

# ACT<sup>®</sup>

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

### Special Testing

#### What's Inside

- Information about Preparing for the ACT Test with ACT-Authorized Accommodations
- Information about the Multiple-Choice and Writing Tests
- Test-Taking Strategies
- What to Expect on Test Day

The **ACT**<sup>®</sup>

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



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

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# A Message to Students

This booklet is an important first step as you get ready for college and your career. The information here is intended to help you do your best on the ACT to gain admission to colleges and universities.

The information here is for students with professionally diagnosed and documented disabilities who require test accommodations that cannot be provided at a test center and who plan to test with alternate test formats (braille, pre-recorded audio, or a reader). If you plan to test with a regular-print test booklet, you should take the practice test in *Preparing for the ACT Test* (available for download at [www.actstudent.org](http://www.actstudent.org)), which includes a set of the four multiple-choice practice tests in regular type, a practice writing test, and scoring keys.

This free booklet offers general test-taking strategies, describes test content and provides specific tips for each test, and lets you know what to expect on test day. Also included is a writing test (which may be read to you if you require oral presentation), a sample answer document, answer keys, and scoring instructions. Accompanying the booklet is a complete multiple-choice practice test in the alternate test format(s) you requested. The scoring keys are in **this** booklet.

Read this booklet carefully and take the practice tests well before test day. That way, you will be familiar with the tests, what they measure, and strategies you can use to do your best on test day.

For more information on ACT's policy on accommodations, the process of requesting test accommodations on the ACT, and resources for students and parents, see [www.act.org/the-act/accmms](http://www.act.org/the-act/accmms).

You may also want to consider the *Official ACT® Self-Paced Course, Powered by Kaplan®* to learn test content and strategies in a virtual classroom. To view all of our test preparation options, go to [www.act.org/the-act/testprep](http://www.act.org/the-act/testprep).

**NOTE:** The word “read” in this booklet refers to any means authorized for you to test with oral presentation—listening to pre-recorded audio or having someone read the tests to you from a script.

# Overview of the ACT

The full ACT consists of four multiple-choice sections—in English, mathematics, reading, and science—with an optional writing section. Some colleges and universities require or accept ACT writing scores, so you may consider taking the writing section.

Test	Questions	Minutes per Test
English	75	45
Mathematics	60	60
Reading	40	35
Science	40	35
Writing (optional)	1 essay	40

## Test Formats for ACT National Testing

The full ACT is now offered nationally in both paper and online formats. Students who have taken the full ACT at least once from 2016 or later will be able to retake individual sections during any of the National test dates through ACT Section Retesting. A section retest is an online only test option that offers a way to help you focus on individual ACT sections. Students can take up to 3 sections during one testing date and can choose in which order the sections are section.

ACT tries out questions on National test dates to develop future tests. Your test may include questions that will not count towards your score. These questions may be blended in with the questions that do not count towards your score. Please try your best on these questions. Your participation can help shape ACT's future. With blended questions, your time will be extended to allow for the additional questions.

Test	Questions	Minutes per Test
English	90	55
Mathematics	65	65
Reading	50	50
Science	47	50
Writing (optional)	1 essay	40

See [www.actstudent.org](http://www.actstudent.org) for more information about ACT Section Retesting.

## Test Strategies for the ACT

Each multiple-choice section contains questions with either four or five answers from which you are to choose the correct, or best, answer.

The ACT measures the knowledge, understanding, and skills you have acquired throughout your years in school. Because of this, it is unlikely that a “cram” course can improve your scores. However, it is a good idea to do some test preparation to be familiar with the tests and what to expect on test day.

Here are four strategies to help you prepare for the ACT:

✓ *You may request extra time.*

The amount of time authorized for you in each section will be noted on the approval letter you receive from ACT and on the roster sent to your test coordinator. Confirm with your test coordinator how much time has been authorized for you in each section. Most examinees finish before the maximum time allowed by the guidelines.

✓ *Get familiar with the content of the sections.*

Review the information in this booklet. Note which content areas make up a large proportion of the sections. The topics included in each content area are examples of possible topics; they do not include all possibilities.

✓ *Update your knowledge and skills in the content areas.*

Review content areas that you have studied but are not fresh in your mind. Refresh your knowledge in the content areas that make up large portions of the test.

✓ *Study content areas you are not familiar with.*

If some content areas of the ACT are unfamiliar to you, consider taking coursework in those areas before you take the test.

# General Preparation

## Your Test Format(s)

Along with this booklet, you received the four multiple-choice practice tests in one or more of the following alternate formats:

- **Large print**—for students with visual impairments (available in 18-point only)
- **Braille**—for students with visual impairments. Also includes raised line drawings for the mathematics and science sections. You may also order pre-recorded audio if you typically receive oral presentation in addition to braille in school.
- **Pre-recorded audio**—for students requiring oral presentation of the tests. Also includes a regular-print test booklet for you to follow along.
- **Raised Line Drawings**—a separate booklet of raised line drawings for the mathematics and science sections for visually impaired students requiring oral presentation.

Before your practice session, confirm with your test coordinator what accommodations, including the maximum time allowed for each section, you were ACT-authorized for. After your practice session, if you think you need additional or different accommodations, or need to change your testing window, contact your test coordinator immediately.

## Test-Taking Strategies

These suggestions apply to the four multiple-choice sections.

### ✓ *Pace yourself.*

It is important that you have enough time to read the passages/questions and figure out your responses. First, work with your test coordinator to determine the time authorized for you in each section. For each section, subtract the number of minutes you estimate you will spend skimming the passages or reading the information provided, then divide the total number of remaining minutes allowed by the number of questions to determine the estimated time you should spend on each question. If possible, spend less time on each question and use the remaining time allowed for a section to review your work and return to the questions in that section that were most difficult for you.

The time limits set for each section give nearly everyone enough time to finish all questions. However, you will want to pace yourself to avoid spending too much time on one passage or puzzling over an answer to a specific problem. Go on to other questions and come back if there is time.

### ✓ *Used the raised line drawings effectively.*

If you are testing with braille or oral presentation (pre-recorded audio or reader), you may request a set of raised line drawings,

## Your Test Option

When you requested Special testing, you chose one of two Test Options: the full ACT (no writing) or the full ACT with writing. You cannot take the writing section without first taking all four multiple-choice sections.

Both Test Options are available through Special testing **only** during designated two-week testing windows. All tests must be completed within the designated window or the answer documents will not be scored. Visit [www.act.org/the-act/accomms](http://www.act.org/the-act/accomms) for more detail.

## Your Testing Window

You chose a two-week testing window in which you plan to complete all the sections. Keep in mind that you are not guaranteed approval of your accommodations in time to test during your preferred window. As soon as you receive your approval letter, check with your test coordinator for the specific date(s), time, and location of your test session(s).

which are representations of graphics that may help you answer certain questions on the mathematics and science sections. The graphics are not always precise and are not necessarily to scale. If you are testing with braille, the raised line drawings are in the braille test form. Your test coordinator may also have a key for some graphics he or she will read aloud. Your test coordinator is not permitted to explain or describe the drawings in any way.

### ✓ *Read the directions carefully.*

Before you begin each section, read the directions carefully.

- The English, reading, and science sections ask for the best answer. Read and consider all of the answer choices and choose the answer that best responds to the question.
- The mathematics section asks for the correct answer. You may want to work out the answer you feel is correct and look for it among the choices given. If your answer is not among the choices provided, reread the question and consider all the answer choices.

### ✓ *Read each question carefully.*

You need to understand exactly what each question asks. Some questions will require you to go through several steps to find the correct or best answer, while others can be answered more quickly.

### ✓ *Answer the easy questions first.*

A good strategy is to answer the easy questions and skip the questions you find difficult. After answering the easy questions, go back and answer the more difficult questions if you have time.

### ✓ *Use logic on more difficult questions.*

When you return to the more difficult questions, try to use logic to eliminate incorrect answers. Compare the answer choices to each other and note how they differ. Such differences may provide clues as to what the question requires. Eliminate as many incorrect answers as you can, then make an educated guess from the remaining answers.

### ✓ *Answer every question.*

Your scores in the sections will be based only on the number of questions that you answer correctly; there is no penalty for guessing. Try to answer every question within the time allowed for each section.

### ✓ *Review your work.*

If there is time left after you have answered every question in a section, go back and check your work. You will not be allowed to go back to any other section or mark responses to a section after time has been called in that section.

### ✓ *Be precise in choosing your responses.*

If you are taking the ACT on paper and marking your responses on your answer document yourself (or are using a large-print worksheet), be sure that you properly fill in the appropriate ovals on your answer document. Check that the number of the line of ovals on your answer document is the same as the number of the question you are answering and that you mark only one answer for each question.

If you are approved to mark answers in the test booklet, make sure your final answers are clearly legible, so your test coordinator can accurately transfer them to your answer document. If you are taking the ACT online, be sure you select the intended response.

*Note: All answers must be marked on the answer document unless you were approved to mark them in the test booklet or use an alternate response mode (e.g., responding orally).*

### ✓ *Erase completely.*

If you are testing on paper and want to change a multiple-choice answer on paper, be sure to use a soft eraser that will erase the unintended mark completely and not leave smudges. Do not cross out answers or use correction fluid or tape; you must erase. Smudges or unintended marks may cause errors in scoring.

### ✓ *Starting the next section.*

You may not go on to the next section until your test coordinator instructs you to begin work on that section.

- If you are testing with one and one-half time, you do not have to use all of the time authorized for you on each test.
- If you are testing individually and you have checked your work on a section, you must notify your test coordinator that you are ready to begin the next section. Your test coordinator will record the amount of time you used and then authorize you to begin the next section.
- If you are testing with a group of students authorized for the same timing guidelines, you may not begin the next section until everyone is ready to proceed.

## Get Ready

Prepare well in advance for the ACT.

- Know what to expect on test day. Familiarize yourself with the information in this booklet and on [www.actstudent.org](http://www.actstudent.org).
- Contact your test coordinator if you are unclear about your accommodations or what will happen on test day.
- Take the practice tests and review your responses using the answer keys.
- If you are taking individual sections through ACT Section Retesting, you can use the practice tests in this booklet for more preparation.
- You can practice using the online testing format used for section retesting, or for taking the full ACT online by visiting [practice.actdigitalservices.org](http://practice.actdigitalservices.org).
- Get plenty of rest the night before the tests.

## Before Test Day

- Contact your test coordinator for the date(s), time and location of your test session(s).
- If you currently use any testing aids (such as color overlays, highlight pens, or a screen reader) as a test accommodation in school and want to use them when you test, confirm with your test coordinator that you were authorized by ACT to use these aids.
- Before you will be admitted to test you must present original, current (valid) photo identification issued by a city/state/federal government agency or your school. If you do not have one and your test coordinator does not know you personally, ask your counselor for an ACT Student Identification Form.

# On Test Day

## Report on Time

- You must report for testing at the time and location scheduled by your test coordinator. If you are late, you will not be admitted to test.

## Bring With You

- Acceptable photo ID. See ACT requirements for ID on your ticket or at [www.act.org/the-act/id](http://www.act.org/the-act/id).
- If testing in the United States and marking your own answer document, bring sharpened, No. 2 pencils and good erasers (no mechanical pencils or ink pens). If you are testing internationally, you will be provided writing implements. Do not bring any other writing instruments. You will not be allowed to use them. If you take the full ACT with writing on paper, your essay **must** also be completed in pencil.
- Testing aids specifically approved in advance by ACT. You will not be allowed to use any other aids.
- A watch to pace yourself. Do **not** bring a watch with recording, internet, communication, or calculator capabilities (e.g., a smart watch or fitness band). You will be asked to remove your watch and place it face up on your desk during testing.
  - ~ If you test with standard time limits, your test coordinator will announce when you have 5 minutes remaining on each test.
  - ~ If you test with one and one-half time, your test coordinator will announce when you have 30 minutes and/or 5 minutes remaining on each test.
- A permitted calculator may be used on the mathematics section **only**. It is your responsibility to know whether your calculator is permitted. For the most current information on the ACT calculator policy, visit [www.act.org/calculator-policy.html](http://www.act.org/calculator-policy.html) or call 800.498.6481 for a recorded message.

*Note: The use of talking calculators must be approved in advance by ACT.*

## In the Test Room

- Your test coordinator will direct you to a seat. If you need a left-handed desk, tell your test coordinator as you enter.
- Do not leave the test room after you have been admitted.
- Only pencils, erasers, your watch (if brought to the test center), a permitted calculator, and testing aids or food and drink approved in advance by ACT will be allowed on your desk.
- Books, dictionaries, notes or other aids, colored pens or pencils, correction fluid, reading material, or any electronic devices other than a permitted calculator (or computer if using pre-recorded audio) are prohibited.

- If you are allowed to use scratch paper, your test coordinator will provide it to you.
- You will be required to put all other personal belongings away.
- You may not use tobacco in any form in the test room.
- You must abide by the rules of the test center.
- Listen attentively to all directions read by your test coordinator.
- Ask questions if you do not understand what you are to do. It is very important that you follow all directions carefully.

## Taking the Test

If you finish before time is called, review your work in that section. Do not return to a previous section and do not work ahead. If you are satisfied with your responses, place your answer document inside your test booklet and close the cover. If you are testing with a group, sit quietly until your test coordinator gives you additional instructions. If you are testing individually, notify your test coordinator when you are ready to begin the next section.

If you are taking all the sections in one session, you may have a short break after the first two sections. If you are taking the full ACT with writing, you may have time after the science section to relax and sharpen your pencils. Depending on your authorized timing guidelines, you may be approved for additional breaks or breaks as needed. Check with your test coordinator.

Do not leave the building during a break because some buildings have automatic locking doors and you may be locked out. If you leave the room during testing, you will not be allowed to make up lost time.

At the conclusion of testing, you will be asked to read and sign a statement certifying truthful identification of yourself. You will be required to sit quietly until you are dismissed. After all answer documents and test booklets have been collected and counted, your test coordinator will dismiss you.

## For Students Approved to Test at National Test Sites With One and One-Half Time

One and one-half time testing for the full ACT is available on the multiple-choice and/or writing tests for students with diagnosed disabilities and/or limited English proficiency.

If you are approved for one and one-half time at a National test site, you will have 50% additional time to complete each section.

## The Full ACT

Test	Questions	Minutes per Test
English	75	70
Mathematics	60	90
Reading	40	55
Science	40	55
Writing (optional)	1 essay	60

## Section Retesting

Test	Questions	Minutes per Test
English	90	85
Mathematics	65	100
Reading	50	70
Science	47	70
Writing (optional)	1 essay	60

# Prohibited Behavior at the Test Center

A complete list of the prohibited behaviors is provided in the Terms and Conditions located at [www.act.org/the-act/terms](http://www.act.org/the-act/terms). Please be reminded of the following:

- You may not access an electronic device such as cell phones, smart watches, and fitness bands, 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 test until you leave the test center.
- You may not fill in or alter responses to any multiple-choice questions, or continue to write or alter the essay after time has been called. This includes fixing stray marks or accidental keystrokes. You may not look at any section of the test outside of the designated time for that test.
- You may not give or receive assistance by any means. This includes looking at another person's test.
- You are not allowed to use highlighter pens, colored pens or pencils, notes, dictionaries, unapproved scratch paper, or other aids.
- You may not wear a watch during the administration. Watches brought into the test room must be placed face up on your work surface.
- You may not allow an alarm on a personal item to sound in the test room or create any other disturbance. If you are wearing a watch with an alarm or have any other alarm device, you must be sure it is turned off.
- The test is confidential and remains so even after the exam is complete. You may not remove any materials from the test room. You may not discuss or share test questions, answers, or test form identification numbers during test administration, during breaks, or after the test.
- You may not disclose test questions or answers in any way, or at any time, including through social media, in whole or in part.
- Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room.
- Your test center may also have additional procedures with which you must comply.

If you are observed or suspected of engaging in prohibited behavior, you will be dismissed and your test will not be scored.



# Content of the ACT Sections

## English Section

The English section consists of multiple essays, or passages, each followed by a set of multiple-choice questions.

- Some questions refer to underlined portions of the passage and offer several alternatives to the underlined portion. You decide which choice is most appropriate in the context of the passage.
- Some questions ask about an underlined portion, a section of the passage, or the passage as a whole. You decide which choice best answers the question posed.
- Many questions offer “NO CHANGE” to the passage as one of the choices.

The English section puts you in the position of a writer who makes decisions to revise and edit a text. Short texts and essays in different genres provide a variety of rhetorical situations. Passages are chosen for their appropriateness in assessing writing and language skills and to reflect students’ interests and experiences.

Four scores are reported for the English section: a score for the section overall and three reporting category scores based on specific knowledge and skills. The approximate percentage of the section devoted to each reporting category is:

### Production of Writing (29–32%)

This category requires you to apply your understanding of the purpose and focus of a piece of writing.

- **Topic Development:** Demonstrate an understanding of, and control over, the rhetorical aspects of texts. Identify the purposes of parts of texts, determine whether a text or part of a text has met its intended goal, and evaluate the relevance of material in terms of a text’s focus.
- **Organization, Unity, and Cohesion:** Use various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion.

### Knowledge of Language (13–19%)

These questions require you to demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.

### Conventions of Standard English (51–56%)

These questions require you to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

- **Sentence Structure and Formation:** Apply understanding of sentence structure and formation in a text and make revisions to improve the writing.

- **Punctuation:** Recognize common problems with standard English punctuation and make revisions to improve the writing.
- **Usage:** Recognize common problems with standard English usage in a text and make revisions to improve the writing.

## Tips for Taking the English Section

### ✓ *Be aware of the writing style used in each passage.*

The passages cover a variety of topics and are written in a variety of styles. It is important that you take into account the writing style used in each passage. When responding to a question, be sure to understand the context of the question. Consider how the sentence containing an underlined portion fits in with the surrounding sentences and into the passage as a whole.

### ✓ *Examine the underlined portions of the passage.*

Before responding to a question with an underlined portion, carefully examine what is underlined in the text. Consider the elements of writing included in each underlined portion.

- Some questions will ask you to base your decision on some specific element of writing, such as the tone or emphasis the text should convey.
- Some questions will ask you to choose the alternative to the underlined portion that is NOT or LEAST acceptable.

The answer choices for each question will contain changes in one or more of those elements of writing.

### ✓ *Be aware of questions with no underlined portions.*

You will be asked some questions about a section of the passage or about the passage as a whole, in light of a given rhetorical situation. Questions of this type are often identified by a question number in a box located at the appropriate point in the passage.

Questions about the entire passage are placed at the end of the passage and introduced by a horizontal box enclosing the following instruction: “Questions \_\_ and \_\_ ask about the preceding passage as a whole.”

### ✓ *Note the differences in the answer choices.*

Many of the questions in the section will involve more than one aspect of writing. Examine each answer choice and how it differs from the others. Be careful not to choose an answer that corrects one error but causes a different error.



### ✓ *Determine the best answer.*

When a question asks you to choose the best alternative to an underlined portion, consider the following approach:

- Decide how the underlined portion might best be phrased in standard written English or in terms of the particular question posed.
  - ~ If the underlined portion is the best answer, select “NO CHANGE.”
  - ~ If not, check to see whether your phrasing is one of the other answer choices. If you do not find your phrasing, choose the best of the answers presented.

For questions cued by a number in a box, decide which choice is most appropriate in terms of the question posed or the stated rhetorical situation.

### ✓ *Reread the sentence, using your selected answer.*

Once you have selected the answer you feel is best, reread the corresponding sentence(s) of the passage, inserting your selected answer at the appropriate place in the text to make sure it is the best answer within the context of the passage.

## Mathematics Section

The mathematics section is designed to assess the mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.

Most questions are self-contained. Some questions may belong to a set of several questions (e.g., each about the same graph or chart).

The material covered emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but recall of complex formulas and extensive computation are not required.

*Note: You may use a calculator on the mathematics section. See [www.act.org/calculator-policy.html](http://www.act.org/calculator-policy.html) for details about prohibited models and features.*

*The use of talking calculators must be approved in advance by ACT.*

Nine scores are reported for the mathematics section: a score for the section overall and eight reporting category scores based on specific mathematical knowledge and skills. The approximate percentage of the section devoted to each reporting category is:

## Preparing for Higher Mathematics (57–60%)

This category covers the more recent mathematics that students are learning, starting when they began using algebra as a general way of expressing and solving equations. This category is divided into five subcategories:

- **Number and Quantity (7–10%):** Demonstrate knowledge of real and complex number systems. Reason with numerical quantities in many forms, including expressions with integer and rational exponents, and vectors and matrices.
- **Algebra (12–15%):** Solve, graph, and model multiple types of expressions. Interpret and use many different kinds of equations, such as linear, polynomial, radical, and exponential relationships. Find solutions to systems of equations, even when represented by a simple matrix equation, and apply results to real-world contexts.
- **Functions (12–15%):** Demonstrate knowledge of function: definition, notation, representation, and application. Use functions including linear, radical, piecewise, polynomial, and logarithmic. Manipulate and translate functions, as well as interpret and use important features of graphs.
- **Geometry (12–15%):** Apply your knowledge of shapes and solids, using concepts such as congruence and similarity relationships or surface area and volume measurements. Apply your understanding to composite objects, and solve for missing values in triangles, circles, and other figures. Use trigonometric ratios and equations of conic sections.
- **Statistics and Probability (8–12%):** Describe center and spread of distributions. Apply and analyze data collection methods. Understand and model relationships in bivariate data. Calculate probabilities by recognizing the related sample spaces.

## Integrating Essential Skills (40–43%)

This category focuses on measuring how well you can synthesize and apply your understandings and skills to solve more complex problems. The questions ask you to address concepts such as rates and percentages; proportional relationships; area, surface area, and volume; average and median; and expressing numbers in different ways. Solve nonroutine problems that involve combining skills in chains of steps; applying skills in varied contexts; understanding connections; and demonstrating fluency.

## Modeling

This category represents all questions that involve producing, interpreting, understanding, evaluating, and improving models. Each question is also counted in other appropriate reporting categories above. This category is an overall measure of how well you use modeling skills across mathematical topics.

## Tips for Taking the Mathematics Section

### ✓ *If you use a calculator, use it wisely.*

All of the mathematics problems can be solved without a calculator. Many of the problems are best done without a calculator. Use good judgment in deciding when, and when not, to use a calculator. For example, for some problems you may wish to do scratch work to clarify your thoughts on the question before you begin using a calculator to do computations.

### ✓ *Solve the problem.*

To work out solutions to the problems, you will usually do scratch work in the space provided. You may wish to glance over the answer choices after reading the questions. However, working backwards from all five answer choices can take a lot of time and may not be effective.

### ✓ *Find your solution among the answer choices.*

Once you have solved the problem, look for your answer among the choices. If your answer is not included among the choices, carefully reread the problem to see whether you missed important information. Pay careful attention to the question being asked. If an equation is to be selected, check to see whether the equation you think is best can be transformed into one of the answer choices provided.

### ✓ *Make sure you answer the question.*

The solutions to many questions will involve several steps. Make sure your answer accounts for all the necessary steps. Frequently, an answer choice is an intermediate result, not the final answer.

### ✓ *Make sure your answer is reasonable.*

Sometimes an error in computation will result in an answer that is not practically possible for the situation described. Always think about your answer to determine whether it is reasonable.

### ✓ *Check your answer.*

You may arrive at an incorrect solution by making common errors in the problem-solving process. If there is time remaining before the end of the mathematics section, it is important that you reread the questions and check your answers to make sure they are correct.

## Reading Section

The reading section measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources.

The section questions focus on the mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas. Specifically, questions will ask you to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; analyze the author's or narrator's voice and method; analyze claims and evidence in arguments; and integrate information from multiple texts.

The reading section is composed of multiple parts. Some parts consist of one long prose passage and others consist of shorter prose passages. The passages represent the levels and kinds of text commonly encountered in first-year college curricula.

Each passage is preceded by a heading that identifies the author and source, and may include important background information to help you understand the passage. Each portion contains a set of multiple-choice questions. These questions do not test the rote recall of facts from outside the passage or rules of formal logic, nor do they contain isolated vocabulary questions. In sections that contain two shorter passages, some of the questions involve both of those passages.

Five scores are reported for the reading section: a score for the section overall and three reporting category scores based on specific knowledge and skills; and an Understanding Complex Texts indicator. The approximate percentage of the section devoted to each reporting category is:

### Key Ideas and Details (55–60%)

This category requires you to read texts closely to determine central ideas and themes. Summarize information and ideas accurately. Understand relationships and draw logical inferences and conclusions, including understanding sequential, comparative, and cause-effect relationships.

### Craft and Structure (25–30%)

These questions ask you to determine word and phrase meanings; analyze an author's word choice rhetorically; analyze text structure; understand the author's purpose and perspective; and analyze characters' points of view. Interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.

### Integration of Knowledge and Ideas (13–18%)

This category requires you to understand authors' claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Some questions will require you to analyze how authors construct arguments, and to evaluate reasoning and evidence from various sources.

## Tips for Taking the Reading Section

✓ *Read each passage carefully.*

Before you begin answering a question, read all of the content carefully. Be conscious of relationships between or among ideas. You may take note about important ideas in the passages.

✓ *Refer to the passages when answering the questions.*

Answers to some of the questions will be found by referring to what is explicitly stated in the text of the passages. Other questions will require you to determine implicit meanings and to draw conclusions, comparisons, and generalizations. Consider the text before you answer any question.

## Science Section

The science section measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The section presents several authentic scientific scenarios, each followed by a number of multiple-choice questions.

The content includes biology, chemistry, Earth/space sciences (e.g., geology, astronomy, and meteorology), and physics. Advanced knowledge in these areas is not required, but background knowledge acquired in general, introductory science courses may be needed to correctly answer some of the questions.

The science section focuses on multidimensional assessment, with questions that assess science content in concert with science skills and practices.

The questions require you to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions.

*Note: You are not permitted to use a calculator in the science section.*

The scientific information appears in one of three formats:

- **Data Representation (30–40%):** This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as recognizing relationships among data in tables and graphs; interpolation and extrapolation; and translating tabular data into graphs.
- **Research Summaries (45–55%):** This format provides descriptions and results of one or more related experiments. The questions focus on the design of the experiments and the interpretation of experimental results.

- **Conflicting Viewpoints (15–20%):** This format presents two or more explanations for the same scientific phenomena that, because they are based on differing premises or incomplete data, are inconsistent with one another. The questions focus on the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

Four scores are reported for the science section: a score for the section overall and three reporting category scores based on scientific knowledge, skills, and practices. The approximate percentage of the section devoted to each reporting category is:

### Interpretation of Data (40–50%)

This category asks you to manipulate and analyze scientific data presented in scientific tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically).

### Scientific Investigation (20–30%)

This category requires you to understand experimental tools, procedures, and design (e.g., identify controls and variables) and compare, extend, and modify experiments (e.g., predict the results of additional trials).

### Evaluation of Models, Inferences, and Experimental Results (25–35%)

These questions ask you to judge the validity of scientific information and formulate conclusions and predictions based on that information (e.g., determine which explanation for a scientific phenomenon is supported by new findings).

## Tips for Taking the Science Section

✓ *Read the passage carefully.*

Before you begin answering a question, read the scientific material provided. It is important that you read the entire text and examine any tables, graphs, or figures. You may want to take notes about important ideas. Some of the information sets will describe experiments. You should consider the experimental design, including the controls and variables, because questions are likely to address this component of scientific research.

✓ *Note the different viewpoints in passages.*

Some material will present conflicting viewpoints, and the questions will ask you to distinguish among them. It may be helpful for you to take notes summarizing each viewpoint about specific portions of the section.

## Writing Section (Optional)

If you register for the full ACT with writing, you will take the writing section after the four multiple-choice sections. You may also opt to take the writing section on its own through section retesting. Your score in the writing section will not affect your scores on the multiple-choice or your Composite score.

The writing section is a 40-minute essay test that measures your writing skills—specifically, writing skills taught in high school English classes and in entry-level college composition courses.

The section consists of one writing prompt that describes a complex issue and provides three different perspectives on the issue. You are asked to read the prompt and write an essay in which you develop your own perspective on the issue. Your essay must analyze the relationship between your own perspective and one or more other perspectives. You may adopt one of the perspectives given in the prompt as your own, or you may introduce one that is completely different from those given. Your score will not be affected by the perspective you take on the issue.

Five scores are reported for the writing section: a single subject-level writing score reported on a scale of 2–12, and four domain scores that are based on an analytic scoring rubric. The subject score is the rounded average of the four domain scores. The four writing domains are:

### Ideas and Analysis

Scores in this domain reflect the ability to generate productive ideas and engage critically with multiple perspectives on the given issue. Competent writers understand the issue they are invited to address, the purpose for writing, and the audience. They generate ideas that are relevant to the situation.

### Development and Support

Scores in this domain reflect the ability to discuss ideas, offer rationale, and bolster an argument. Competent writers explain and explore their ideas, discuss implications, and illustrate through examples. They help the reader understand their thinking about the issue.

### Organization

Scores in this domain reflect the ability to organize ideas with clarity and purpose. Organizational choices are integral to effective writing. Competent writers arrange their essay in a way that clearly shows the relationship between ideas, and they guide the reader through their discussion.

### Language Use and Conventions

Scores in this domain reflect the ability to use written language to convey arguments with clarity. Competent writers make use of the conventions of grammar, syntax, word usage, and mechanics. They are also aware of their audience and adjust the style and tone of their writing to communicate effectively.

## Tips for Taking the Writing Section

### ✓ *You may request one and one-half time.*

If you were approved for one and one-half time in the writing section, the amount of time ACT has authorized for you will be noted on your approval letter and on the roster sent to your test coordinator.

Even if you were not approved for extra time on the multiple-choice sections, you still may be approved for one and one-half time in the writing section.

### ✓ *Pace yourself.*

- If you are approved for one and one-half time, check with your test coordinator to determine the time authorized for you in the writing section.
- If you are approved to dictate your essay to a scribe, ask your test coordinator about the procedures for dictating your essay, reviewing your work, and making corrections.
- If you are approved to use a computer, computer voice-activated software, or braille for the essay, ask your test coordinator for instructions and the time allowed.

Budget your time based on your experience in taking essay tests in school and in other circumstances when you have done writing within a time limit. It is unlikely that you will have time to draft, revise, and recopy your essay.

*Note: If you are approved to dictate your essay to a scribe, you will need to allow time to dictate all notes, the final essay, and any corrections you want made.*

### ✓ *Plan.*

Before writing, carefully read and consider all prompt material. Be sure you understand the issue, the different perspectives on the issue, and your essay task.

Planning questions are included with the prompt that will help you analyze the different perspectives and develop your own. Use these questions to think critically about the prompt and generate an effective response. How would you best organize and support your ideas in a written argument? Spend time structuring or outlining your response.

If you are using a scribe, the scribe may write down your notes or outlines, but you must clearly indicate what is and is not part of your final essay. You can refer back to these notes (or have them read to you) as you write the essay or dictate it to the scribe.

*Note: The planning questions are optional and are not scored.*

### ✓ *Write.*

Establish the focus of your essay by making clear your argument and its main ideas.

- Explain and illustrate your ideas with sound reasoning and meaningful examples.
- Discuss the significance of your ideas: what are the implications of what you have to say, and why is your argument important to consider?

As you write, ask yourself if your logic is clear, if you have supported your claims, and if you have chosen precise words to communicate your ideas.

### ✓ *Write (or print) your essay legibly in the answer document.*

If you take the writing section on paper, and the readers cannot read what you have written, they will not be able to score your essay. You must write your essay using a soft lead No. 2 pencil (not a mechanical pencil or ink pen) on the lined pages in the answer document. You may not need all the lined pages, but to ensure you have enough room to finish, do not skip lines.

### ✓ *Review your essay.*

Try to make your essay as polished as you can. Take a few minutes before time is called to read over your essay and correct any mistakes.

- If you find words that are hard to read, recopy them.
- Make corrections and revisions neatly, between the lines.
- Do not write in the margins, if applicable.

If you have been approved for a scribe, you are responsible for dictating all corrections to the scribe and making sure they are made as requested. The scribe will only make corrections dictated by you. The scribe will read aloud what you have dictated at your request. Your readers take into account that you had a fixed amount of time to write your essay.

### ✓ *Practice.*

There are many ways to prepare for the writing section. Read newspapers and magazines, watch/listen to news analyses online, on TV, or on radio, or participate in discussions and debates, thinking carefully about other perspectives in relation to your own.

One good way to prepare for the writing section is to practice writing with different purposes for different audiences. The writing you do in your classes will help you, as will writing a personal journal, stories, essays, editorials, or other writing you do on your own.

It is also a good idea to practice writing within a time limit. Taking the practice writing section will give you a sense of how much additional practice you may need. You might want to take the practice writing section even if you do not plan to take the ACT with writing. It will help you build skills that are important in college-level learning and the world of work.

Check with your test coordinator for the time allowed and response mode approved for you on the writing section, and then conduct your practice session using that time limit and response mode.

If you plan to take the ACT with writing and test with braille, a practice braille writing test booklet is available.

## Taking the Practice Tests

It is a good idea to take the practice tests under conditions as similar as possible to those you will experience on test day. The following tips will help you:

- If you take the full ACT with standard time limits, the four multiple-choice tests require 2 hours and 55 minutes to complete. (The writing test will require an additional 40 minutes.) Take them in order, with a 10- to 15-minute break between Tests 2 and 3.
- If you are approved for one and one-half time, check with your test coordinator to determine how much time ACT has authorized for you on each test. Try to take each practice test without interruption.
- You will need only sharpened, No. 2 pencils and good erasers. Remove all other items from your desk.

*Note: Only writing instruments and testing aids approved in advance by ACT will be allowed on test day.*

- If you plan to use a permitted calculator on the mathematics test, use the same one you will use on test day.
- Use a digital timer or clock to time yourself on each practice test.
  - ~ If you are testing with standard time limits, set your timer for five minutes less than the time allowed for each test so you can get used to the verbal announcement of five minutes remaining.
  - ~ If you are testing with one and one-half time, set your timer for five minutes less than the time allowed for each test according to the timing guidelines authorized for you by ACT.
- Use only the time authorized for you on each test.

- If you will be marking your responses in your answer document yourself, detach and use the sample multiple-choice answer document at the end of this booklet.
- Read the test directions on the first page of each multiple-choice test. These are the same directions that will appear in your test booklet on test day.
- Start your timer and begin with Test 1. Continue through Test 4, taking a 10- to 15-minute break between Tests 2 and 3.
- Score your multiple-choice tests using the information beginning on page 18.
- If you plan to take the ACT with writing, read the directions on the first page of the practice ACT writing test (page 14). These are the same directions that will appear in your test booklet on test day. Start your timer, then read the prompt on page 15. After you understand what the prompt is asking you to do, plan your essay and then write or print it on lined paper. (On test day, your answer document will have lined pages on which you will write your essay.) Score your essay using the information on pages 22–23.
- Take only the breaks authorized for you. If you are authorized for breaks as needed, stop timing each time you take a break.
- If you are approved to mark your multiple-choice responses in the test booklet, do so during your practice session as well. Use scratch paper if there is not enough room.
- If approved for an alternate test response mode for the multiple-choice tests and/or writing test, conduct your practice session using that response mode.
- If approved for a reader or scribe, or to have your responses transferred to the answer document, or to use pre-recorded audio, ask your counselor or your parent/guardian to assist you during your practice session.



# Practice Writing Test

Your Signature: \_\_\_\_\_  
(Do not print.)

Print Your Name Here: \_\_\_\_\_

Your Date of Birth:									
		-			-				
Month			Day			Year			

## Form 18AG24

The **ACT**<sup>®</sup>

# WRITING TEST BOOKLET

**You must take the multiple-choice tests before you take the writing test.**

## Directions

This is a test of your writing skills. You will have **forty** (40) minutes to read the prompt, plan your response, and write an essay in English. Before you begin working, read all material in this test booklet carefully to understand exactly what you are being asked to do.

You will write your essay on the lined pages in the **answer document** provided. Your writing on those pages will be scored. You may use the unlined pages in this test booklet to plan your essay. Your work on these pages will not be scored.

Your essay will be evaluated based on the evidence it provides of your ability to:

- clearly state your own perspective on a complex issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Lay your pencil down immediately when time is called.

**DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO.**

**ACT**<sup>®</sup>

PO Box 168  
Iowa City, IA 52243-0168

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## Kid Stuff

Toys are for children, right? Not anymore. In recent years, things that used to be considered “kid stuff” have grown in popularity among grownups. Nowadays, adults regularly play video games, watch animated movies and television shows, purchase dolls and other collectible figures, and read comic books for their own enjoyment. Is adult enjoyment of children’s entertainment merely a sign of immaturity? In what ways can playing with kid stuff change the way adults understand today’s youth? Given that toys, games, and publications that used to be exclusively for children are growing in popularity among adults, it is worth considering the effects and implications of this trend.

*Read and carefully consider these perspectives. Each suggests a particular way of thinking about the trend of adults playing with kid stuff.*

### Perspective One

It’s good for adults to be familiar with kid stuff. They’ll understand the lives of children better and be more responsive to their needs, interests, and problems.

### Perspective Two

Adults need to be models of maturity and responsibility. When they act and think like children, kids have no one to look to for guidance.

### Perspective Three

Children need their own cultural space—their own books, their own toys, their own movies—in which to explore their ideas. When adults start to take over that space, kids lose out.

### Essay Task

Write a unified, coherent essay about the trend of adults playing with kid stuff. In your essay, be sure to:

- clearly state your own perspective on the issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Your perspective may be in full agreement with any of those given, in partial agreement, or completely different.

## Planning Your Essay

*Your work on these prewriting pages will not be scored.*

Use the space below and on the back cover to generate ideas and plan your essay. You may wish to consider the following as you think critically about the task:

Strengths and weaknesses of different perspectives on the issue

- What insights do they offer, and what do they fail to consider?
- Why might they be persuasive to others, or why might they fail to persuade?

Your own knowledge, experience, and values

- What is your perspective on this issue, and what are its strengths and weaknesses?
- How will you support your perspective in your essay?

### **Note**

- For your practice essay, you will need scratch paper to plan your essay and four lined sheets of paper for your response.
- On test day, if you are taking the paper test, you will receive a test booklet with space to plan your essay and an answer document with four lined pages on which to write your response.
- Read pages 22–23 for information and instructions on scoring your practice writing test.

# 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 18–20. 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 21, 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.actstudent.org](http://www.actstudent.org).

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.
- 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.
- 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

1874FPRE

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

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

#### \*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. C						—	—
2. K						—	—
3. B		—				—	—
4. J			—			—	—
5. D						—	—
6. H		—				—	—
7. D						—	—
8. G				—		—	—
9. D					—	—	—
10. G						—	—
11. D			—			—	—
12. H	—					—	—
13. B						—	—
14. H					—	—	—
15. D						—	—
16. K	—					—	—
17. B		—				—	—
18. K						—	—
19. B				—		—	—
20. K				—		—	—
21. B						—	—
22. F						—	—
23. C						—	—
24. J						—	—
25. A		—				—	—
26. H				—		—	—
27. A		—				—	—
28. H						—	—
29. E						—	—
30. J						—	—

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

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)	_____ (28)



**Test 3: Reading—Scoring Key**

1874FPRE

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

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

**\*Reporting Categories**

**KID** = Key Ideas & Details

**CS** = Craft & Structure

**IKI** = Integration of Knowledge & Ideas

Number Correct (Raw Score) for:	
Key Ideas & Details (KID)	_____ (25)
Craft & Structure (CS)	_____ (11)
Integration of Knowledge & Ideas (IKI)	_____ (4)
Total Number Correct for Reading Test (KID + CS + IKI)	_____ (40)

**Test 4: Science—Scoring Key**

1874FPRE

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

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

**\*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 1874FPRE</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 61–62.

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

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**

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**

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**

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)	















