




2025 | 2026

Preparing for the ACT[®] Test

 **Special Testing
Scoring Keys**

What's Inside

- How to Score the Multiple-Choice Tests
- Reviewing Your Performance on the Multiple-Choice Tests
- Scoring Keys
- How to Score the Writing Test

The **ACT**[®]

www.actstudent.org



How to Score the Practice Multiple-Choice Tests

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

To calculate your writing score, use Scoring the Practice Writing Test on page 8.

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, then 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 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.

Use the scoring key for each test to score your answer document for the sections in the practice test. Mark a “1” in the blank for each question you answered correctly and add up the total number correct for each test. Do not count correct answers for gray cells, as

those are for field test items not included in converting raw scores to scale scores.

Please note, the placement of these field test questions varies across different test forms, and will NOT remain in the same test item slots each test administration.

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: 40
- Mathematics: 41
- Reading: 27
- Science: 34

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

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 and 36. Use the scale score conversion table to convert your raw scores to scale scores for each test section.

English Scoring Key

English Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	C		CSE
2	G		CSE
3	A		POW
4	F		POW
5	A		CSE
6	F		KLA
7	D		KLA
8	J		CSE
9	B		CSE
10	G		KLA
11	B		CSE
12	J		CSE
13	C		KLA
14	H		POW
15	D		POW
16	J		CSE
17	D		KLA
18	H		POW
19	A		KLA
20	J		POW
21	A		CSE
22	F		CSE
23	C		POW
24	H		POW
25	D		POW
26	G		POW
27	D		CSE
28	F		CSE
29	A		CSE
30	G		POW
31	C		CSE
32	F		POW
33	A		CSE
34	H		KLA
35	A		POW
36	G		POW
37	B		POW
38	H		CSE
39	D		KLA
40	J		CSE
41	A	Not Scored	—
42	G	Not Scored	—
43	D	Not Scored	—
44	H	Not Scored	—
45	D	Not Scored	—
46	F	Not Scored	—
47	B	Not Scored	—
48	F	Not Scored	—
49	D	Not Scored	—
50	H	Not Scored	—

English Reporting Categories

(Capture raw scores/correct answers.)

Production of Writing (POW) = ____ of 15

Knowledge of Language (KLA) = ____ of 8

Conventions of Standard

English (CSE) = ____ of 17

Total English Raw Score

(POW + KLA + CSE) = ____ of 40

English Scale Score Conversion Table

Use the Total English Raw Score number from the previous table to find the scale score you could expect if you got that number correct on test day.

English Raw Score	English Scale Score	English Raw Score	English Scale Score
40	36	19	15
39	35	18	15
38	35	17	14
37	33	16	13
36	31	15	13
35	29	14	12
34	28	13	11
33	27	12	11
32	26	11	10
31	25	10	10
30	24	9	10
29	23	8	9
28	22	7	8
27	22	6	7
26	21	5	7
25	20	4	6
24	20	3	5
23	19	2	3
22	18	1	2
21	17	0	1
20	16		

English Scale Score = ____

Mathematics Scoring Key

Math Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	D		IES
2	J		S
3	B		IES
4	F		IES
5	C		A
6	J		N
7	B	Not Scored	—
8	H		N
9	D		A
10	H		IES
11	B		IES
12	J		S
13	A		G
14	J		IES
15	A		A
16	G	Not Scored	—
17	A		A
18	J		N
19	B		F
20	H		G
21	C		IES
22	G		IES
23	C		F
24	G		F
25	A		F
26	G		A
27	B		S
28	F		G
29	C	Not Scored	—
30	J		G
31	C		G
32	J		IES
33	C		IES
34	G		IES
35	C		IES
36	J		S
37	C		A
38	J		IES
39	C		S
40	J	Not Scored	—
41	D		IES
42	F		IES
43	C		IES
44	J		F
45	A		S

Mathematics Reporting Categories

(Capture raw scores/correct answers.)

Preparing for Higher Math

(PHM) (A + F + G + N + S) = ____ of 25

A = Algebra

F = Functions

G = Geometry

N = Number & Quantity

S = Statistics & Probability

Integrating Essential Skills (IES) = ____ of 16

Total Mathematics Raw Score

(PHM + IES) = ____ of 41

Mathematics Scale Score Conversion Table

Use the Total Mathematics Raw Score from the previous table to find the scale score you could expect if you got that number correct on test day.

Math Raw Score	Math Scale Score	Math Raw Score	Math Scale Score
41	36	20	19
40	36	19	19
39	35	18	18
38	34	17	17
37	34	16	17
36	33	15	17
35	32	14	16
34	31	13	16
33	30	12	15
32	29	11	15
31	29	10	15
30	28	9	14
29	27	8	14
28	27	7	13
27	26	6	13
26	25	5	12
25	24	4	11
24	23	3	9
23	22	2	7
22	21	1	5
21	20	0	1

Mathematics Scale Score = ____

Reading Scoring Key

Reading Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	D	Not Scored	—
2	H	Not Scored	—
3	A	Not Scored	—
4	J	Not Scored	—
5	C	Not Scored	—
6	G	Not Scored	—
7	A	Not Scored	—
8	F	Not Scored	—
9	A	Not Scored	—
10	J		CS
11	B		KID
12	H		KID
13	B		CS
14	J		CS
15	C		KID
16	J		KID
17	C		CS
18	F		CS
19	B		KID
20	H		CS
21	D		KID
22	H		KID
23	A		KID
24	H		KID
25	D		IKI
26	F		IKI
27	B		IKI
28	J		IKI
29	D		KID
30	F		CS
31	A		KID
32	G		CS
33	C		KID
34	J		IKI
35	B		KID
36	H		CS

Reading Reporting Categories

(Capture raw scores/correct answers.)

Key Ideas & Details (KID) = ____ of 13

Craft & Structure (CS) = ____ of 9

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

Total Reading Raw Score
(KID + CS + IKI) = ____ of 27

Reading Scale Score Conversion Table

Use the Total Reading Raw Score from the previous table to find the scale score you could expect if you got that number correct on test day.

Reading Raw Score	Reading Scale Score	Reading Raw Score	Reading Scale Score
27	36	13	17
26	35	12	16
25	34	11	15
24	32	10	14
23	30	9	13
22	28	8	12
21	26	7	12
20	25	6	11
19	24	5	10
18	23	4	9
17	22	3	7
16	21	2	5
15	20	1	3
14	18	0	1

Reading Scale Score = ____

Science Scoring Key

Science Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	A		IOD
2	F		IOD
3	D		IOD
4	H		IOD
5	D		EMI
6	F		EMI
7	C		EMI
8	J		IOD
9	C		EMI
10	F		EMI
11	C		EMI
12	G		EMI
13	C		EMI
14	H		SIN
15	B		SIN
16	H		SIN
17	B		SIN
18	F		SIN
19	D		SIN
20	F		EMI
21	C		SIN
22	J		IOD
23	C		SIN
24	J		IOD
25	B		IOD
26	J		IOD
27	D		IOD
28	G		IOD
29	D	Not Scored	—
30	J	Not Scored	—
31	C	Not Scored	—
32	J	Not Scored	—
33	D	Not Scored	—
34	F	Not Scored	—
35	B		IOD
36	F		SIN
37	B		IOD
38	G		IOD
39	C		IOD
40	J		IOD

Science Reporting Categories

(Capture raw scores/correct answers.)

Interpretation of Data (IOD) = ____ of 16

Scientific Investigation (SIN) = ____ of 9

Evaluation of Models, Inferences & Experimental Results (EMI) = ____ of 9

Total Science
(IOD + SIN + EMI) = ____ of 34

Science Scale Score Conversion Table

Use the Total Science Raw Score from the previous table to find the scale score you could expect if you got that number correct on test day.

Science Raw Score	Science Scale Score	Science Raw Score	Science Scale Score
34	36	17	21
33	35	16	20
32	34	15	19
31	33	14	18
30	32	13	18
29	31	12	17
28	30	11	16
27	29	10	15
26	28	9	14
25	27	8	12
24	26	7	12
23	25	6	11
22	25	5	10
21	24	4	9
20	23	3	7
19	23	2	6
18	22	1	3
		0	1

Science Scale Score = ____

Calculating a Composite Score

This version of Preparing for the ACT is geared towards students taking the “Enhanced ACT”. If you are taking the test on paper prior to September 2025, please refer to the version of the Preparing for the ACT guide labeled 2024|2025. If you are preparing for State and District prior to spring of 2026, you should refer to the *Fall 2025 Preparing for the ACT* provided by your school.

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

- 1. Add your English, Mathematics, and Reading scale scores. Enter this sum in the blanks below.
- 2. Divide the sum by 3. 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. Also round up averages that are less than one.)
- 3. Enter this number in the blank below. This is your Composite score.

Composite of scale scores:

English Scale Score	=	_____
Mathematics Scale Score	=	_____
Reading Scale Score	=	_____
<hr/>		
Sum of Scale Scores	=	_____

Composite score (sum ÷ 3) = _____

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.

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 this booklet 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.

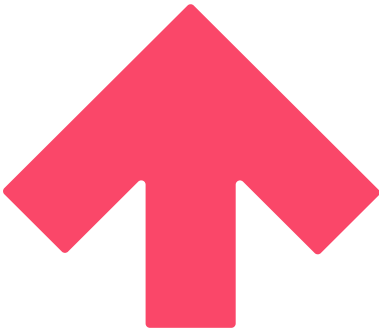
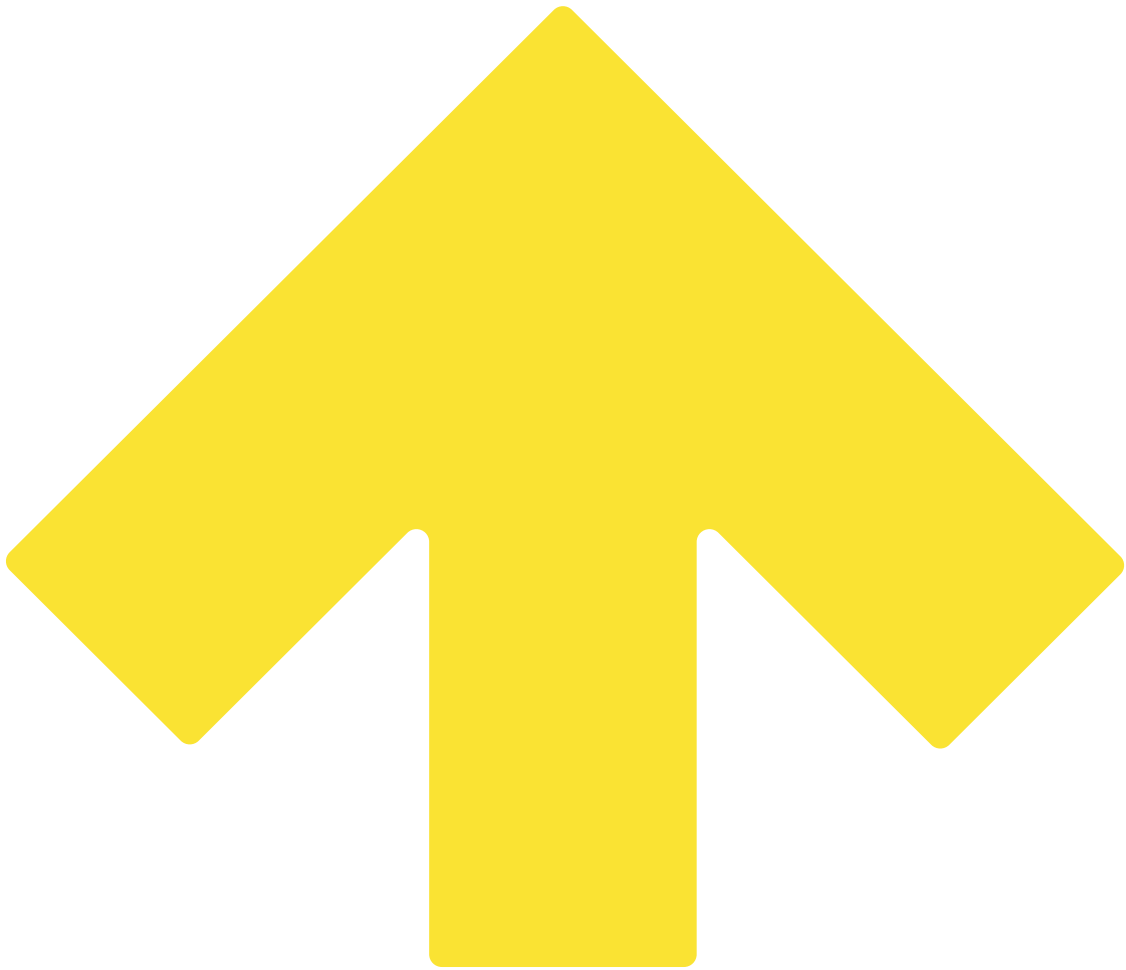
ACT is committed to representing the diversity of society in all its aspects, including race, ethnicity, and gender. Questions, passages, and writing prompts are chosen to reflect a range of cultures and are written to not disadvantage any particular group of examinees. ACT employs extensive reviews and statistical procedures to ensure the fairness of test materials.

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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