

2017

Test Date: _____

Test Room: _____

Room Supervisor: _____



ACT WorkKeys[®] **Administration Manual**

State and District Testing



Standard Time



Paper Testing

ACT[®] WorkKeys[®]

www.act.org/workkeys

How to Contact ACT

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

Address

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

Hours of Operation

Use the table below to determine when ACT staff are available.

If you are calling on ...	Then the hours are ...
Monday – Friday	7:00 a.m. – 5:00 p.m.
Test day or 1st day of testing window	6:00 a.m. – 6:00 p.m.

Note: All hours of operation are central time.

Phone and Email

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

If you are calling about ...	Then call ...	Or fax ...	Or email ...
General and technical information or standard time testing	800.553.6244, ext. 2800	319.339.3039	www.act.org/stateanddistrict/contactus
Accommodations	800.553.6244, ext. 1788	319.337.1285	ACTStateAccoms@act.org

Note: Toll-free numbers are for testing staff. Do not give the number to examinees or parents.

State Codes

When calling the toll-free number, you will be asked to provide a 2-digit code from the list below.

Alabama	01	Kentucky	18	North Dakota	35
Alaska	02	Louisiana	19	Ohio	36
Arizona	03	Maine	20	Oklahoma	37
Arkansas	04	Maryland	21	Oregon	38
California	05	Massachusetts	22	Pennsylvania	39
Colorado	06	Michigan	23	Rhode Island	40
Connecticut	07	Minnesota	24	South Carolina	41
Delaware	08	Mississippi	25	South Dakota	42
D.C.	09	Missouri	26	Tennessee	43
Florida	10	Montana	27	Texas	44
Georgia	11	Nebraska	28	Utah	45
Hawaii	12	Nevada	29	Vermont	46
Idaho	13	New Hampshire	30	Virginia	47
Illinois	14	New Jersey	31	Washington	48
Indiana	15	New Mexico	32	West Virginia	49
Iowa	16	New York	33	Wisconsin	50
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ACT WorkKeys State and District Testing Policies and Procedures

Introduction

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

When you become an ACT WorkKeys test coordinator, you are agreeing to read and follow all the policies described in this guide, as well as additional manuals for administering the test, and any supplements provided. As a test accommodations coordinator, room supervisor, proctor, or other person assisting on test day (e.g., interpreter), you must also read and agree to follow the same policies.

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

Standardized Procedures

As with all standardized testing, it is critical that the procedures you employ are identical to those at other testing sites. Throughout this administration manual, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

Adherence to these standardized procedures is mandatory.

Authorized Test Dates and Times

Administer ACT WorkKeys only on the dates and times outlined in the Schedule of Events.

The verbal instructions should start no later than 9:00 in all rooms.

If other tests (e.g., the ACT® test or state-developed tests) will be administered as part of a multiple-day State and District testing program, the ACT test must be completed first.

Investigations

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

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

Confidentiality

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

Equal Treatment

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

Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to 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*. A copy may be viewed online at www.apa.org/science/programs/testing/fair-code.aspx.

Facilities and Staff

The test coordinator is obligated to provide both acceptable facilities and qualified staff. The test coordinator can serve at only one school.

Authorized Observers

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

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

Table 1. Identifying an Observer

Step	Action
1	<p>Check credentials. An observer must have one of the following:</p> <ul style="list-style-type: none"> • a state education agency ID with photo • a district assessment office ID with photo • a photo ID and state education agency ID (without photo) • a photo ID and district assessment office ID (without photo) • an authorization letter from ACT and employer ID with photo • an authorization letter from ACT and photo ID and employer ID (without photo) e.g. business card showing company affiliation
2	<p>Did the observer provide the necessary credentials?</p> <ul style="list-style-type: none"> • If yes, allow the observer access to the testing area and test materials, and give the observer your full cooperation. • If no, deny the observer access to the testing area and test materials.
3	<p>Submit an Irregularity Report that includes:</p> <ul style="list-style-type: none"> • the observer's name • agency/company • whether or not the observer was admitted

If you have concerns, call ACT.

Unauthorized Observers and Media

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

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

Program-Specific Materials

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

District Shipping Model

This manual is written for school staff with the understanding that test materials will be shipped directly to the school and back to ACT. However, if your testing program includes district shipping, all shipments to and from ACT will first pass through a district official. ACT will inform the school test coordinator when they are part of a district shipping model.

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

Safety

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

Prohibited Use of Cell Phones and Electronic Devices

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

All devices, including cell phones and wearable devices, must be turned off and placed out of sight.

Testing Facility Requirements

Introduction

The test coordinator must select the test site and reserve rooms for administration of the tests. Test sites and room must meet several requirements that help ensure a fair and secure test environment. Room supervisors should use the following information to prepare their rooms to meet those requirements.

Principle of Accessibility

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

Room Setup

To ensure a fair and secure testing environment, you must:

- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Ensure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Arrange the room so that:
 - ~ The room supervisor will be facing the examinees during testing.
 - ~ Testing staff can freely circulate the room and reach each examinee.
 - ~ Testing staff will have a clear view of all examinees and materials. Seating that restricts staff's view, such as seating with study carrels or other dividers, partitions, or booths, is prohibited.
 - ~ Seating minimizes the possibility of prohibited behavior. (See "Prohibited Behavior," page 35.)

Preparing for a Large Test Room

If you plan to test a large number of examinees in a large space (e.g., a gymnasium or assembly hall), and are dividing it into sections (see the Test Coordinator Information for Managing a Large Test Room), then plan to submit a Test Administration Forms Folder (includes Test Room Report, Seating Diagram, Timing Report, and Roster) for each **section** of the room.



*On the forms, where it asks for the room name, include the room and section name (e.g., Gymnasium Section A); where it asks for the room supervisor name, list the names of **both** the main room supervisor (of the whole room) and the section supervisor.*

Seating Arrangements

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

- facing the same direction
- spaced as far apart as possible, and seated no closer than is specified in Table 2
- 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

Table 2. Examinee Spacing

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

Seating at Tables

Follow the requirements in Table 3 for the use of tables:

Table 3. Table Seating

Table Type	Number of Examinees per Table	Notes
Round (any size)	1	
Rectangular		Examinees must be seated on the same side of the table, and minimum spacing requirements must be met.
up to 6 ft long	1	
more than 6 ft long	1+	

Note: Do not seat examinees where two tables are joined together.

Acceptable Seating Arrangement Examples

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

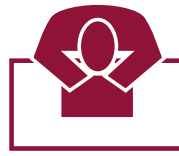
↔ indicates distance between examinees

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

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



Side View

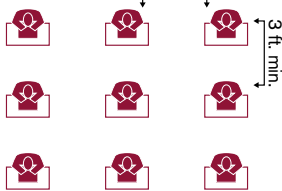


Overhead View

Examinee Spacing

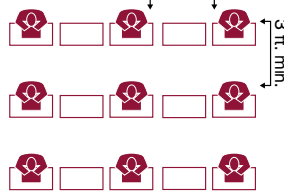
Level Seating with Movable Desks

3 ft. min. plus room to circulate



Level Seating with Stationary Desks

3 ft. min.

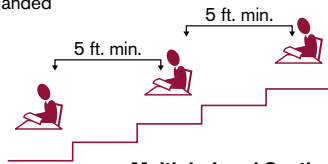


Left-handed Examinees



Left-Handed Examinees at Right-Handed Desks

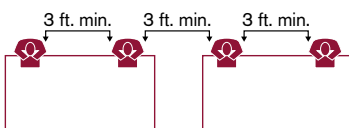
Extra Right-Handed Desk



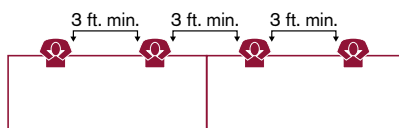
Multiple-Level Seating

Table Spacing

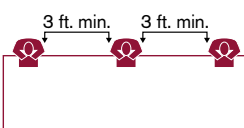
6-Foot Tables



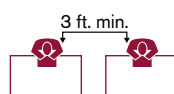
8-Foot Tables



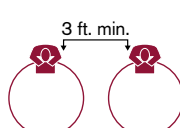
Tables More Than 9 Feet



Tables under 6 Feet



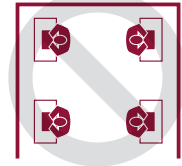
Round Tables Any Size



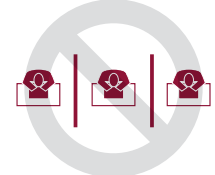
Unacceptable Seating Arrangement Examples



Examinees Facing the Wall or Each Other



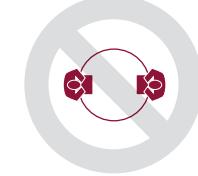
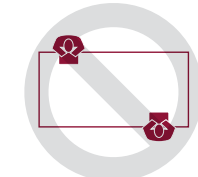
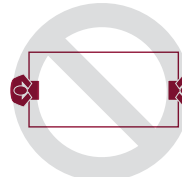
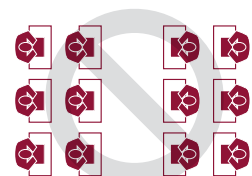
Desk Surface Too Small



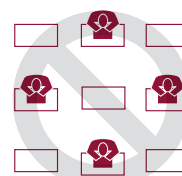
Dividers, Study Carrels, and Partitions



Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



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



Figure 1. Seating arrangement examples

Writing Surfaces

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

Note: To prepare for left-handed students, 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 1 on page 7 for an illustration.)

Testing Staff Requirements

Selecting Testing Staff

Test coordinators are responsible for selecting their test day staff.

Who May Act as Staff

Members of the staff must be people of integrity. Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals.

Who May Not Act as Staff

The following people may not act as testing staff:

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

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

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

- You **may not** serve as test coordinator or back-up test coordinator for the administration of the tests that day. You must delegate all supervisory responsibilities for that date—including the receipt and return of test materials—to a qualified colleague.
- You **may not** have access to the secure test materials prior to test day.
- You **may** serve as a room supervisor or proctor, provided that the examinee is not assigned to test in a room where you are working. You must not have access to the examinee's answer document or test materials.

Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship. Scores for an examinee will be canceled if any of these policies are violated.

Attentiveness

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual or supplemental policy information), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is **not** allowed. No one, including testing staff, may eat or drink in the test room (unless approved for medical reasons). See “Prohibited Items in the Test Room,” page 24.

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

Specific Room Supervisor Responsibilities

Room supervisors are responsible for the tasks listed below.

Table 4. Specific Room Supervisor Responsibilities

Topic	Responsibilities
Preparing for Test Day	<ul style="list-style-type: none"> Assisting the test coordinator in his or her responsibilities as needed. Reading this manual and following its policies and procedures. Attending the training and briefing sessions conducted by the TC.
Check-In Activities	<ul style="list-style-type: none"> Identifying and admitting examinees to rooms. Directing examinees to seats once they are admitted. Ensuring all examinees admitted to a room are assigned to the same test timing or timing code (and if testing over multiple days, are ready to begin the same test). Ensuring that any examinees using readers, stop-the-clock breaks, transcribers, or responding orally are testing individually in separate rooms.
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, keeping test booklets in sequential serial number order. Reading verbal instructions verbatim to examinees. Monitoring testing progress. Counting test booklets upon receipt from the test coordinator. Properly timing tests and recording the start, five-minutes remaining, and stop times on the administration forms.
Maintaining Security	<ul style="list-style-type: none"> Monitoring for prohibited behavior. Recording detailed documentation of any irregularities and, as required, voiding examinees' tests. Collecting and accounting for all test materials (test booklets, answer documents, etc.) before dismissing examinees.
Ensuring Complete Documentation	<ul style="list-style-type: none"> Completing all information on the appropriate administration forms. Documenting irregularities. Returning all test materials and forms to the test coordinator after testing.

Specific Proctor Responsibilities

Proctors may help with the tasks listed below.

Table 5. Specific Proctor Responsibilities

Topic	Responsibilities
Preparing for Test Day	<ul style="list-style-type: none"> Assisting the test coordinator in his or her responsibilities as needed.
Check-In Activities	<ul style="list-style-type: none"> Helping room supervisors identify and admit examinees. Directing each examinee to his or her seat.
Administering the Test	<ul style="list-style-type: none"> Distributing test materials, keeping test booklets in sequential serial number order. Monitoring testing progress. Verifying the timing of the tests using a different timepiece than the room supervisor.
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. Collecting and accounting for all test materials before dismissing examinees.

Specific Roving Proctor Responsibilities

Roving proctors may help with the tasks listed below.

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

Test Security Requirements

Security of Test Materials

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

ACT WorkKeys test booklets are copyrighted and cannot be photocopied, used for any purpose other than testing, or opened by any person other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test questions or response choices to anyone. Scores earned by examinees who may have had advance access to test content will be canceled. These scores will not be reported to examinees or educational institutions and will be ineligible for career readiness certificates.

In the Event of a Security Breach

Notify your test coordinator immediately if any of the following occurs:

- Any test booklet seals are broken at any time except by examinees as instructed on test day.
- The cartons or materials appear to have been tampered with in any way.
- A test booklet is lost, stolen, or otherwise missing (even if only temporarily) at any time.
- You have reason to believe someone had unauthorized access to the materials.
- A test booklet is discovered missing during testing. If this happens, do not permit examinees to leave before the test coordinator calls ACT for instructions.

Security during the Administration

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

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

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

After Testing

After accounting for all materials, prepare them for return after each test date (see “Collecting, Packing, and Returning Materials,” page 56). Return all used and unused test booklets to your test coordinator immediately after each test administration.

Preparing for Test Day

Test Materials from ACT

All test materials, including any for accommodations testing, are shipped to the test coordinator unless your state or district uses the District Shipping Model (see “District Shipping Model,” page 3).

Initial Test Date

The quantity of test materials shipped for the initial test date is based on the order placed by the test coordinator, plus an appropriate overage.

Makeup Test Date

The quantity of test materials shipped for the makeup test date is based on the order placed by the test coordinator. More information on makeup testing is provided later in this manual.

Notes:

- *If, after receiving and checking in your materials, you find the number of examinees scheduled to test exceeds the number of materials you received, refer to the PearsonAccess^{Next} Additional Order Guide as soon as possible to order additional test materials.*
- *Test booklets shipped are different for each test date. Do not use test booklets assigned to one test date for another test date. Scores will be canceled if this occurs.*

Materials Provided by Your School

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

- A supply of soft-lead No. 2 pencils with erasers to lend to examinees who do not bring pencils (no mechanical pencils or ink pens)
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, interval timer, or wall clock
- Signs, cards, or other materials used in admissions procedures

Site Header

The State and District Testing Site Header identifies your school to the scoring system and also determines the test date to be reported. Be sure to use a different site header for the initial test day and for the makeup test day. You must complete the form accurately. See “Sample Site Header,” page 63.

Reporting High School Code (Answer Document Block 18)

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

Scores are reported to the high school code pregridded in block D of the site header (see “Sample Site Header,” page 63) for all answer documents included under the header.

If examinees test at your school but attend a different home high school, testing staff must enter information in the blank site header (sent with the secure materials) and on each answer document to correctly report scores for these examinees.

If you have examinees from more than one home high school, request additional blank site headers from ACT through PearsonAccess^{Next}, so that you have a blank site header for each home high school.

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

Table 6. Criteria for Reporting High School Code

If the examinee . . .	Then staff at the test site . . .
tests at his or her home high school	use the pregridded site header and leave block 18 blank on the answer document.
tests at a school other than his or her home high school	complete block D of the blank site header and grid the home high school code in block 18 of the answer document.

If you are unsure of the correct home high school for an examinee, contact your district office. To find high school codes, go to www.actstudent.org/regist/lookuphs.

Instructions Before Test Day

Before test day, inform examinees that they must bring the following:

- Two soft-lead No. 2 pencils with erasers
- A watch if they wish to pace themselves (alarm on watch must be turned off)
- A calculator for the *Applied Mathematics* test
- Acceptable identification

Inform examinees that cell phones and other unapproved electronic devices may not be accessed from the time the examinee is admitted to the test room until they are dismissed from testing for the day.

Calculators

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

- All problems on the *Applied Mathematics* test can be solved without a calculator.
- Examinees may only use a permitted calculator on the *Applied Mathematics* test.
- The calculator must be turned off and put away during all other tests.

- A current Calculator Notice was provided in your materials shipment.
- Each room supervisor must be given a copy of this notice.
- Post this notice for examinees to see (e.g., at check-in stations, test rooms, etc.).
- This document may be read to examinees as a general announcement before testing begins.

Roster

Create one roster for each test room prior to the initial test day. A blank roster is provided in the Test Administration Forms folder provided for each test room. Write on the roster the name of each examinee scheduled to test. ACT must be able to determine those examinees who were absent or denied on test day as well as those who were present. If you submit a list of only those examinees who were present on test day, your roster will not be accurate and cannot be used to determine which examinees to schedule for makeup testing.

If your school provides a readable list of all examinees scheduled to test, by test room, you may use it in lieu of the roster as long as attendance and the type of ID accepted are marked on that list on test day and you return the marked original to ACT with the answer documents to be scored.

State and District Testing Staff List

A complete State and District Testing Staff List is required for each test day. A blank State and District Testing Staff List is included in this manual (page 69). Instructions for completion are printed on the form. List all personnel involved in administering the tests, including anyone assisting with materials or security. If you have any questions, contact ACT.

Providing Test Arrangements with Standard Time Testing

You may provide test arrangements with standard time testing if ALL of the following conditions are met:

- The arrangements must be consistent with the examinee's individualized education program (IEP), 504 plan, or official accommodations plan.
- The arrangements must not disrupt testing.
- The arrangements must not provide an advantage to the examinee over other examinees.
- The examinee must test in one session with standard time.
- The examinee must not receive additional breaks.
- The examinee must use a regular type (10-point) test booklet.
- Testing must occur on the initial or makeup test date.

Examples of these test arrangements include:

- assigned seating (e.g., at the front of the room to hear verbal instructions, at a table instead of a desk)
- testing in a quiet environment (e.g., small group or individual room)
- wheelchair access
- permission for the examinee to mark responses in the test booklet (The test coordinator must arrange to transfer the responses to the answer document after testing.)
- access to food, drink, and medication for examinees with medical needs (These examinees should test separately to avoid disturbing other examinees.)
- a written copy of the verbal instructions or a sign language interpreter for the verbal instructions (See "Testing Examinees with Hearing Impairments," page 17.)

Testing Examinees with Hearing Impairments

Examinees with hearing impairments may be able to test with standard time, but they may require the assistance of an interpreter for verbal instructions or they may need to be seated near the front of the room so that the directions can be understood.

The following arrangements for examinees with hearing impairments who can test with standard time can be made:

- Seat an examinee using an interpreter at the front of the room. The interpreter, who may not be a relative, will sign all verbal instructions. The interpreter may also translate any questions from the examinee to testing staff and sign the responses to those questions. However, the interpreter may not translate or sign the test questions or answer any test questions for the examinee.
- Assign an examinee who can lip-read to a seat with a clear view of the room supervisor. Make sure all instructions (both from this manual and any other spoken message) are given in sight of the examinee. You may prepare written notification (for example, index cards with “Start,” “5 minutes remaining,” and “Stop” printed on them) or signal the examinee to indicate the start, 5-minutes-remaining, and stop times.

Barcode Labels

Overview

ACT has provided you with barcode labels, which you must apply to your ACT WorkKeys State and District testing answer documents. Each label contains an examinee's identifying data, such as name, student ID, and school information. In conjunction with the answer documents' demographic sections, which examinees complete, these labels help the scanning system identify each answer document.

When to Apply the Labels

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

Layout

A sample barcode label is shown in Figure 2 on page 19.

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

Each answer document has a shaded barcode label area (shown on page 19) where the barcode label is to be placed.

Applying the Labels

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

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

Distribution of Answer Documents

Because each barcode label is unique to an examinee, you will need to coordinate the distribution of answer documents on test day (and during the pretest session) so that each examinee receives the answer document with his or her barcode label.

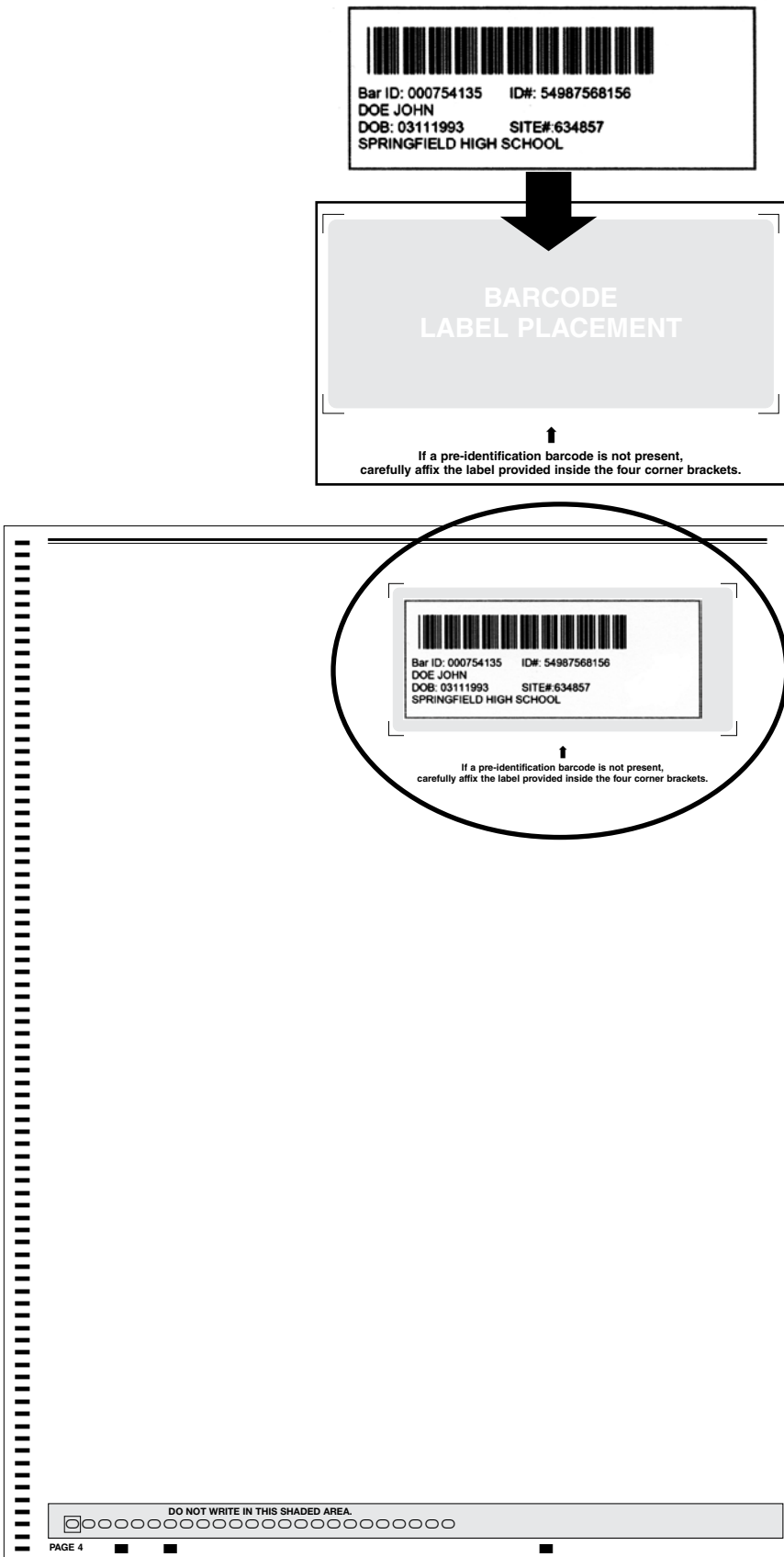


Figure 2. ACT WorkKeys barcode label placement

Examinee Transfers

Follow the guidelines listed below for examinees who transfer.

Table 7. Examinee Transfer Barcode Instructions

If an examinee transfers ...	Then ...
IN prior to testing and there is no barcode label	<ul style="list-style-type: none">• Grid the State-Assigned Student ID (SASID) for each examinee in Block 3. <i>Important! If you do not know the SASID number, contact your school's district office. Do not use the examinee's Social Security number in Block 3.</i>
OUT prior to testing	<ul style="list-style-type: none">• If the barcode label has not been affixed to an answer document, securely destroy the barcode label.• If the answer document has a barcode label or any non-test portions completed, securely destroy it.
IN at the time of testing <ul style="list-style-type: none">• and already tested at the former school• or is too late to start testing at the new school	<ul style="list-style-type: none">• Do not submit an answer document.

Test Day Activities

Introduction

The directions in this section are designed to help ensure a smooth administration of ACT WorkKeys. If you have problems, many of the solutions are listed in this section, and the ACT Test Administration department is always available to help on test days.

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

Be sure every room supervisor has a complete administration manual in order to verify procedures for any situation that may occur.

Test Day Schedule

Verbal instructions should start no later than 9:00 a.m. in all rooms.

A schedule similar to the following would allow testing to begin around 8:15 a.m. and examinees to be dismissed around 11:30 a.m. in most test rooms:

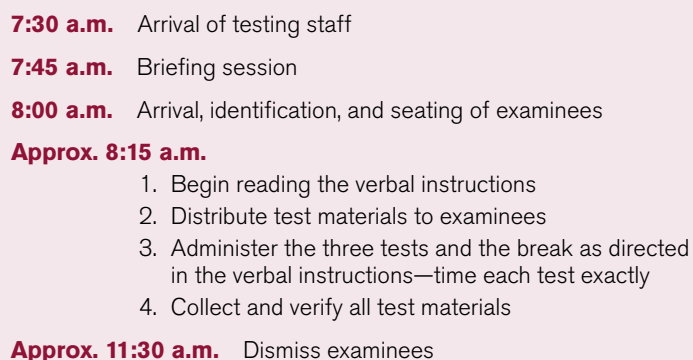
- 
- 7:30 a.m.** Arrival of testing staff
 - 7:45 a.m.** Briefing session
 - 8:00 a.m.** Arrival, identification, and seating of examinees
 - Approx. 8:15 a.m.**
 - 1. Begin reading the verbal instructions
 - 2. Distribute test materials to examinees
 - 3. Administer the three tests and the break as directed in the verbal instructions—time each test exactly
 - 4. Collect and verify all test materials
 - Approx. 11:30 a.m.** Dismiss examinees

Figure 3. Sample test day schedule

Briefing Session

Test coordinators must hold a briefing session each test day morning, even with experienced staff. Be sure to discuss any school-specific information (e.g., policies on cell phones and other electronic devices, the wearing of hats, and how to handle the break). Remind staff that their cell phones must be turned off before testing begins.

Transferring Test Materials to Test Rooms

The test coordinator and each room supervisor must record the number and sequence(s) of test booklets received by the room supervisor, initialing the “Before Testing” section of the Test Room Report on page 1 of the Test Administration Forms folder. After the test, test booklet counts must also be reconciled and initialed using the “After Testing” section on the same form.

Completing the Roster

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

Admitting Examinees to the Test Room

When you are ready to admit examinees to the test room, make sure you do the following:

1. Admit examinees by checking them in, one-by-one, at the door of the test room.
2. Verify that the identification is acceptable per ACT requirements. (See “Acceptable Identification,” page 23.) Use Table 8 to determine your next steps:

Table 8. Admitting Examinees

If the ID is ...	Then ...
Not presented or not acceptable and examinee cannot be recognized by school staff	<ol style="list-style-type: none"> 1. Do not admit the examinee. 2. If examinee cannot present proper identification before test booklets have been distributed, dismiss the examinee. 3. Write “denied” on the roster beside the examinee’s name. 4. Complete an Irregularity Report (page 71).
Acceptable or examinee can be recognized by school staff	<ol style="list-style-type: none"> 1. Compare the photo on the ID to the examinee. 2. Mark on the roster the type of ID accepted using the following notations as a guide: P = Photo ID L = ACT Student Identification Letter with photo R plus staff initials = Personal Recognition by Staff – = Absent (Absence must be indicated so you can decide which examinees to schedule for makeup testing.) Denied = too late to admit 3. Direct the examinee to his or her seat in the test room and instruct the examinee to wait patiently until testing begins.

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

Late Arrivals

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

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

Absent Examinees

If an examinee was absent, mark a dash beside his or her name on the roster. Determine if the examinee is eligible for makeup testing. (See “Eligibility for Makeup Testing,” page 54.)

Denying Admission

If an examinee arrived too late to admit, deny admission, and write “denied” beside his or her name on the roster. Schedule this examinee for makeup testing.

Acceptable Identification

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

- Identification issued or verified by a relative is NOT allowed.
- All identification must be original; photocopies or reproductions are NOT allowed.
- Stamped, computer generated, or reproduced signatures are NOT allowed.

Table 9. Acceptable Forms of Identification and Their Roster Notations

Roster Notation	Type of ID	Criteria for Acceptance
P	Current Official Photo ID	<p>Must include ALL of the following:</p> <ul style="list-style-type: none"> • Current (valid) • Issued by a city/state/federal government agency • Examinee's first and last names • Photo is clearly recognizable as the examinee <p><i>Signature not required.</i> <i>Examples: driver's license, passport, school ID, state ID.</i></p>
L	ACT Student Identification Letter with Photo	<p>Examinee must present the ACT Student Identification Letter, which is available at http://www.act.org/content/dam/act/unsecured/documents/Identification-Letter-Form.pdf. All items must be completed and include:</p> <ul style="list-style-type: none"> • Individually completed in English—and signed in ink—by official of the examinee's school or notary public (official or notary may not be a relative) • Recent, recognizable, individual (not group), photo of the examinee attached to letter • School or notary seal/stamp or school official/notary ink signature overlapping a portion of the photo • Examinee's first and last names • Examinee's date of birth, gender, school name and location • Signed by the examinee, in ink, in the presence of the school official or notary • Signed by the examinee on test day, in the presence of testing staff <p><i>Collect and return to ACT with the roster.</i></p>
R Plus Staff Initials	Staff Recognition	<ul style="list-style-type: none"> • Examinees without acceptable ID may be admitted only if they are personally recognized, face-to-face, by a school faculty member (who may not be a relative) • That faculty member's initials must be printed legibly beside the examinee's name on the roster (without staff initials, personal recognition is invalid) • If all examinees in a room were recognized by the same staff member, state that on the roster, indicating the name of the staff member along with his or her initials (e.g., “all examinees in this room were recognized by _____”)

Examples of Unacceptable Identification

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

Prohibited Items in the Test Room

Items Prohibited from the Test Room

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

Items That May Not Be Accessed in the Test Room

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

- Cell phones and other electronic devices must be turned off and placed out of sight (Do not collect cell phones or other electronic devices from examinees; examinees should retain responsibility for them.)
- Textbooks, foreign language or other dictionaries, scratch paper, notes, or other aids
- Highlight pens, colored pens or pencils, correction fluid/tape
- Reading material
- Food and beverages (including water)
- Tobacco in any form

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

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

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

Examinees may have a personal timepiece such as a watch, timer, or stopwatch, provided it is NOT:

- on the desk
- a distraction to others
- a prohibited device

Directing Examinees to Seats

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

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

Left-Handed Examinees

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

Administering the Tests

Test Room Starting Time

Verbal instructions may begin as soon as all examinees have been identified and seated. Verbal instructions should start no later than 9:00 a.m. in all rooms.

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

General Announcements to Examinees

Before testing begins, you must make announcements regarding:

- **Cell phones and electronic devices:** All devices must be powered off and stored away from the time the examinee is admitted to the test room until they are dismissed from testing for the day (including during the break). If an examinee handles or accesses a device, or if a device activates, the examinee must be dismissed and his or her test will not be scored.
- **Calculators:** If desired, read a current list of prohibited calculators. You can find a list at www.actstudent.org.
- **Hats:** Some hats may obstruct your view of examinees' eyes and may allow examinees to conceal prohibited behavior, such as using a cell phone, earpiece, or other electronic device. Because not all hats may hinder your ability to monitor the examinees, and some examinees may wear hats due to religious convictions or medical reasons, the announcement to remove hats is left to your discretion.
- **Institutional requirements:** You may dismiss an examinee who purposefully disregards a posted regulation of your site or school policy and mark the answer document VOID. Some schools, for example, do not allow smoking on school grounds. Explain to the examinee the reason for the dismissal and document in full on the Irregularity Report.
- **Nervous noise:** Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, you should allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- **Restrooms:** Describe the location of restrooms and drinking fountains available during the break.

- Get the attention of examinees and make the following announcement:

No one may handle or access a cell phone or electronic device during testing or during break time. This includes smart watches, fitness bands, and any other devices with recording, Internet, or communication capabilities. All electronic devices must be powered off and stored out of sight until you leave the test site.

If you have a cell phone or electronic device, power it off now and store it away in a backpack, purse, pocket, or other area where it will be out of sight. If you access your device, or if a device activates at any time during testing or break, you will be dismissed and your test will not be scored.

Remember, the device **MUST** be powered off. Turning the phone to silent or airplane mode is not acceptable. Any noise or vibration that comes from a device is grounds for dismissal. If you are seen handling the device after it has been powered off, you will be dismissed.

Checking Calculators during Applied Mathematics

You must check for prohibited calculators during the *Applied Mathematics* test (test 2). Check periodically to make sure examinees did not switch calculators after the first check. If you discover an examinee using a prohibited calculator, follow the procedures in “Dismissal for Prohibited Behavior,” page 36, to dismiss the examinee and void the answer document. Document this dismissal on the Irregularity Report.

Calculators

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

- All problems on the *Applied Mathematics* test can be solved without a calculator.
- Examinees may only use a permitted calculator on the *Applied Mathematics* test.
- The calculator must be turned off and put away during all other tests.
- A current *Calculator Notice* was provided in your materials shipment.
 - ~ **Each room supervisor must be given a copy of this notice.**
 - ~ Post this notice for examinees to see (e.g., at check-in stations, test rooms, etc.).
 - ~ This document may be read to examinees as a general announcement before testing begins.
- Examinee responsibilities:
 - ~ Ensure any calculator brought on test day is permitted.
 - ~ Check www.actstudent.org or call **800.498.6481** for a recorded message about the current ACT calculator policy.
- If a calculator has characters one inch high or larger, or a raised display, seat the examinee where no others can see the display.

Formula Sheet

A formula sheet that includes all formulas required for the *Applied Mathematics* test is provided in the *Applied Mathematics* test booklets. These sheets should be collected at the end of the test with the test booklets.

Test Monitoring Responsibilities

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

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

Sequence of Tests

The tests **must** be administered in the order listed below for all examinees in all rooms. If this order is altered, the answer documents will **not** be scored. These test times and the break schedule must be observed exactly as indicated.

ACT WorkKeys Tests		
Test 1	<i>Reading for Information</i>	45 minutes
Test 2	<i>Applied Mathematics</i>	45 minutes
Break		15 minutes
Test 3	<i>Locating Information</i>	45 minutes

Figure 4. Sequence of tests

Note: An additional time of 15–30 minutes may be needed for completing demographic information on the answer documents prior to test 1.

Break after Test 2

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

Timing and Sequence:

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

During the Break:

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

Timing the Tests

- The following guidelines will help assist you in making sure you provide the correct amount of time for each test.
- Use a stopwatch or interval timer to keep time and use a wristwatch or other accurate timepiece as a back-up. A cell phone may not be used.
- If possible, a second member of the testing staff, such as a proctor, should also keep time.
- Check your times carefully before time is called.
- Each room must provide the full 45 minutes for each test even if one or all examinees appear to have finished early.

Announcement of Time Remaining

A verbal announcement of time remaining should be read five minutes before the end of each test.

Posting Times on the Board (Optional)

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

Examinees Who Leave during a Test and Return

Examinees may go to the restroom during testing, but it is best not to announce it. Collect test booklets and answer documents from examinees who go to the restroom. Return test materials to examinees when they are readmitted. Be sure the same examinee returns after leaving. If you have doubts, recheck the identification.

Examinees who leave the test room during a timed test or return after timing has begun may not make up lost time. The absence need not be recorded on the Irregularity Report.

If two or more examinees are permitted to leave at the same time, or if other rooms have been dismissed, the examinees must be accompanied by a proctor. If no proctor is available, only one examinee may leave the room at a time. **Do not leave a test room unsupervised at any time.**

Examinees Who Leave Early

Examinees must remain seated until the break. If an examinee insists on leaving early, collect and secure the answer document and test booklet, then document the situation on the Irregularity Report (page 71). After testing, decide whether the examinee will be scheduled for makeup testing.

Guessing

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

Examinee Questions about Test Questions

If an examinee has a question or concern about a particular test question, instruct the examinee to “just do the best you can.” Do not comment on or add in any way to the test. Avoid discussing examinee concerns during the test because this takes up testing time and may distract other examinees. After the test, include an explanation of the examinee’s question, the test name, and the Test Form Number on the Irregularity Report and return it with other required administration forms. If the examinee wants a response, be sure to include the name and address to which the response should be directed.

Avoiding Common Errors in Completing Answer Documents

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

When completing the demographic information:

- Grid only one oval per column.
- Start with the first box and first column of ovals in the block.
- Grid name and address.

When completing each test section:

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

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

Irregularities

Irregularity Report

Complete an Irregularity Report (page 71) for each room in which an individual or group irregularity is observed, and return it with your answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from or who left the test site without completing the tests. If there are no irregularities in any rooms at your test site, it is not necessary to return a report.

Group Irregularities

Overview

A group irregularity is one that affects a group of examinees (e.g., one room or the entire site). If this occurs, follow the instructions below and call ACT as soon as possible. Carefully note the amount of testing time elapsed, and remember to safeguard the security of the test materials at all times.

Disturbances and Distractions

If a disturbance or distraction occurs that affects examinees' concentration and it cannot be stopped, or the examinees cannot be moved to a quieter location, immediately call ACT. Do not dismiss examinees until you have received instructions. If you do not have a proctor to assist you, stop the test and collect the test booklets and answer documents before leaving the room to call ACT.

Report all disturbances and distractions, however minor (including examinee illness), on your Irregularity Report.

Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of your examinees and your testing staff. If an emergency occurs, note the testing time that has elapsed and—if time permits—have examinees close their test booklets and place their answer documents inside them.

Collect the test booklets only if time permits. Instruct the examinees and staff to leave the building. If it is safe to do so, lock the test room. Call ACT as soon as you can safely reach a telephone.

Inclement Weather

If bad weather causes school to close or testing to be terminated, call ACT for instructions.

Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur at a test site, excluding those affecting the health or safety of your examinees or staff.

If—at any time—you cannot account for a test booklet, you must **immediately** call ACT at 800.553.6244, ext. 2800. We will advise you regarding what actions you must take.

Mistiming

Any deviation from timing the tests exactly is a mistiming. A mistimed test constitutes a serious irregularity that is difficult to resolve. **Mistimings can be prevented by careful supervision.** Scores cannot be adjusted to compensate for a mistiming. If a retest is necessary, examinees must transfer all non-test information to new answer documents and **must** retake **all tests**, not just the one that was mistimed.

- If **more** than the time allowed is given on a test, notify ACT immediately.
- If **less** than the time allowed is given on a test, allow examinees to make up the shortage before dismissal. If a shortage on a previous test is discovered after examinees have begun work on the next test, do not interrupt their work. Wait until that test has been completed, then make up the additional time on the previous test. Document the problem and its resolution on the Irregularity Report.
- If a mistiming is discovered **after** examinees have been dismissed, call ACT immediately. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please attach **only** the affected answer documents to your Irregularity Report so the situation can be resolved as expeditiously as possible.

Do not allow examinees to make up a shortage after dismissal unless ACT has given you express authorization to do so.

Power Failure

If a power failure occurs and examinees cannot be moved to another location with adequate heat, ventilation, light, and adequate examinee spacing, collect the test booklets and answer documents, then call ACT for instructions.

Individual Irregularities

Overview

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). Follow the directions for each type of individual irregularity as described below.

Note: Any time you observe behavior that requires dismissal and voiding of an answer document, be sure you inform the examinee that the answer document will not be scored and the reasons for your action. Each instance must also be documented on the Irregularity Report.

Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the examinee does not lose time.

- Be sure the replacement test booklet is the **same test form** as the defective test booklet.
- Print “Defective Material Void” on the cover of the test booklet or across the front of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
- If an answer document is defective, the examinee must transfer, under your supervision, all information exactly as originally noted to a new one after the test session.

- Call ACT for further directions if you do not have sufficient materials to replace those that are defective.

Duplicating Test Materials

Testing personnel and examinees are not permitted to duplicate or record any part of ACT WorkKeys tests by copying, taking notes, photographing, scanning, or using any other means. All answer documents and test booklets must be returned to test site personnel. No portion of these materials may be retained by examinees.

If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in “Refusal to Turn In Test Materials,” page 37.

In all cases, examinees observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, are to be dismissed, the device confiscated or cleared, and the answer document marked VOID. Inform the examinee the answer document will not be scored and include all necessary information on the Irregularity Report. Call ACT (during the test, if possible) to determine if any additional action is required.

Failure to Follow Directions

Only answers marked properly on the answer document during the time allowed for the test can be scored.

- **UNAUTHORIZED MARKING OF RESPONSES IN TEST BOOKLET INSTEAD OF ON ANSWER DOCUMENT.** Unless the examinee has been approved to mark in the test booklet or on a large-type answer document worksheet, only responses marked on the answer document during the time allowed for the test will be scored. If an examinee, without authorization, has mistakenly marked responses in the test booklet and has not transferred them to the answer document, follow these instructions:
 1. If time remains on the current test, instruct the examinee to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers may be transferred.
 2. The examinee may then continue testing by marking answers only on the answer document.
 3. Only responses marked on the answer document during the time allowed for a particular test will be scored. Therefore, do NOT allow the examinee to transfer responses from tests for which time has already been called, and do NOT allow the examinee to transfer responses during the break or after testing.
 4. Document the situation on the Irregularity Report.

ACT will not transfer responses from the test booklet to an answer document. The answer document will be scored as received.

- **MARKING RESPONSES IN A FUTURE SECTION OF ANSWER DOCUMENT** (e.g., marking responses in the section for test 2 during administration of test 1). As soon as this error in marking is detected, give the examinee a new, blank answer document and:
 1. If time remains on the current test, instruct the examinee to begin marking responses in the correct section of the answer document, beginning with the next item.
 2. If time has been called on that test, instruct the examinee to begin marking responses in the correct section of the new answer document, beginning with the next test.
 3. After testing is completed, supervise the examinee as he/she transfers the information on page 1 of the answer document and all previous test responses from the first answer

document to the correct sections on the new answer document. **(This transfer must occur under close supervision and without access to the test booklet.)**

4. Mark the first answer document REPLACED, document the situation in detail on the Irregularity Report, and attach the replaced answer document to the report. Return the new answer document for scoring.

Examinees Who Become Ill

Collect the test booklet and answer document from an examinee who becomes ill and needs to leave the test room. If the examinee returns and continues testing, lost time may not be made up. Explain the situation and record the time lost on the Irregularity Report.

If an examinee cannot finish testing because of illness, you must decide whether the answer document should be scored or the examinee should be scheduled for makeup testing. Examinees do not make this decision. Clearly indicate your decision on the Irregularity Report.

Only one answer document will be scored for each examinee (either for the initial or makeup date).

Irrational Behavior

If an examinee acts in an irrational or violent manner, proceed as follows:

- Try to prevent other examinees from being interrupted, affected, or involved.
- Collect and retain the examinee's test materials without physical force.
- Dismiss the examinee from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other examinees' safety.
- Inform the examinee that the answer document will not be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document VOID, and attach the examinee's test materials to the report.

Prohibited Behavior

If an examinee is engaging in prohibited behavior, proceed in a way that does not cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in "Dismissal for Prohibited Behavior," page 36, exactly and continue testing.

Prohibited behaviors include:

- Filling in or altering ovals on a test or continuing to work after time has been called.
- Looking back at a test on which time has already been called.
- Looking ahead in the test booklet.
- Marking responses in a previous section of the answer document (e.g., marking responses in the section for test 1 during administration of test 2).
- Working on the wrong test (e.g., working on test 2 during the time allowed for test 1).
- Looking at another examinee's test booklet or answer document.
- Giving or receiving assistance by any means.
- Discussing or sharing test content, test form identification numbers, or answers during test administration, during breaks, or after the test.
- Using a prohibited calculator.
- Using a calculator on any test other than the *Applied Mathematics* test.

- Sharing a calculator with another examinee.
- Using a watch with recording, internet, or communication capabilities.
- Sharing or exchanging information about the test by any means during the tests or during break.
- Accessing a cell phone or any electronic device at any time between being admitted to the test room to being dismissed for the day from testing other than an approved calculator, an approved accommodation device, or an assistive device that does not require approval, such as a hearing aid.
- Attempting to remove test materials, including test questions or answers, from the test room by any means.
- Using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or any unapproved testing aids.
- Not following instructions or abiding by the rules of your school or test site.
- Exhibiting confrontational, threatening, or unruly behavior.
- Creating a disturbance or allowing an alarm to sound in the test room.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn the examinee that these activities are prohibited and continue close observation. To discourage looking at someone else's answer document, or giving or receiving assistance, move the examinee to another seat and note the move on the seating diagram.

Have a colleague verify your observation, if possible. However, if you are **certain** an examinee is engaging in prohibited behavior and you are supervising a room without assistance, dismiss the examinee based upon your own observation. The test coordinator does not have to be called to the room to verify the activity.

You do not need to observe prohibited behavior if you are certain it occurred. For example, if you are certain that five ovals left unfilled at the end of a test section were filled in after time was called, you may dismiss the examinee. **You must inform the examinee that the answer document will not be scored.**

Dismissal for Prohibited Behavior

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

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test booklet.
3. If you believe an electronic device was used to store or exchange information, or to make an image of the test, collect the device from the examinee and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the examinee. Do not return the device to the examinee without ACT's approval.
4. Tell the examinee privately:
 - a. You observed or are certain of the prohibited behavior.
 - b. He/she is being dismissed because of the behavior.
 - c. The answer document will be marked VOID and will not be scored.
5. Write VOID on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
 - a. The time of the incident and the name(s) of the examinee(s).

- b. The number of ovals the examinee(s) had filled in at the time of the incident, if relevant.
 - c. The test room and seating location(s) of the examinee(s).
 - d. The details of what you observed.
 - e. The statements you and the examinee(s) made.
 - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the voided answer document to the Irregularity Report and return it with the other documentation for this test date. (Return the test booklet with other used test booklets.)

Examinees dismissed for prohibited behavior are not to be scheduled for makeup testing.

Voiding Answer Documents

Do not void an answer document for any other reason (e.g., examinee finishes early, does not return after break, does not take testing seriously but is not disturbing others or engaging in prohibited behavior). Report and document the reason for voiding all answer documents on the Irregularity Report. No portion of the answer document will be scored after it is marked VOID. Mark an answer document VOID and attach it to the Irregularity Report for the following reasons **only**:

- An examinee has been dismissed for prohibited behavior and has been told the answer document will not be scored.
- An answer document is defective or an examinee marked in a future section and the answer document has been replaced.

Examinees may not request that their answer documents not be scored.

Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test booklet, warn the examinee that the police will be contacted and this action may result in fines and imprisonment. Call ACT immediately, and describe the situation in detail, including the examinee's name and the Test Booklet Number. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

Verbal Instructions for Completing Demographics on the Answer Document

Instructions for this Section

These instructions apply for pretest sessions or same-day testing.

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

Completing Demographics on the Answer Document

1. When everyone is seated and you have everyone's attention, say:

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

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

The information that you provide when you fill out your answer document will be used to prepare all reports. Follow my instructions carefully.

Your answer document will be scanned by a machine. It is essential to follow directions and to accurately grid the information to ensure that the responses recorded for you are the ones you intend.

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

There are five match criteria used to match examinee records to create a transcript of scores or to create a National Career Readiness Certificate.

The five match criteria are:

First Name, Last Name, Month of Birth, Day of Birth, ID Number

Remember what these are and always use the same five match criteria when taking an ACT WorkKeys test.

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

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

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

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

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

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

Fill in the appropriate oval in block 5. . . .

In block 6, fill in the ovals that best describe your racial or ethnic group as generally recognized by your family and friends. Be sure to answer both questions. . . .

Now, look at block 7. Fill in the oval that best describes your current or highest level of education. . . .

Complete blocks 8–11 at this time.

Complete blocks 12–15 by entering your address and filling in the appropriate ovals. For the state code, enter [announce your state code from the table inside the front cover of this manual].

Leave blocks 16–25 blank at this time. We will go back to blocks 16 and 25 later.

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

3. Use the following to determine your next step:

- If you are concluding a pretest session, collect the answer documents and keep them secure until test day. Check the answer documents to be sure the name on page 1 matches the barcode label (if present).
- If you are continuing with testing, go on to “Verbal Instructions for Standard Time Testing.”

Verbal Instructions for Standard Time Testing

Before You Begin

Before you begin reading the verbal instructions, make sure you have all the forms needed.

You will need:

- State and District Testing Roster (Test Administration Forms folder)
- Test Room Report (Test Administration Forms folder)
- Irregularity Report (page 71)
- Timing Report (Test Administration Forms folder)
- Seating Diagram (Test Administration Forms folder)

Recommendation

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

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

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

General Verbal Instructions

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

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

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

3. Read the following:

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. Devices such as cell phones and smart watches are prohibited. You may not handle or access these devices, even if they are powered off, until you are dismissed from all testing for the day.

Please ensure that all electronic devices are powered off and stored away. If you brought a calculator, put it away now; you may use it only during the Applied Mathematics test. Word-to-word foreign language glossaries are permitted for those whose first language is other than English.

There is one scheduled break during the test administration, after the second test. However, you may obtain permission to go to the restroom if you need to do so during testing by raising your hand. You will not, however, be given extra time for the test. Only one person will be allowed to leave the test room at a time unless escorted by testing personnel.

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

Please clear your desk of everything except soft-lead No. 2 pencils, erasers, and your answer document. Place all personal items under your seat. You will not be allowed to access them during testing or during the break. . . .

5. Next, you will have examinees fill in the appropriate Form Type—Initial, Makeup, or Emergency—on the answer document, block 16. This indicates the type of testing being completed. Say:

Open your answer document to page 2 and look at block 16, Form Type. Fill in **[indicate Form Type: Initial/Makeup/Emergency]**. . . .

6. Then say:

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

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

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

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

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

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

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

Now, turn your test booklet so the front cover faces up. Read the directions silently. Then, look up at me. **DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO.** . . .

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

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

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

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

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

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

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

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

- accessing a phone or an electronic device at any time during testing or during break. All devices must be powered off and placed out of sight from the time you are admitted to the test room until you are dismissed.
- looking back at a test on which time has already been called
- looking ahead in the test booklet
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using a prohibited calculator
- using any device to share or exchange information at any time during testing or during the break
- sharing a calculator with another examinee
- using a calculator on any test other than the Applied Mathematics test
- accessing a cell phone or any electronic device at any time between being admitted to the test room to being dismissed for the day from testing other than an approved calculator, an approved accommodation device, or an assistive device that does not require approval, such as a hearing aid
- attempting to remove test materials, including test questions or answers, from the test room by any means including Social Media
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or any unapproved testing aids
- not following instructions or abiding by the rules of the test site
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in or altering ovals on a test after time has been called. Filling in ovals on a previous test during a later test or filling in ovals even with the test booklet closed is prohibited. If I notice that a test has not been completed and later notice that it has been, I will dismiss you and your answer document will not be scored.

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

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

Verbal Instructions for Administering *Reading for Information*

1. Say:

Look at your answer document. Turn to page 3 and find the section titled *Reading for Information*.

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

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

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

Leave the Admin. Code column blank.

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

Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. . . .

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

You will have 45 minutes to work on *Reading for Information*. During this time, you are to work only on Reading for Information. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

5. Set your stopwatch or interval timer to 45 minutes, then say:

You have 45 minutes to work on this test. Open your booklet to *Reading for Information* and begin work.

6. Begin timing.

Reading for Information—45 Minutes

Timing Chart									
Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
0:00	0:45	0:12	0:57	0:24	0:09	0:36	0:21	0:48	0:33
0:01	0:46	0:13	0:58	0:25	0:10	0:37	0:22	0:49	0:34
0:02	0:47	0:14	0:59	0:26	0:11	0:38	0:23	0:50	0:35
0:03	0:48	0:15	0:00	0:27	0:12	0:39	0:24	0:51	0:36
0:04	0:49	0:16	0:01	0:28	0:13	0:40	0:25	0:52	0:37
0:05	0:50	0:17	0:02	0:29	0:14	0:41	0:26	0:53	0:38
0:06	0:51	0:18	0:03	0:30	0:15	0:42	0:27	0:54	0:39
0:07	0:52	0:19	0:04	0:31	0:16	0:43	0:28	0:55	0:40
0:08	0:53	0:20	0:05	0:32	0:17	0:44	0:29	0:56	0:41
0:09	0:54	0:21	0:06	0:33	0:18	0:45	0:30	0:57	0:42
0:10	0:55	0:22	0:07	0:34	0:19	0:46	0:31	0:58	0:43
0:11	0:56	0:23	0:08	0:35	0:20	0:47	0:32	0:59	0:44

7. During *Reading for Information*, do the following:

- As you begin testing, enter the actual time of day you announce START on the Timing Report on page 3 of the Test Administration Forms folder (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the stop time). Before you announce 5 minutes remaining and before you call stop, check your timepieces carefully against the time you have written down.
- Make sure you record the actual times you make your announcements.
- Walk around the room to monitor examinees.
- Complete the Seating Diagram (page 2 of the Test Administration Forms folder). If you need to verify booklet numbers for your diagram, do so at the break. Complete every item on the form.
- Monitor for cell phone and electronic device usage throughout testing. Dismiss any examinees observed accessing a device.

8. When your watch or timer indicates exactly 40 minutes have passed, and you have checked the time, say:

There are five minutes left.

9. When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:

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

Verbal Instructions for Administering *Applied Mathematics*

1. Say:

Look at your answer document. Find the section titled *Applied Mathematics*. Open your test booklet to the cover page for test 2, Applied Mathematics. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. . . .
Leave the Admin. Code column blank.

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

All problems on the *Applied Mathematics* test can be solved without a calculator. However, you are allowed to use a calculator on this test. If you brought a calculator, you may get it out now. . . .

Some types of calculators are prohibited. For example, you may not use any version of the TI-89. You are responsible for knowing if your calculator is permitted. I will check your calculator periodically during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand, and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk. Are there any questions? . . .

Now turn to the next page in your test booklet and read the directions silently. Note that you may tear out the formula sheet for easier use. When you are done reading the directions, look up at me. DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. . . .

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

You will have 45 minutes to work on *Applied Mathematics*. During this time, you are to work only on *Applied Mathematics*. If you finish before time is called, recheck your work on this test, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test, and do not work on, fill in, or alter ovals for the previous test. Please remember to close your calculator quietly in consideration of others. There will be a break after I call time on this test.

4. Set your stopwatch or interval timer to 45 minutes, then say:

You have 45 minutes to work on this test. Do any figuring in your test booklet or on your formula sheet. Open your booklet to *Applied Mathematics* and begin work.

5. Begin timing.

Applied Mathematics—45 Minutes

Timing Chart									
Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
0:00	0:45	0:12	0:57	0:24	0:09	0:36	0:21	0:48	0:33
0:01	0:46	0:13	0:58	0:25	0:10	0:37	0:22	0:49	0:34
0:02	0:47	0:14	0:59	0:26	0:11	0:38	0:23	0:50	0:35
0:03	0:48	0:15	0:00	0:27	0:12	0:39	0:24	0:51	0:36
0:04	0:49	0:16	0:01	0:28	0:13	0:40	0:25	0:52	0:37
0:05	0:50	0:17	0:02	0:29	0:14	0:41	0:26	0:53	0:38
0:06	0:51	0:18	0:03	0:30	0:15	0:42	0:27	0:54	0:39
0:07	0:52	0:19	0:04	0:31	0:16	0:43	0:28	0:55	0:40
0:08	0:53	0:20	0:05	0:32	0:17	0:44	0:29	0:56	0:41
0:09	0:54	0:21	0:06	0:33	0:18	0:45	0:30	0:57	0:42
0:10	0:55	0:22	0:07	0:34	0:19	0:46	0:31	0:58	0:43
0:11	0:56	0:23	0:08	0:35	0:20	0:47	0:32	0:59	0:44

6. During *Applied Mathematics*, do the following:

- Record the actual time of day you announce START on the Timing Report on page 3 of the Test Administration Forms folder and calculate the times of day for announcing 5 minutes remaining and STOP. Make sure you record the actual times you make your announcements.

- Staff must check all calculators periodically during the test (see “Checking Calculators During *Applied Mathematics*” and “Calculators,” page 27). If an examinee uses a prohibited calculator, follow the instructions in “Dismissal for Prohibited Behavior,” page 36, to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.
 - Walk around the room to monitor examinees.
7. When your watch or timer indicates exactly 40 minutes have passed, and you have checked the time, say:

There are five minutes left.

8. When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:

Stop and put your pencil down. If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. **Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now. . . .**

9. Verify everyone has stopped, then say:

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

10. During the break, do the following:

- Monitor for cell phone and electronic device usage. Dismiss any examinees observed accessing a device.
- Make sure no test materials are taken out of the room and all test booklets are closed with the answer documents inside them.
- **Do not leave the test room unattended.** If any examinees remain in the room, monitor them closely.
- Check every answer document to be sure examinees have entered the test booklet number and test form, and filled in the corresponding ovals. Also check that test booklets have been signed.
- Verify the test booklet serial numbers you have written on your Seating Diagram against the booklet at each seat.
- You and your proctor(s) must monitor noise during the break to prevent disrupting rooms that are still testing.
- If you designate a break area, make sure staff members monitor this area to minimize noise and ensure examinees are not using cell phones or other electronic devices.

- Resume testing **no later than 15 minutes** after *Applied Mathematics* ends. Do not delay the start of *Locating Information* waiting for examinees who return late. They may be readmitted but may not make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not void the answer document until you decide whether to schedule the examinee for makeup testing (see “Makeup Testing,” page 54).

Verbal Instructions for Administering *Locating Information*

1. At the end of the break, say:

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

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

2. Then say:

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

Open your test booklet to the cover page for test 3, *Locating Information*. A Test Form Number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. . . .

Leave the Admin. Code column blank.

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

Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.** . . .

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

You will have 45 minutes to work on *Locating Information*. During this time, you are to work only on *Locating Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals for previous tests. Remember that filling in or altering ovals on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

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

5. Set your stopwatch or interval timer to 45 minutes, then say:

You have 45 minutes to work on this test. Open your booklet to *Locating Information* and begin work.

6. Begin timing.

Locating Information—45 Minutes

Timing Chart									
Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
0:00	0:45	0:12	0:57	0:24	0:09	0:36	0:21	0:48	0:33
0:01	0:46	0:13	0:58	0:25	0:10	0:37	0:22	0:49	0:34
0:02	0:47	0:14	0:59	0:26	0:11	0:38	0:23	0:50	0:35
0:03	0:48	0:15	0:00	0:27	0:12	0:39	0:24	0:51	0:36
0:04	0:49	0:16	0:01	0:28	0:13	0:40	0:25	0:52	0:37
0:05	0:50	0:17	0:02	0:29	0:14	0:41	0:26	0:53	0:38
0:06	0:51	0:18	0:03	0:30	0:15	0:42	0:27	0:54	0:39
0:07	0:52	0:19	0:04	0:31	0:16	0:43	0:28	0:55	0:40
0:08	0:53	0:20	0:05	0:32	0:17	0:44	0:29	0:56	0:41
0:09	0:54	0:21	0:06	0:33	0:18	0:45	0:30	0:57	0:42
0:10	0:55	0:22	0:07	0:34	0:19	0:46	0:31	0:58	0:43
0:11	0:56	0:23	0:08	0:35	0:20	0:47	0:32	0:59	0:44

7. During *Locating Information*, do the following:

- Record the actual time of day you announce START on the Timing Report on page 3 of the Test Administration Forms folder and calculate the times of day for announcing 5 minutes remaining and STOP. Make sure you record the **actual** times you make your announcements.
- If any examinees do not return from break, collect their materials shortly after testing has begun.
- Walk around the room to monitor examinees.

8. When your watch or timer indicates exactly 40 minutes have passed, and you have checked the time, say:

There are five minutes left.

9. When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:

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

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

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

While examinees remain in their seats:

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

Do not dismiss examinees until you have verified that you collected all the test booklets you distributed and that you have an answer document for each examinee. Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or room supervisor.

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

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

12. At the conclusion of testing:

- Direct examinees to the next activity of the day as determined by your school administration.
- Check your counts and complete the Test Room Report on page 1 of the Test Administration Forms folder. The number of used and unused test booklets must equal the number you received for your room.
- Personally return all standard time testing materials to the test coordinator after testing. Examinees may not assist with the transportation of any test materials.

After the Test

Overview

After testing is completed on each test date (initial and makeup), the test coordinator must account for all test materials by:

- personally verifying the set of materials returned by each room supervisor
- making sure all documentation is accurate and complete
- setting aside and ordering materials for makeup testing, if applicable
- packing items into envelopes, polymailers, and cartons
- shipping materials back to ACT

These procedures are covered in the following sections.

IMPORTANT! Failure to return materials as directed may result in delayed scores or non-scoring of your examinees' answer documents.

Keep Materials Separate

Make sure to keep your return materials for standard time testing separate from any materials being returned for accommodated testing.

Orange and Black Envelopes

In your test materials shipment, you received one black envelope and one or more orange envelopes. The black envelope is used to return the completed test administration forms. The orange envelope is used to return the State and District Testing Site Header and answer documents to be scored.

Polymailers

In your test materials shipment, you received one or more plastic polymailers with prepaid return labels. You will use these polymailers to return the orange and black envelopes.

Test Materials Shipping Cartons

When returning standard time materials to ACT after testing, use the cartons they arrived in. They have prepaid return shipping labels.

Makeup Testing

Introduction

If an examinee did not complete testing on the initial test date, you must decide whether to schedule the examinee for makeup testing.

Eligibility for Makeup Testing

You may administer makeup testing to:

- examinees who were absent, arrived too late to begin testing, or did not complete required non-test portions of the answer document.
- examinees who began but did not complete testing

You may not administer makeup testing to:

- examinees who completed testing
- examinees dismissed for prohibited behavior

Completing All Tests on the Makeup Test Date

Examinees scheduled for makeup testing must take all tests on the makeup test date. If an examinee began testing on the initial test date, you may not use the same answer document for makeup testing.

Setting Aside Materials for Makeup Testing

If you will be administering makeup testing, take the following steps:

1. Set aside unused manuals and/or answer documents, if any.
2. Use Table 10 to determine which partially completed answer documents to set aside.

Table 10. Setting Aside Materials for Makeup Testing

If an examinee ...	Then ...	And before the makeup test date ...
<ul style="list-style-type: none"> was absent, arrived too late to begin testing, OR did not complete required non-test information on the answer document 	Set aside the original answer document for use on the makeup test date. <i>Do not use a new answer document.</i>	<ul style="list-style-type: none"> Have the examinee complete any required non-test portions of the answer document that aren't already complete.
<ul style="list-style-type: none"> began but did not complete testing 	Set aside the original answer document for transferring non-test responses to a new answer document.	<ul style="list-style-type: none"> Supervise the examinee while he or she transfers all non-test responses to a new answer document for use on the makeup test date.* VOID page 1 of the original answer document, attach it to an Irregularity Report, and return to ACT after makeup testing.

**Test responses may not be transferred.*

Materials ACT Sends to You for Makeup Testing

ACT will send the following materials for makeup testing:

- different test booklets
- additional answer documents
- additional administration manuals
- a State and District Testing Site Header
- orange and black return envelopes
- polymailer(s)
- other supplements, as applicable

Important! Test booklets shipped are different for the makeup test date. Do not keep test booklets from the initial test date for use on the makeup test date.

Ordering Makeup Materials

Shortly before the initial test date, the test coordinator will receive an email with instructions for ordering makeup materials. If this email is not received by the initial test date, the test coordinator should contact ACT State and District testing at 800.553.6244, ext. 2800 for assistance.

Collecting, Packing, and Returning Materials

Overview

This section contains information about collecting, packing, and returning materials. Use the step-by-step instructions (parts A–H) to pack your materials and return them to ACT. See Figures 5 and 6 on page 60 for a diagram of the process. Keep the items not packed and returned; they may be destroyed six months after testing.

How the Site Header and Test Booklet Form Number Impact Scoring

There are several test forms in use during testing. Specific site headers and test forms are assigned to initial, makeup, standard time, and accommodations testing. ACT uses the site header and the test booklet number and test form number collected on the answer document to score answer documents with the correct scoring key. If ACT cannot determine when the examinee tested and what test form was used, we cannot score the answer document. Table 11 explains the process to follow to ensure answer documents are scored.

Table 11. How the Site Header and Test Booklet Form Number Impact Scoring

Stage	Who	Does what
1	Examinee	Enters the test booklet number in the “Booklet Number” block on the answer document
	Examinee	Enters the test form number in the “Test Form” block on the answer document
2	Room supervisor	Walks around the room to ensure examinees enter the test booklet number and each test form number when giving the verbal instructions
3	Test coordinator	Ensures test booklet and form numbers are entered (entering the numbers for the examinee, if needed), on all answer documents to submit for scoring
4	Test coordinator	Locates the correct site header for the administration (initial, makeup, standard time, accommodations)
5	Test coordinator	Places all answer documents to be scored under the site header for the specific administration and packs these in the correct processing envelope for return to ACT

If You Did Not Test

If you did not test any examinees, you do not need to follow every step in this section. Simply:

1. Mark the outside of both the orange and black envelopes “DID NOT TEST.”
2. Place both envelopes in a polmailer and set aside for return to ACT.
3. Follow the instructions in parts G and H to prepare your other materials for return.
4. Send an email to **statetesting@act.org** indicating you did not test any examinees. Be sure to include your ACT high school code.

A. Completing the Testing Staff List

1. Complete the form specified below:

For the ...	Make sure ...
<input type="checkbox"/> Testing Staff List	<ul style="list-style-type: none"> all personnel who assisted with the administration are listed

B. Collecting Materials from the Room Supervisors

2. For each testing room, use the following checklist to ensure that you have secure materials from the room supervisor.

Note: Do not dismiss room supervisors until you are sure you have all required materials from them.

For each room's ...	Make sure ...
<input type="checkbox"/> Test booklets	<ul style="list-style-type: none"> there are no answer documents inside the test booklets
<input type="checkbox"/> Answer documents	<ul style="list-style-type: none"> each contains the required identifying information on the first and second pages and, if applicable, a barcode label is present on the back page <p><i>Do not delay the return of answer documents because an examinee has not signed his or her name.</i></p>
<input type="checkbox"/> Test Administration Forms Folder (includes Test Room Report, Seating Diagram, Timing Report, and Testing Roster)	<ul style="list-style-type: none"> each page of the form is filled out completely and accurately the total test booklet number in “A” on page 1 of test room report matches the total in “C” every examinee who was scheduled to test is listed on the roster, including those who were absent if any examinees used a Student ID Letter for identification, attach those to the Test Room Report forms
<input type="checkbox"/> Administration Manual(s)	<ul style="list-style-type: none"> the information block on the front cover of all used manuals is complete <p><i>Keep any unused manuals. They do not need to be returned.</i></p>
<input type="checkbox"/> Irregularity Report (if applicable)	<ul style="list-style-type: none"> it is signed the report explains the reason that each answer document was voided or replaced any voided or replaced answer documents are attached to the report (do not staple)

3. You may now dismiss the room supervisors.
4. Make copies of the testing staff list. (Do not copy test booklets, answer documents, or manuals.) Keep the copies in your files for six months after each test date in case questions about testing arise.

C. Sorting the Answer Documents

5. Sort answer documents following the guidelines in the table below.

If an answer document ...	Then ...
is ready to be scored	return it in an orange processing envelope.
was voided and is attached to an Irregularity Report	return it in the black envelope.
is unused—has no markings or barcode label on it	keep in case they are needed for makeup testing then destroy securely at the completion of all testing.
has a barcode label only	keep for six months, then destroy securely.
has non-test portions completed, but no test items	follow instructions provided in the <i>Administration Supplement</i> , if available, or keep for six months, then destroy securely.

D. Packing the Black Envelope

Take the following steps to pack forms into the black envelope.

- Clip all the forms noted in the shaded sections in steps 1 and 2 together by room.
(Remember to keep copies for your records.)
- Place the forms into the black envelope.
- Complete the information on the outside of the black envelope, and seal it.

*Note: If test materials were shipped to and will be returned to your district, do ***not*** seal the black envelope.*

E. Packing the Orange Envelope

Take the following steps to pack answer documents to be scored and the site header into the orange envelope.

- Turn the answer documents to be scored the same way, with page 1 facing you.
- Check the “Booklet Number” and “Test Form” blocks on each answer document. If the blocks are blank, enter this information using a soft lead No. 2 pencil.
- Locate the site header for the standard time initial or makeup test date, as applicable.
- Complete information on the site header for this administration using a soft lead No. 2 pencil, and place the site header on top of the answer documents to be scored.
- In the orange envelope, place:
 - the completed site header
 - up to 200 answer documents

Use additional orange envelopes for additional answer documents (up to 200 per envelope), if needed. **Do not overstuff the envelope(s).**

- Complete the information on the outside of the orange envelope(s), and seal them.

*Note: If test materials were shipped to and will be returned to your district, do ***not*** seal the orange envelope.*

F. Packing the Polymailer

Take the following steps to pack the black and orange envelopes into your polymailer(s).

15. Place your sealed black envelope into a polymailer.
16. Place up to two sealed orange envelopes into the same polymailer. If you have more than two sealed orange envelopes, place them into additional polymailer(s)—with no more than three envelopes per polymailer.
17. If you have any unused polymailers, place them into the first polymailer (the one containing the black envelope).
18. Complete the information on the outside of the full polymailer(s) and seal them. If you're returning just one sealed polymailer, mark it 1 of 1. If you're returning more than one sealed polymailer, mark them 1 of 3, 2 of 3, etc. Use a permanent marker to label them. Do not use an ink pen, pencil, or any other writing instrument.

*Note: If test materials were shipped to and will be returned to your district, do ***not*** seal the polymailer.*

Your polymailers are now ready for return to ACT.

G. Packing the Cartons

Take the following steps to pack materials into your cartons.

19. Place the following items into the cartons:

After Initial Testing	After Makeup Testing
<ul style="list-style-type: none"> • All unused test booklets • All used test booklets • Packing List 	<ul style="list-style-type: none"> • All unused test booklets • All used test booklets • Packing List
<p><i>Note 1: Do not keep any test booklets; different booklets will be shipped for makeup testing.</i></p> <p><i>Note 2: Remember to keep unused manuals and answer documents for makeup testing.</i></p>	

20. Reverse the flaps on the cartons and number each carton 1 of 3, 2 of 3, etc.
21. Make sure your six-digit ACT High School Code, institution name, and return address are on the outside of the cartons.
22. Seal each carton so the shipping label is visible.

Your cartons are now ready for return to ACT (or your district if applicable).

H. Storage and Pickup

After your materials are packaged for return to ACT:

23. Return the polymailer and cartons to secure storage.
24. On the date scheduled for pickup, place the polymailer and cartons in a location where the designated carrier will be able to pick them up. If your school's normal pickup point is secure or constantly monitored, you may leave them there. If it is not, leave a note directing the driver to a staffed location where you can leave the materials. **Do not leave the materials unattended.**

If for any reason your materials are not picked up on the scheduled pickup date, call ACT at 800.553.6244, ext. 2800 so we can arrange for pickup.

COLLECTING, PACKING, AND RETURNING MATERIALS

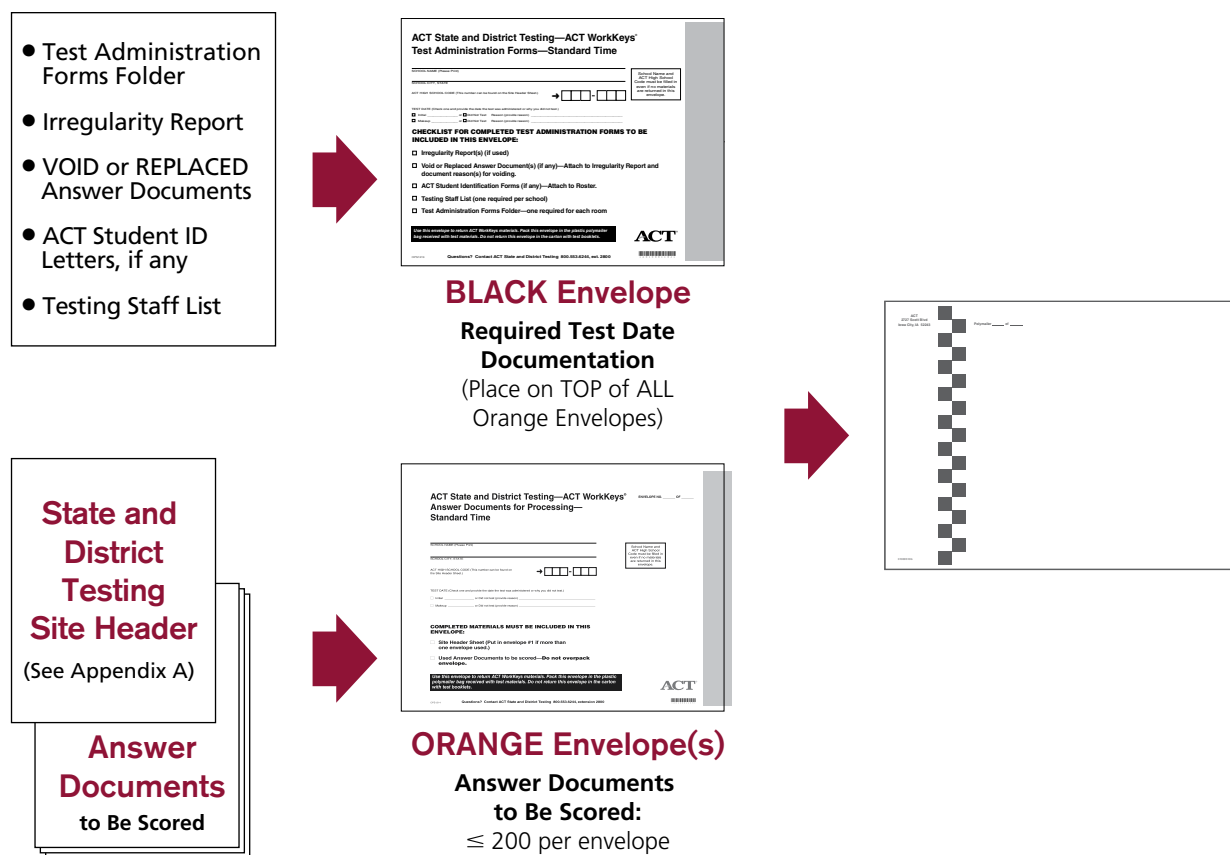


Figure 5. Polymailer packing diagram—standard time administrations (initial and makeup)

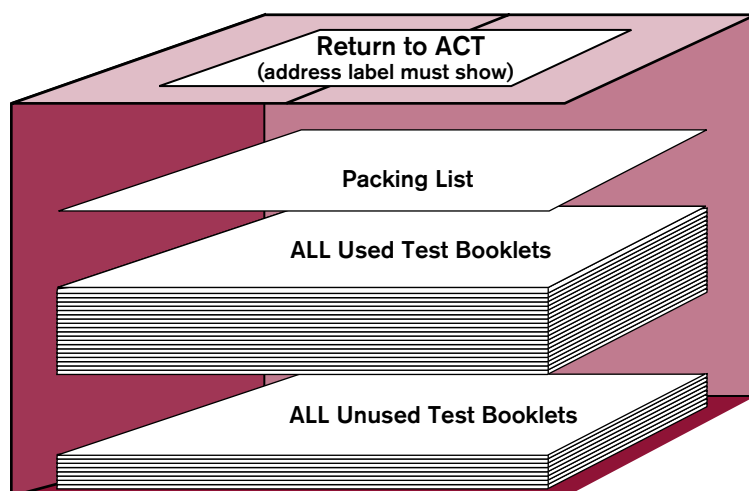


Figure 6. Carton packing diagram—standard time administrations (initial and makeup)

Training Session Outline and Topics for Discussion

Test coordinators should take the following steps to conduct training sessions.

Security of Test Materials

- a. Review security policy for test materials.
- b. Describe how test materials will be distributed to room supervisors on test day.
- c. Review how test materials should be distributed to examinees before testing and collected from examinees after testing.
- d. Review the procedures for returning materials to the test coordinator after testing.

Room Preparation

- a. Discuss proper seating arrangements for the rooms examinees will be testing in.
- b. Demonstrate proper spacing between examinees.
- c. Discuss removing or covering up testing aids in the test room.
- d. Discuss any items that will be supplied by the school (e.g., pencils, pencil sharpeners, timepieces) and how they will be distributed and returned.

Pretest Activities

- a. Discuss when and how barcode labels will be applied to answer documents.
- b. Determine whether the high school code must be filled in.
- c. Review room supervisor and proctor roles and responsibilities.
- d. Discuss when testing staff are required to arrive on test day.
- e. Discuss location and time of briefing session on test day.
- f. Review test day schedule.
- g. Review break policies.
- h. Practice reading the verbal instructions aloud.

Admitting Examinees

- a. Review admission procedures and how to mark rosters.
- b. Review acceptable forms of identification.
- c. Discuss procedures for seating examinees.
- d. Discuss items prohibited in test rooms, highlighting cell phone and electronic devices policies.

Activities during the Test

- a. Demonstrate how to complete the test day documentation.
- b. Discuss calculator policy and procedures for checking calculators.
- c. Discuss how to handle irregularities.
- d. Review procedures for handling prohibited behavior including access of cell phones or other unapproved electronic devices.
- e. Discuss what actions to take in the event of a group irregularity or emergency.
- f. Discuss how staff should contact test coordinator during testing.

After the Test

- a. Discuss how to dismiss examinees.



State and District Testing Site Header

ACT
PO Box 168
Iowa City, IA 52243-0168

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

A

SCHOOL NAME, ADDRESS, AND TELEPHONE
Use a soft lead No. 2 pencil only.

School Name _____

City _____ State _____ ZIP Code _____

Telephone Number _____

INSTRUCTIONS: Use a soft lead No. 2 pencil only. Enter the information requested and fill in the appropriate ovals below each box. Erase any errors completely. Place this completed form on the top of your answer documents and return in your first return envelope. Follow the directions below or refer to the manual of instructions.

BLOCK A: Please print the information requested on the lines provided.

BLOCK B: Enter the number of answer documents to be scored. DO NOT include unused answer documents or this form in your count. If the number is less than 1000, enter the appropriate number of zeros (e.g., 0020).

BLOCK C: Read the statement, then sign and date.

BLOCK D: Leave this block blank.

BLOCK E: Leave this block blank.

BLOCK F: Leave this block blank.

B

NUMBER OF ANSWER DOCUMENTS

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

C

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

Signature (Do not print) _____

Date _____

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

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Sample Answer Document (continued)

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Sample ACT WorkKeys Test Room Report



Test Room Report—Standard Time



ACT High School Code 9 8 7 6 5 4 State MI

School Name ACT High School Test Date MM/DD/YY

Room Supervisor Allison C. Turner Room 102

☒ Testing at school ☐ Testing off-site—provide off-site location name and address:

Location Name _____

Address/City _____

Number of Examinees Seated in This Room 35 Number of Staff in This Room 2

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

A. Test Booklets	First Serial Number	Last Serial Number	Total # Booklets
	<u>1 0 0 0 0 1</u>	to <u>1 0 0 0 3 8</u>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> A <u>0 3 8</u> </div>
	<i>Additional serial numbers not within the sequence above, if any:</i>		

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

Room Supervisor Signature Allison C. Turner Test Coordinator Initials ML

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

C. Test Booklets	# Used	# Unused	Total # Booklets
	<u>0 3 5</u>	<u>0 0 3</u>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <u>0 3 8</u> <small>Must equal "A" above</small> </div>
D. Answer Documents (used only)	# To Score	# Voided	# Replaced
	<u>0 3 5</u>	_____	_____
	Attach AD to Irregularity Report		Attach AD to Irregularity Report
	= # of examinees in room		

E. Test Coordinator—After testing, mark (✓) as you confirm counts and completeness/correctness of documents that apply to this room.

Test Booklets	Answer Documents	Test Room Report	Seating Diagram	Timing Report	Roster	ACT ID Forms	Irregularity Reports
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Test Coordinator Signature Molly Lin Room Supervisor Initials AT

Test Coordinator—Return this completed folder in the BLACK envelope. Do not separate the pages.

ACT WorkKeys Test Room Report Form Instructions

(see page 1 of the Test Administration Forms folder)

Before Testing

A. Test Booklets Received

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

During Testing

B. Examinee Count During Test 1

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

After Testing

C. Test Booklets Returned

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

D. Answer Documents Returned

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

E. Return all materials and forms to the test coordinator.

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

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ACT WorkKeys State and District Testing Staff List

Purpose of this form: This form is used by the test coordinator to report the names and room assignments of the standard time room supervisors and proctors. One form is required per test day (initial and/or makeup).

Instructions for the test coordinator:
Instructions for the test coordinator: Prior to or on each test day, print the name, job title, (e.g., teacher or counselor), position on the testing staff (RS–Room Supervisor, P–Proctor), and room name/number or other assignment for all personnel who assisted with ACT WorkKeys administration. Also list those individuals who assisted with or handled test booklets in any way. Make a copy of the completed form for your records and return the original to ACT.

Test Site

Room #/Location

ACT High School Code

City, State

Test Date

Test Coordinator			
Name	School Job Title	Testing Position	Room Name/Number or Roving Assignment
1.			
2.			
3.			
4.			
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30.			

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ACT WorkKeys Testing Irregularity Report

Individual and Group Irregularities (See *Irregularities* section of *Administration Manual* for complete information about irregularities. Copy this form as needed.)

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

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

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

Test Site	Room #/Location	ACT High School Code
City, State	Test Date	
Staple any voided answer documents or defective test materials to this form. Return in envelope with other test administration forms.		

Individual Irregularities

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

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

Group Irregularities (attach names of examinees in room)

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

Number of Examinees Affected	Test Title	Time of Irregularity	Description of Irregularity	Action Taken by Test Site Personnel

Room Supervisor's Name (print)	Test Coordinator's Name (print)
Room Supervisor's Signature	Test Coordinator's Signature

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Anonymous Security Hotline

Test site staff are expected to report test administration irregularities and security issues to ACT Test Administration by completing the Irregularity Report or calling 800.553.6244 ext. 2800. Immediate reporting to ACT Test Administration is critical to the standardized administration of the ACT.

In exceptional situations, test site 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[®]

