



2024 | 2025

Preparing for the ACT[®] Test

Special Testing Scoring Keys

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- How to Score the Writing Test

The **ACT**[®]

www.actstudent.org



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 section is a raw score. Because there are many forms of the ACT, each with different questions, the difficulty level varies between the forms. A raw score of 35 on one form of the mathematics test section, for example, may be about as difficult to earn as a raw score of 37 on another form of that test section.

Computing raw scores: To compute your raw scores, check your answers with the scoring information in the scoring keys and conversion table, starting on the next page and do the following:

1. Mark a one (1) in the blank for each question answered correctly.
2. Count the number of correct answers for each of the four multiple-choice test sections.
3. Add up the total number correct for each category and test section and capture it as directed beneath its scoring key.

These numbers are your raw scores on the individual multiple-choice test sections. The highest raw score for a given test section is the number of questions included on that test section:

- English: 75
- Mathematics: 60
- Reading: 40
- Science: 40

Note: Raw scores are also provided as part of the Summary Report for each test section taken online in TestNav.

English Test 1 Section

English Scoring Key (for Form 2176CPRE)

English Reporting Categories

(Capture raw scores/correct answers.)

Production of Writing (POW) = ____ of 23

Knowledge of Language (KLA) = ____ of 12

Conventions of Standard English (CSE) = ____ of 40

Total English (POW + KLA + CSE) = ____ of 75

English Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	C		CSE
2	D		POW
3	A		KLA
4	A		POW
5	C		KLA
6	D		CSE
7	B		KLA
8	B		POW
9	A		CSE
10	D		POW
11	B		CSE
12	D		CSE
13	C		CSE
14	A		POW
15	C		POW
16	A		CSE
17	D		KLA
18	D		CSE
19	C		CSE
20	D		KLA
21	B		POW
22	D		CSE
23	D		CSE
24	D		CSE
25	B		POW
26	C		POW
27	B		CSE
28	C		POW
29	A		POW

English Number	Correct Answer	Correct (Mark 1)	Reporting Categories
30	C		CSE
31	A		CSE
32	B		CSE
33	A		KLA
34	D		CSE
35	A		CSE
36	C		KLA
37	D		CSE
38	B		POW
39	C		POW
40	A		CSE
41	C		CSE
42	D		CSE
43	B		POW
44	B		POW
45	C		POW
46	D		CSE
47	A		CSE
48	B		CSE
49	A		CSE
50	C		CSE
51	C		POW
52	C		POW
53	D		CSE
54	D		KLA
55	A		CSE
56	D		POW
57	D		CSE
58	B		CSE
59	A		KLA
60	B		POW
61	C		CSE
62	D		KLA
63	B		CSE
64	B		KLA
65	D		CSE
66	B		POW

English Number	Correct Answer	Correct (Mark 1)	Reporting Categories
67	A		CSE
68	B		CSE
69	C		POW
70	B		CSE
71	A		CSE
72	D		POW
73	A		CSE
74	B		CSE
75	A		KLA

Mathematics Test 2 Section

Mathematics Scoring Key (for Form 2176CPRE)

Mathematics Reporting Categories

(Capture raw scores/correct answers.)

Preparing for Higher Math (PHM) = ____ of 35
(A + F + G + N + S)

A = Algebra

F = Functions

G = Geometry

N = Number & Quantity

S = Statistics & Probability

Integrating Essential Skills (IES) = ____ of 25

Modeling (MDL) = ____ of 24

Total Mathematics (PHM + IES) = ____ of 60

Note: Do not include MDL in Total Mathematics raw score.

Math Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	E		IES, MDL
2	D		PHM-A
3	B		IES
4	B		IES
5	C		PHM-A
6	A		IES, MDL
7	B		PHM-F, MDL
8	C		PHM-F, MDL
9	D		PHM-G
10	B		PHM-B, MDL

Math Number	Correct Answer	Correct (Mark 1)	Reporting Categories
11	B		PHM-S, MDL
12	B		PHM-G, MDL
13	D		IES, MDL
14	D		IES, MDL
15	A		PHM-A
16	E		PHM-A
17	D		PHM-G
18	D		PHM-N
19	A		PHM-G, MDL
20	A		PHM-S
21	E		IES
22	B		PHM-G
23	E		PHM-F
24	C		IES
25	D		IES
26	B		IES, MDL
27	E		IES
28	C		IES, MDL
29	C		IES, MDL
30	C		PHM-S
31	B		PHM-N, MDL
32	E		IES
33	D		IES, MDL
34	A		PHM-G
35	E		IES, MDL
36	D		IES
37	C		PHM-S, MDL
38	A		PHM-S, MDL
39	D		PHM-N
40	E		PHM-G
41	A		PHM-A
42	D		PHM-F
43	D		IES
44	B		PHM-A, MDL
45	E		PHM-A
46	A		IES, MDL
47	D		PHM-S, MDL

Math Number	Correct Answer	Correct (Mark 1)	Reporting Categories
48	B		IES
49	D		PHM-F
50	E		PHM-F
51	D		IES, MDL
52	E		IES
53	A		PHM-F
54	B		IES
55	B		PHM-N
56	E		PHM-A
57	D		IES
58	E		PHM-F
59	B		PHM-G, MDL
60	A		IES, MDL

Reading Test 3 Section

Reading Scoring Key (for Form 2176CPRE)

Reading Reporting Categories

(Capture raw scores/correct answers.)

Key Ideas & Details (KID) = ____ of 23

Craft & Structure (CS) = ____ of 12

Integration of Knowledge & Ideas (IKI) = ____ of 5

Total Reading (KID + CS + IKI) = ____ of 40

Reading Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	D		CS
2	A		KID
3	C		CS
4	D		CS
5	D		IKI
6	D		KID
7	B		KID
8	C		IKI
9	B		IKI
10	A		IKI
11	D		CS
12	A		KID
13	B		KID

Reading Number	Correct Answer	Correct (Mark 1)	Reporting Categories
14	B		KID
15	D		CS
16	B		KID
17	C		KID
18	C		KID
19	B		KID
20	D		CS
21	B		CS
22	A		KID
23	C		CS
24	D		CS
25	A		IKI
26	D		KID
27	B		KID
28	B		KID
29	C		KID
30	A		CS
31	C		CS
32	B		KID
33	A		KID
34	D		KID
35	C		KID
36	A		KID
37	D		KID
38	B		CS
39	C		KID
40	B		KID

Science Test 4 Section

Science Scoring Key (for Form 2176CPRE)

Science Reporting Categories

(Capture raw scores/correct answers.)

Interpretation of Data (IOD) = ____ of 18

Scientific Investigation (SIN)= ____ of 12

Evaluation of Models, Inferences & Experimental Results (EMI) = ____ of 10

Total Science (IOD + SIN + EMI) = ____ of 40

Science Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	D		EMI
2	C		EMI
3	B		EMI
4	B		EMI
5	B		EMI
6	A		EMI
7	C		EMI
8	D		SIN
9	C		SIN
10	D		IOD
11	B		SIN
12	A		IOD
13	B		SIN
14	C		SIN
15	B		IOD
16	B		IOD
17	A		IOD
18	C		IOD
19	D		IOD
20	D		IOD
21	A		IOD
22	B		IOD
23	C		SIN
24	D		IOD
25	B		SIN
26	D		SIN
27	A		EMI
28	A		IOD

Science Number	Correct Answer	Correct (Mark 1)	Reporting Categories
29	B		IOD
30	B		EMI
31	C		IOD
32	D		IOD
33	B		IOD
34	B		IOD
35	D		SIN
36	C		SIN
37	C		EMI
38	D		SIN
39	B		IOD
40	D		SIN

Scale Scores

To adjust for the small differences among different forms of the ACT test, raw scores are converted into scale scores. Scale scores appear on reports sent to your school.

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 mathematics test section has the same meaning for any form of the ACT.

Converting Raw Scores to Scale Scores

Each ACT test section generates a single scale score between 1–36. Use the Conversion of Raw Scores to Scale Scores table to convert your raw scores to scale scores. For each test section:

1. Locate your raw score, or the range of raw scores that includes it, in the conversion table.
2. Locate the cell in the Scale Score column of the row that corresponds to that raw score to identify the scale score for that test.
3. As you determine your scale scores, enter them in the blanks below.

Test section scale scores:

English = ____

Mathematics = ____

Reading = ____

Science = ____

Calculating a Composite Score

An ACT test generates a single Composite score of 1–36. Compute the Composite score by averaging the four scale scores. To do this:

1. Add your four scale scores. Enter this sum of scores in the blank below.
2. 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, except for averages lower than one; round up any fraction that is one-half or more and/or less than one.)
3. Enter this number in the blank below. This is your Composite score.

Composite of scale scores:

Sum of scores = ____

Composite score (sum ÷ 4) = ____

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

To calculate your writing score, use The ACT Writing Test Scoring Rubric on page 72.

Conversion of Raw Scores to Scale Scores (for Form 2176CPRE)

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

Scoring the Practice Writing Test

It's difficult to be objective about your own work. However, it's 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 <http://www.actstudent.org> and then use The ACT Writing Test Scoring Rubric, starting on the next page to assign your practice essay a score of 1 (low) through 6 (high) in each of the four writing domains (Ideas & Analysis, Development & Support, Organization, and Language Use).

Scoring Rubric

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. These are the six possible rubric scores:

Score 6: Responses demonstrate effective skill in writing an argumentative essay.

Score 5: Responses demonstrate well-developed skill in writing an argumentative essay.

Score 4: Responses demonstrate adequate skill in writing an argumentative essay.

Score 3: Responses demonstrate some developing skill in writing an argumentative essay.

Score 2: Responses demonstrate weak or inconsistent skill in writing an argumentative essay.

Score 1: Responses demonstrate little or no skill

in writing an argumentative essay.

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 & Support.

Calculating Your Writing Score

The writing test section generates a single score of 2–12. Complete these steps to calculate your writing score:

1. Determine which score (range 1–6) in each of the four domains best describes the features of your writing.
2. Multiply each rubric score by 2 to get a score for each domain (range 2–12).
3. Add your four domain scores. Enter this sum of domain scores in the blank below (range 8–48).
4. 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.)

Writing test rubric and domain scores:

Ideas & Analysis = ____ x 2 = ____

Development & Support = ____ x 2 = ____

Organization = ____ x 2 = ____

Language Use = ____ x 2 = ____

Sum of domain scores = ____

Writing subject score (sum ÷ 4) = ____

The ACT Writing Test Scoring Rubric

Ideas & Analysis Domain

Rubric Score	Ideas & Analysis Scoring Standards
6	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, tensions, and/or underlying values and assumptions.
5	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, tensions and/or underlying values and assumptions.
4	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, tensions, and/or underlying values and assumptions.
3	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.
2	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.
1	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.

Development & Support Domain

Rubric Score	Development & Support Scoring Standards
6	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.
5	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.
4	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.
3	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.
2	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.
1	Ideas lack development and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.

Organization Domain

Rubric Score	Organization Scoring Standards
6	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.
5	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.
4	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.
3	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.
2	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.
1	The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.

Language Use Domain

Rubric Score	Language Use Scoring Standards
6	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.
5	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.
4	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.
3	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.
2	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.
1	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.

Next Steps

Your practice test score is an estimate of the score that you would receive during an actual administration of the ACT test. Reflecting on your practice experience can be useful as you continue to prepare for test day.

Consider the following as you review your scores as part of your general test performance:

- **Pacing:** Did you run out of time? Reread the information in [Preparing for the ACT® Test](#) on pacing yourself. You may need to adjust the way you use your time in responding to the questions.
- **Directions:** Did you spend too much time trying to understand the directions for the test sections? Make sure you understand them before test day.
- **Misses:** 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 questions.
- **Types:** Did a particular type of question confuse you? In reviewing your responses, check to see whether a particular type of question was more difficult for you.

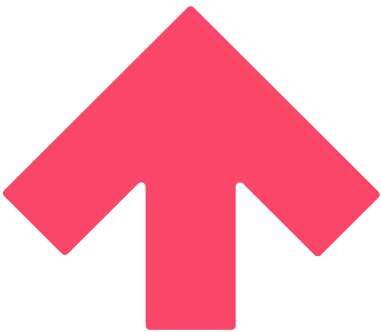
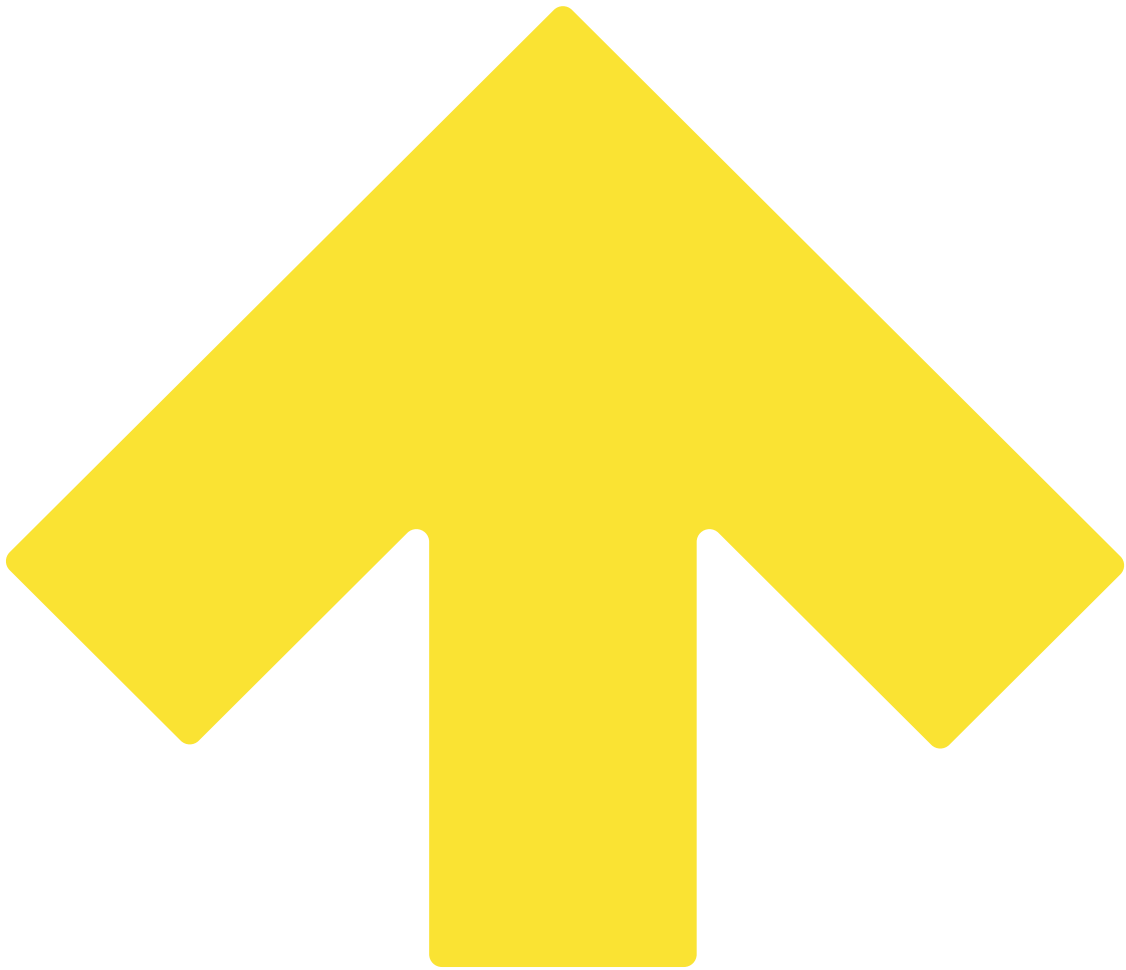
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ACT conducts research and periodically updates tests to provide test content that reflects classroom instruction and continues to be a relevant predictor of college and career readiness. There may be subtle differences between the ACT practice test in this booklet and the test students take on test day.

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

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

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