have taken or are now taking**, fill in the oval for the amount of credit you earned or will earn for the course. For each course for which you have completed one or more terms (semester, trimester, etc.), fill in the oval for the grade from the **most recent** full term.

Future Courses. For each course you **plan to take** before graduation, fill in the oval for the amount of credit you will earn for the course.

Honors, AP, and IB Courses. Fill in the oval for any past, present, or future course that is an Honors, Advanced Placement®, or International Baccalaureate® course.

Foreign Languages. Follow the instructions for this section.

Past, Present, and Future Courses for High School (Grades 9–12) Credit		PAST AND PRESENT COURSES AND GRADES RECEIVED					FUTURE COURSES		Honors, AP®, or IB® Course			
		I have completed or am now enrolled in this course.		Grade received for the most recent <i>full term</i> completed.						I have not taken this course, but plan to take it prior to graduation.		
		1/2 Year of Credit	1 Year of Credit	A	B	C	D	F		1/2 Year of Credit	1 Year of Credit	
ENGLISH	English for 9th grade credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	English for 10th grade credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	English for 11th grade credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	English for 12th grade credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Other English courses not reported above (see instructions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MATH	Algebra 1 (not Pre-Algebra)—include even if taken before grade 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Geometry (Plane or Coordinate Geometry)—even if taken before grade 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Algebra 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Trigonometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Pre-Calculus (Analysis, Functions, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Calculus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Other math courses beyond Alg. 2 not reported above/below.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	If your school offers a formal integrated math program, report those courses here. Do not duplicate courses reported above.	Other advanced math course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		College-prep integrated math—grade 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		College-prep integrated math—grade 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SOCIAL STUDIES	U.S. History, American History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	World History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Government, Civics, Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	World Cultures, Global Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Sociology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Other social studies courses not reported above.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	NATURAL SCIENCES	Physical Science, Earth Science, General Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biology—Year 1		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Biology—Year 2		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Chemistry—Year 1		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Chemistry—Year 2		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Physics		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Anatomy and/or Physiology		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other natural science courses not reported above.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

For each language listed below, fill in one oval for the number of years of credit you will have earned by graduation. If you will earn less than 1 year of credit for a language, leave it blank.

	1–1½	2–2½	3–3½	4–4½	5 or More
Spanish:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
German:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (not Eng.):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Checklist

Check to be sure you have marked . . .

- the appropriate credit column for all courses you **have taken or are taking**.
- a grade for courses where you have received a **final** or **most recent** term grade.
- the amount of credit you will earn for all **future courses**.
- all of your Honors, Advanced Placement®, or International Baccalaureate® courses.
- the appropriate oval(s), at the left, in the Foreign Language section.

PreACT 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 form(s) 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 the examinees' test booklet serial numbers 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..

Local Courses to Be Reported on PreACT Course/Grade Information

Student Name _____

Courses Listed on PreACT Answer Folder (page 3)	Corresponding Local Course Names	Term Length: 1/2 or 1 year	Grade Earned
ENGLISH			
English taken in grade 9			
English taken in grade 10			
English taken in grade 11			
English taken in grade 12			
Other English courses			
MATH			
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			
SOCIAL STUDIES			
US History (American History)			
World History			
Government/Civics			
World Cultures/Global Studies			
Economics			
Psychology			
Sociology			
Other social studies courses			
NATURAL SCIENCES			
Physical/Earth/General Science			
Biology Year 1			
Biology Year 2			
Chemistry Year 1			
Chemistry Year 2			
Physics			
Anatomy/Physiology			
Other science courses			

Anonymous Security Hotline

Test center staff are expected to report test administration irregularities and security issues to ACT by completing the Irregularity Report or calling 877.789.2025. Immediate reporting to ACT is critical to the standardized administration of the PreACT.

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

ACT Test Security Principles

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

ACT[®]