

2022 | 2023

ACT<sup>®</sup>

# Preparing for the ACT<sup>®</sup> Test

## Scoring Keys

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- Scoring Keys
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The **ACT**<sup>®</sup>

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



# Scoring Your Tests

## How to Score the Multiple-Choice Tests

Follow the instructions below and on the following pages to score your practice multiple-choice tests and review your performance.

### Raw Scores

The number of questions you answered correctly on each test and in each reporting category is your **raw score**. Because there are many forms of the ACT, each with different questions, some forms will be slightly easier (and some slightly harder) than others. A raw score of 67 on one form of the English test, for example, may be about as difficult to earn as a raw score of 70 on another form of that test.

To compute your raw scores, check your answers with the scoring keys on pages 3–5. Count the number of correct answers for each of the four tests and seventeen reporting categories and enter the number in the blanks provided on those pages. These numbers are your raw scores on the tests and reporting categories.

### Scale Scores

To adjust for the small differences that occur among different forms of the ACT, the raw scores for tests are converted into **scale scores**. Scale scores are printed on the reports sent to you and your college and scholarship choices.

When your raw scores are converted into scale scores, it becomes possible to compare your scores with those of examinees who took different test forms. For example, a scale score of 26 on the English test has the same meaning regardless of the form of the ACT on which it is based.

To determine the scale scores corresponding to your raw scores on the practice test, use Table 1 on page 6, which explains the procedures used to obtain scale scores from raw scores. This table shows the raw-to-scale score conversions for each test. Because each form of the ACT is unique, each form has somewhat different conversion tables. Consequently, this table provides only approximations of the raw-to-scale score conversions that would apply if a different form of the ACT were taken. Therefore, the scale scores obtained from the practice tests don't match precisely the scale scores received from an actual administration of the ACT.

### Computing the Composite Score

The **Composite score** is the average of the four scale scores in English, mathematics, reading, and science. If you left any of these tests blank, do not calculate a Composite score. If you take the ACT with writing, your writing results do **not** affect your Composite score.

### Comparing Your Scores

Information about comparing your scores on the practice multiple-choice tests with the scores of recent high school graduates who took the ACT can be found at [www.act.org/the-act/scores](http://www.act.org/the-act/scores).

Your scores and percent at or below are only **estimates** of the scores that you will receive during an actual administration of the ACT. Test scores are only one indicator of your level of learning. Consider your scores in connection with your grades, your performance in outside activities, and your career interests.

### ACT College and Career Readiness Standards

The ACT College and Career Readiness Standards describe the types of skills, strategies, and understandings you will need to make a successful transition from high school to college. For English, mathematics, reading, and science, standards are provided for six score ranges that reflect the progression and complexity of the skills in each of the academic areas measured by the ACT tests. For writing, standards are provided for five score ranges. The ACT College and Career Readiness Standards and benchmark scores for each test can be found at [www.act.org](http://www.act.org).

## Reviewing Your Performance on the Multiple-Choice Tests

Consider the following as you review your scores:

- Did you run out of time? Reread the information in this booklet on pacing yourself. You may need to adjust the way you use your time in responding to the questions.
- Did you spend too much time trying to understand the directions for the tests? The directions for the practice tests are the same directions that will appear in your test booklet on test day. Make sure you understand them before test day by reviewing them again.
- Review the questions that you missed. Did you select a response that was an incomplete answer or that did not directly respond to the question being asked? Try to figure out what you overlooked in answering the missed questions.
- Did a particular type of question confuse you? Did the questions you missed come from a particular reporting category? In reviewing your responses, check to see whether a particular type of question or a particular reporting category was more difficult for you.

## Scoring Keys for the ACT Practice Tests

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a "1" in the blank for each question you answered correctly. Add up the numbers in each reporting category and enter the total number correct for each reporting category in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each reporting category.

### Test 1: English—Scoring Key

2176CPRE

Key	Reporting Category*		
	POW	KLA	CSE
1. C			
2. J	—		
3. A		—	
4. F	—		
5. C		—	
6. J			—
7. B		—	
8. G	—		
9. A			—
10. J	—		
11. B			—
12. J			—
13. C			—
14. F	—		
15. C	—		
16. F			—
17. D		—	
18. J			—
19. C			—
20. J		—	
21. B	—		
22. J			—
23. D			—
24. J			—
25. B	—		
26. H	—		
27. B			—
28. H	—		
29. A	—		
30. H			—
31. A			—
32. G			—
33. A		—	
34. J			—
35. A			—
36. H		—	
37. D			—
38. G	—		

Key	Reporting Category*		
	POW	KLA	CSE
39. C	—		
40. F			—
41. C			—
42. J			—
43. B	—		
44. G	—		
45. C	—		
46. J			—
47. A			—
48. G			—
49. A			—
50. H			—
51. C	—		
52. H	—		
53. D			—
54. J		—	
55. A			—
56. J	—		
57. D			—
58. G			—
59. A		—	
60. G	—		
61. C			—
62. J		—	
63. B			—
64. G		—	
65. D			—
66. G	—		
67. A			—
68. G			—
69. C	—		
70. G			—
71. A			—
72. J	—		
73. A			—
74. G			—
75. A		—	

#### \*Reporting Categories

**POW** = Production of Writing

**KLA** = Knowledge of Language

**CSE** = Conventions of Standard English

Number Correct (Raw Score) for:	
Production of Writing (POW)	_____ (23)
Knowledge of Language (KLA)	_____ (12)
Conventions of Standard English (CSE)	_____ (40)
Total Number Correct for English Test (POW + KLA + CSE)	_____ (75)

Key	Reporting Category*						
	PHM					IES	MDL
	N	A	F	G	S		
1. E						—	—
2. J		—				—	—
3. B		—				—	—
4. G						—	—
5. C		—				—	—
6. F		—				—	—
7. B			—			—	—
8. H			—			—	—
9. D				—		—	—
10. G	—					—	—
11. B	—				—	—	—
12. G				—		—	—
13. D						—	—
14. J						—	—
15. A		—				—	—
16. K		—				—	—
17. D				—		—	—
18. J	—					—	—
19. A				—		—	—
20. F					—	—	—
21. E						—	—
22. G				—		—	—
23. E			—			—	—
24. H						—	—
25. D						—	—
26. G						—	—
27. E						—	—
28. H						—	—
29. C						—	—
30. H					—	—	—

Key	Reporting Category*						
	PHM					IES	MDL
	N	A	F	G	S		
31. B	—					—	—
32. K	—					—	—
33. D						—	—
34. F				—		—	—
35. E						—	—
36. J						—	—
37. C					—	—	—
38. F					—	—	—
39. D	—					—	—
40. K				—		—	—
41. A		—				—	—
42. J			—			—	—
43. D						—	—
44. G		—				—	—
45. E		—				—	—
46. F						—	—
47. D					—	—	—
48. G						—	—
49. D			—			—	—
50. K			—			—	—
51. D						—	—
52. K						—	—
53. A			—			—	—
54. G						—	—
55. B	—					—	—
56. K		—				—	—
57. D						—	—
58. K			—			—	—
59. B				—		—	—
60. F						—	—

Combine the totals of these columns and put in the blank for PHM in the box below.

**\*Reporting Categories**

**PHM** = Preparing for Higher Math

N = Number & Quantity

A = Algebra

F = Functions

G = Geometry

S = Statistics & Probability

**IES** = Integrating Essential Skills

**MDL** = Modeling

Number Correct (Raw Score) for:	
Preparing for Higher Math (PHM) (N + A + F + G + S)	_____ (35)
Integrating Essential Skills (IES)	_____ (25)
Total Number Correct for Mathematics Test (PHM + IES)	_____ (60)
Modeling (MDL) (Not included in total number correct for mathematics test raw score)	_____ (24)

**Test 3: Reading—Scoring Key**

2176CPRE

Key	Reporting Category*		
	KID	CS	IKI
1. D			
2. F	___		
3. C		___	
4. J		___	
5. D			___
6. J	___		
7. B	___		
8. H			___
9. B			___
10. F			___
11. D		___	
12. F	___		
13. B	___		
14. G	___		
15. D		___	
16. G	___		
17. C	___		
18. H	___		
19. B	___		
20. J		___	

Key	Reporting Category*		
	KID	CS	IKI
21. B		___	
22. F	___		
23. C		___	
24. J		___	
25. A			___
26. J	___		
27. B	___		
28. G	___		
29. C	___		
30. F		___	
31. C		___	
32. G	___		
33. A	___		
34. J	___		
35. C	___		
36. F	___		
37. D	___		
38. G		___	
39. C	___		
40. G	___		

**\*Reporting Categories**

**KID** = Key Ideas & Details

**CS** = Craft & Structure

**IKI** = Integration of Knowledge & Ideas

Number Correct (Raw Score) for:	
Key Ideas & Details (KID)	___ (23)
Craft & Structure (CS)	___ (12)
Integration of Knowledge & Ideas (IKI)	___ (5)
Total Number Correct for Reading Test (KID + CS + IKI)	___ (40)

**Test 4: Science—Scoring Key**

2176CPRE

Key	Reporting Category*		
	IOD	SIN	EMI
1. D			___
2. H			___
3. B			___
4. G			___
5. B			___
6. F			___
7. C			___
8. J		___	
9. C		___	
10. J	___		
11. B		___	
12. F	___		
13. B		___	
14. H		___	
15. B	___		
16. G	___		
17. A	___		
18. H	___		
19. D	___		
20. J	___		

Key	Reporting Category*		
	IOD	SIN	EMI
21. A	___		
22. G	___		
23. C		___	
24. J	___		
25. B		___	
26. J		___	
27. A			___
28. F	___		
29. B	___		
30. G			___
31. C	___		
32. J	___		
33. B	___		
34. G	___		
35. D		___	
36. H		___	
37. C			___
38. H		___	
39. B	___		
40. J	___		

**\*Reporting Categories**

**IOD** = Interpretation of Data

**SIN** = Scientific Investigation

**EMI** = Evaluation of Models,  
Inferences & Experimental Results

Number Correct (Raw Score) for:	
Interpretation of Data (IOD)	___ (18)
Scientific Investigation (SIN)	___ (12)
Evaluation of Models, Inferences & Experimental Results (EMI)	___ (10)
Total Number Correct for Science Test (IOD + SIN + EMI)	___ (40)

**Table 1****Explanation of Procedures Used to Obtain Scale Scores from Raw Scores**

On each of the four multiple-choice tests on which you marked any responses, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale scores. For each test, locate and circle your raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale score that corresponds to that raw score. As you determine your scale scores, enter them in the blanks provided on the right. The highest possible scale score for each test is 36. The lowest possible scale score for any test on which you marked any responses is 1.

Next, compute the Composite score by averaging the four scale scores. To do this, add your four scale scores and divide the sum by 4. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.) Enter this number in the blank. This is your Composite score. The highest possible Composite score is 36. The lowest possible Composite score is 1.

<b>ACT Test 2176CPRE</b>	<b>Your Scale Score</b>
English	_____
Mathematics	_____
Reading	_____
Science	_____
<hr/>	
<b>Sum of scores</b>	_____
<b>Composite score (sum ÷ 4)</b>	_____

NOTE: If you left a test completely blank and marked no items, do not list a scale score for that test. If any test was completely blank, do not calculate a Composite score.

To calculate your writing score, use the rubric on pages 7–8.

<b>Scale Score</b>	<b>Raw Scores</b>				<b>Scale Score</b>
	<b>Test 1 English</b>	<b>Test 2 Mathematics</b>	<b>Test 3 Reading</b>	<b>Test 4 Science</b>	
36	72-75	58-60	39-40	38-40	36
35	70-71	56-57	38	37	35
34	68-69	54-55	37	36	34
33	67	53	35-36	35	33
32	66	51-52	34	34	32
31	65	49-50	33	—	31
30	64	48	—	33	30
29	62-63	46-47	32	32	29
28	61	44-45	31	31	28
27	60	41-43	30	—	27
26	58-59	39-40	29	30	26
25	56-57	37-38	28	28-29	25
24	53-55	35-36	27	26-27	24
23	51-52	33-34	26	25	23
22	48-50	31-32	24-25	23-24	22
21	45-47	30	23	22	21
20	42-44	28-29	21-22	20-21	20
19	40-41	26-27	20	19	19
18	38-39	24-25	19	17-18	18
17	36-37	21-23	17-18	15-16	17
16	33-35	17-20	16	13-14	16
15	30-32	13-16	14-15	12	15
14	27-29	10-12	12-13	11	14
13	25-26	8-9	11	10	13
12	23-24	6-7	9-10	9	12
11	19-22	5	7-8	8	11
10	16-18	4	6	7	10
9	13-15	—	5	6	9
8	11-12	3	—	5	8
7	9-10	—	4	4	7
6	7-8	2	3	3	6
5	6	—	—	—	5
4	4-5	1	2	2	4
3	3	—	—	1	3
2	2	—	1	—	2
1	0-1	0	0	0	1

## How to Score the Writing Test

It is difficult to be objective about one's own work. However, it is to your advantage to read your own writing critically, as doing so can help you grow as a writer and as a reader. It may also be helpful for you to give your practice essay to another reader, such as a classmate, parent, or teacher. To rate your essay, you and your reader(s) should review the guidelines and sample essays at [www.actstudent.org](http://www.actstudent.org) and then use the scoring rubric below to assign your practice essay a score of 1 (low) through 6 (high) in each of the four writing domains (Ideas and Analysis, Development and Support, Organization, Language Use).

## Scoring Rubric (below)

The rubric presents the standards by which your essay will be evaluated. Readers will use this rubric to assign your essay four unique scores, one per writing domain. To score your essay, determine which scorepoint, in each domain, best describes the features of your writing. Because each domain receives its own score, the four scores you assign need not be identical. For example, you may find that your essay exhibits stronger skill in organization than in the development of ideas. In this case, you may determine that your essay should receive a higher score in Organization than in Development and Support.

## The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
<b>Score 6:</b> <b>Responses at this scorepoint demonstrate effective skill in writing an argumentative essay.</b>	The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.	The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.	The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
<b>Score 5:</b> <b>Responses at this scorepoint demonstrate well-developed skill in writing an argumentative essay.</b>	The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.	The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.	The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
<b>Score 4:</b> <b>Responses at this scorepoint demonstrate adequate skill in writing an argumentative essay.</b>	The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities and tensions, and/or underlying values and assumptions.	Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.	The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.	The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.

## The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
<b>Score 3:</b> <b>Responses at this scorepoint demonstrate some developing skill in writing an argumentative essay.</b>	<p>The writer generates an argument that responds to multiple perspectives on the given issue. The argument's thesis reflects some clarity in thought and purpose. The argument establishes a limited or tangential context for analysis of the issue and its perspectives. Analysis is simplistic or somewhat unclear.</p>	<p>Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the argument but may be somewhat repetitious or imprecise.</p>	<p>The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.</p>	<p>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.</p>
<b>Score 2:</b> <b>Responses at this scorepoint demonstrate weak or inconsistent skill in writing an argumentative essay.</b>	<p>The writer generates an argument that weakly responds to multiple perspectives on the given issue. The argument's thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issue and its perspectives.</p>	<p>Development of ideas and support for claims are weak, confused, or disjointed. Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.</p>	<p>The response exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</p>	<p>The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</p>
<b>Score 1:</b> <b>Responses at this scorepoint demonstrate little or no skill in writing an argumentative essay.</b>	<p>The writer fails to generate an argument that responds intelligibly to the task. The writer's intentions are difficult to discern. Attempts at analysis are unclear or irrelevant.</p>	<p>Ideas lack development, and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.</p>	<p>The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.</p>	<p>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</p>

### Calculating Your Writing Subject Score

Complete these steps to calculate your Writing Subject Score (2–12 score range).

Score Calculation Steps	Domain	Rubric Score	Domain Score
1. Determine Rubric Score for each Domain	Ideas and Analysis	___	x 2 = ___
2. Multiply each Rubric Score by 2 to get Domain Score	Development and Support	___	x 2 = ___
	Organization	___	x 2 = ___
	Language Use and Conventions	___	x 2 = ___
	3. Find the Sum of all Domain Scores (range 8–48)	Sum of Domain Scores _____	
4. Divide Sum by 4 (range 2–12)*	<b>Writing Subject Score</b> _____		
*Round value to the nearest whole number. Round down any fraction less than one-half; round up any fraction that is one-half or more.			











**Marking Directions:** Mark only **one** oval for each question. Fill in response completely. Erase errors cleanly without smudging.



**Correct mark:** ○ ● ○ ○



-----



**Do NOT use these incorrect or bad marks.**

Incorrect marks:    

Overlapping mark:  

Cross-out mark:  

Smudged erasure:  

Mark is too light:  

**BOOKLET NUMBER**

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

**FORM**

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Print your 3-character **Test Form** in the boxes above and fill in the corresponding oval at the right.

**BE SURE TO FILL IN THE CORRECT FORM OVAL.**

PRE

**TEST 1: ENGLISH**

- |              |              |              |              |              |              |
|--------------|--------------|--------------|--------------|--------------|--------------|
| 1 (A B C D)  | 14 (F G H J) | 27 (A B C D) | 40 (F G H J) | 53 (A B C D) | 66 (F G H J) |
| 2 (F G H J)  | 15 (A B C D) | 28 (F G H J) | 41 (A B C D) | 54 (F G H J) | 67 (A B C D) |
| 3 (A B C D)  | 16 (F G H J) | 29 (A B C D) | 42 (F G H J) | 55 (A B C D) | 68 (F G H J) |
| 4 (F G H J)  | 17 (A B C D) | 30 (F G H J) | 43 (A B C D) | 56 (F G H J) | 69 (A B C D) |
| 5 (A B C D)  | 18 (F G H J) | 31 (A B C D) | 44 (F G H J) | 57 (A B C D) | 70 (F G H J) |
| 6 (F G H J)  | 19 (A B C D) | 32 (F G H J) | 45 (A B C D) | 58 (F G H J) | 71 (A B C D) |
| 7 (A B C D)  | 20 (F G H J) | 33 (A B C D) | 46 (F G H J) | 59 (A B C D) | 72 (F G H J) |
| 8 (F G H J)  | 21 (A B C D) | 34 (F G H J) | 47 (A B C D) | 60 (F G H J) | 73 (A B C D) |
| 9 (A B C D)  | 22 (F G H J) | 35 (A B C D) | 48 (F G H J) | 61 (A B C D) | 74 (F G H J) |
| 10 (F G H J) | 23 (A B C D) | 36 (F G H J) | 49 (A B C D) | 62 (F G H J) | 75 (A B C D) |
| 11 (A B C D) | 24 (F G H J) | 37 (A B C D) | 50 (F G H J) | 63 (A B C D) |              |
| 12 (F G H J) | 25 (A B C D) | 38 (F G H J) | 51 (A B C D) | 64 (F G H J) |              |
| 13 (A B C D) | 26 (F G H J) | 39 (A B C D) | 52 (F G H J) | 65 (A B C D) |              |

**TEST 2: MATHEMATICS**

- |                |                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|----------------|
| 1 (A B C D E)  | 11 (A B C D E) | 21 (A B C D E) | 31 (A B C D E) | 41 (A B C D E) | 51 (A B C D E) |
| 2 (F G H J K)  | 12 (F G H J K) | 22 (F G H J K) | 32 (F G H J K) | 42 (F G H J K) | 52 (F G H J K) |
| 3 (A B C D E)  | 13 (A B C D E) | 23 (A B C D E) | 33 (A B C D E) | 43 (A B C D E) | 53 (A B C D E) |
| 4 (F G H J K)  | 14 (F G H J K) | 24 (F G H J K) | 34 (F G H J K) | 44 (F G H J K) | 54 (F G H J K) |
| 5 (A B C D E)  | 15 (A B C D E) | 25 (A B C D E) | 35 (A B C D E) | 45 (A B C D E) | 55 (A B C D E) |
| 6 (F G H J K)  | 16 (F G H J K) | 26 (F G H J K) | 36 (F G H J K) | 46 (F G H J K) | 56 (F G H J K) |
| 7 (A B C D E)  | 17 (A B C D E) | 27 (A B C D E) | 37 (A B C D E) | 47 (A B C D E) | 57 (A B C D E) |
| 8 (F G H J K)  | 18 (F G H J K) | 28 (F G H J K) | 38 (F G H J K) | 48 (F G H J K) | 58 (F G H J K) |
| 9 (A B C D E)  | 19 (A B C D E) | 29 (A B C D E) | 39 (A B C D E) | 49 (A B C D E) | 59 (A B C D E) |
| 10 (F G H J K) | 20 (F G H J K) | 30 (F G H J K) | 40 (F G H J K) | 50 (F G H J K) | 60 (F G H J K) |

**TEST 3: READING**

- |             |              |              |              |              |              |
|-------------|--------------|--------------|--------------|--------------|--------------|
| 1 (A B C D) | 8 (F G H J)  | 15 (A B C D) | 22 (F G H J) | 29 (A B C D) | 36 (F G H J) |
| 2 (F G H J) | 9 (A B C D)  | 16 (F G H J) | 23 (A B C D) | 30 (F G H J) | 37 (A B C D) |
| 3 (A B C D) | 10 (F G H J) | 17 (A B C D) | 24 (F G H J) | 31 (A B C D) | 38 (F G H J) |
| 4 (F G H J) | 11 (A B C D) | 18 (F G H J) | 25 (A B C D) | 32 (F G H J) | 39 (A B C D) |
| 5 (A B C D) | 12 (F G H J) | 19 (A B C D) | 26 (F G H J) | 33 (A B C D) | 40 (F G H J) |
| 6 (F G H J) | 13 (A B C D) | 20 (F G H J) | 27 (A B C D) | 34 (F G H J) |              |
| 7 (A B C D) | 14 (F G H J) | 21 (A B C D) | 28 (F G H J) | 35 (A B C D) |              |

**TEST 4: SCIENCE**

- |             |              |              |              |              |              |
|-------------|--------------|--------------|--------------|--------------|--------------|
| 1 (A B C D) | 8 (F G H J)  | 15 (A B C D) | 22 (F G H J) | 29 (A B C D) | 36 (F G H J) |
| 2 (F G H J) | 9 (A B C D)  | 16 (F G H J) | 23 (A B C D) | 30 (F G H J) | 37 (A B C D) |
| 3 (A B C D) | 10 (F G H J) | 17 (A B C D) | 24 (F G H J) | 31 (A B C D) | 38 (F G H J) |
| 4 (F G H J) | 11 (A B C D) | 18 (F G H J) | 25 (A B C D) | 32 (F G H J) | 39 (A B C D) |
| 5 (A B C D) | 12 (F G H J) | 19 (A B C D) | 26 (F G H J) | 33 (A B C D) | 40 (F G H J) |
| 6 (F G H J) | 13 (A B C D) | 20 (F G H J) | 27 (A B C D) | 34 (F G H J) |              |
| 7 (A B C D) | 14 (F G H J) | 21 (A B C D) | 28 (F G H J) | 35 (A B C D) |              |



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Use a No. 2 pencil only. Do NOT use a mechanical pencil, ink, ballpoint, or felt-tip pen.

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Print your 9-digit Booklet Number in the boxes at the right.

Grid for entering 9-digit Booklet Number

WRITING TEST FORM

Grid for entering 3-character Test Form

Print your 3-character Test Form in the boxes above and fill in the corresponding oval at the right.

Begin WRITING TEST here.

Main writing area with horizontal lines

If you need more space, please continue on the next page.

1

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