2014

Test Date: _____

Test Room: _____

Room Supervisor: _____

High School Name: _____

SUPERVISOR'S MANUAL

The ACT®

State Testing

This manual is for participating states and districts to administer the ACT (No Writing) **or** the ACT Plus Writing through ACT State Testing with **standard time**.

ACT® improveyourself.org

Contacting ACT

Normal office hours are 7:00 a.m.–5:00 p.m., central time, Monday through Friday. **On test days, staff will be available 6:00 a.m.–5:30 p.m., central time.**

ACT State Testing

301 ACT Drive
PO Box 4071
Iowa City, IA 52243-4071

Toll Free 800.553.6244, ext. 2800

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

State Codes

Alabama	01	Kentucky	18	North Dakota	35
Alaska	02	Louisiana	19	Ohio	36
Arizona	03	Maine	20	Oklahoma	37
Arkansas	04	Maryland	21	Oregon	38
California	05	Massachusetts	22	Pennsylvania	39
Colorado	06	Michigan	23	Rhode Island	40
Connecticut	07	Minnesota	24	South Carolina	41
Delaware	08	Mississippi	25	South Dakota	42
D.C.	09	Missouri	26	Tennessee	43
Florida	10	Montana	27	Texas	44
Georgia	11	Nebraska	28	Utah	45
Hawaii	12	Nevada	29	Vermont	46
Idaho	13	New Hampshire	30	Virginia	47
Illinois	14	New Jersey	31	Washington	48
Indiana	15	New Mexico	32	West Virginia	49
Iowa	16	New York	33	Wisconsin	50
Kansas	17	North Carolina	34	Wyoming	51

Fax 319.337.1019

Contact us electronically via the Contact Us web page at **www.act.org/aap/state/contact.html**.

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Important **Reminders/Changes**

- This standard time manual and the separate manual for accommodations testing apply to both ACT (No Writing) **and** ACT Plus Writing State Testing administrations.
- Where the policies, procedures, or Verbal Instructions vary depending on whether or not you are administering the ACT Plus Writing, note the following:
  - ACT (No Writing) schools will be directed to SKIP certain instructions.
  - When the instructions split into two columns, ACT (No Writing) is always in the left-hand column and ACT Plus Writing is always in the right-hand column.
  - The instructions may also vary by color: ACT (No Writing) will be in black, ACT Plus Writing will be in color.
  - Make sure you read the correct instructions.

Policies and Procedures

- Acceptable Identification updated
  - ACT Student Identification Letter (page 25)—the ACT Student Identification Letter (ACT's official form) is required. ID letters and notarized statements not on ACT's form are no longer accepted.
- After the Test—instructions for Collecting, Packing, and Returning of test materials updated (page 57)
- Anonymous Security Hotline updated—inside back cover
- Test Security Principles added—inside back cover

ACT State Testing Policies and Procedures

For the ACT® college readiness assessment to successfully measure students' academic skills, they must be uniformly administered. As a person giving the tests, you therefore assume important professional responsibilities.

When you become a Test Supervisor or Back-up Test Supervisor, you must sign a statement affirming you agree to and will comply with these policies exactly. As a room supervisor or proctor, you must also read and agree to follow the policies described in this manual.

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

Standardized Procedures

Throughout this manual, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. All testing personnel are required to read the materials provided by ACT, including this manual. Adherence to these standardized procedures is mandatory. Use **only** the current testing year's State Testing materials to administer the tests.

Authorized Test Dates and Times

The ACT tests must be administered **only** on the day and at the time scheduled for State Testing in your state or district. The initial and makeup test dates are provided in your *Checklist of Dates*.

Testing must begin by 9:00 a.m. in all rooms on both the initial and makeup test dates. Testing begins when the room supervisor begins reading the Verbal Instructions. The tests must be administered as the **first activity of the morning**. If students at your school are not normally scheduled to be in school during morning hours (e.g., night school students), arrangements must be made for these students to test in the morning. If testing begins after 9:00 a.m. in any room, scores for that room may be cancelled.

Investigations

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

In cases where a student disputes an ACT decision or communication regarding the administration, the student and/or his or her representatives may contact you directly and request information. Questions concerning attendance or test-day procedures from parents or students can be answered within the normal confines of student confidentiality policies at your school. (See Confidentiality on page 3.)

Confidentiality

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

Equal Treatment

All testing staff are required to administer and supervise the ACT in a non-discriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act.

Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services, PO Box 1008, Iowa City, IA 52243-1008, 319.337.1429.

Facilities and Staff

The Test Supervisor is committed to provide both acceptable facilities and qualified staff. Test Supervisors can serve at only one school.

Authorized Observers

An observer with ACT, state education agency, or district assessment office identification may visit your school on test day. The visit is normally not announced in advance. The observer will arrive at the school shortly before the administration is to begin. Always ask for ACT or state education agency identification, or an authorization letter. If the observer cannot provide this, deny admission and call ACT immediately. If the observer provides appropriate authorization, call ACT at 800.553.6244, ext. 2800, to confirm that the individual providing the authorization is the same individual sent to visit your test site. If ACT confirms the observer's identity, you are expected to cooperate fully. If you have any concerns about the observer's visit, call ACT.

Unauthorized Observers and Media

To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms. Media coverage must be limited to meeting with students, with their consent, after the test administration and away from the test rooms. Please inform ACT Media Relations (800.553.6244, ext. 1028) of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is answered uniformly.

Rescheduled Examination

If an emergency on test day (e.g., fire, tornado, snow) forces the termination of testing or the closing of school, you must notify ACT as soon as possible. Protect the security of the test materials, and be especially careful if testing has started. Call ACT immediately at 800.553.6244, ext. 2800, to explain your situation. Decisions regarding rescheduling will be made on a case-by-case basis.

Test Location–Score Reports

State Testing scores are reported as "State" under Test Location on all score reports.

Retest Restrictions

Students may take the ACT no more than 12 times total. ACT has waived its normal 60-day retest restriction for State Testing. Students may test on **one** of the State Test Dates (initial or makeup) **AND** on any ACT National Test Date. Students wishing to test more than once should check their options at **www.actstudent.org**.

Testing Facility Requirements

This section focuses on how to arrange for and set up your facilities before test day.

Accessibility

Under the Americans with Disabilities Act, the ACT tests must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for these students. Test Supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Type and Size of Rooms

The Test Supervisor is responsible for selecting and reserving test rooms for standard time administrations. The Test Accommodations Coordinator should work with you to separately arrange for the test rooms to be used for accommodations administrations. Be sure to reserve the rooms for each day you will be testing. When selecting your facilities, make sure the building will be open on test day, and that the test rooms and restrooms will be unlocked.

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate (see pages 6–7). ACT prefers single-level classrooms seating 15 to 30 students and recommends no more than 100 students test in one room.

Avoid using rooms with multiple-level seating. Even with five feet between students, multiple-level seating makes it easier to look at a neighbor's answer document. If you do not have an alternative to multiple-level seating, you may need to allow more than five feet between students. Before test day, determine the spacing needed to deter copying.

Writing Surfaces

Writing surfaces must be large enough to accommodate both the test booklet and the answer document. Lapboards are not allowed under any circumstances.

Bulletin Boards

Make sure bulletin board materials related to potential test questions (English, mathematics, reading, science, and writing), charts, and maps that provide strategies for solving problems or writing essays are removed or covered. Geographical maps and periodic tables need not be covered.

Timepieces

Each room supervisor must have two reliable timepieces in the room: one must be an accurate clock or watch that shows the actual time of day; ACT recommends that the second be a stopwatch or interval timer. If possible, each room should have an accurate wall clock so students who did not bring a watch can pace themselves.

Phone

You must arrange for a phone to be available on test day in case you need to make a toll-free call to ACT.

Environment

Make sure the lighting, temperature, and ventilation in each room allow students to give their full attention to the tests.

Rooms must be free from distractions and be able to provide an uninterrupted period of 4 hours. Post signs outside the test rooms (ACT can provide signs) to warn others testing is in progress and quiet is required. You must obtain the cooperation of your school administrators in turning off audible signals that normally sound at the beginning and end of classes, and ensure that announcements are not made on the public address system during the test session.

Room Setup and Seating Arrangements

If seats are stationary, leave empty rows and columns of seats between students to achieve the required spacing. If seats are not stationary, move them to meet requirements before students are admitted to the room. Spread students out in the room as much as possible, using all the space. Seating arrangements must minimize the possibility that a student will communicate with a neighbor or look at a neighbor's test materials.

Test rooms must be set up according to the requirements below. If these requirements are not met, scores may be cancelled.

- **All students in the test room must face the same direction**, regardless of the number of students in the room or the distance between them.
- There must be **at least three feet of space between students** (side-to-side measured shoulder-to-shoulder, and front-to-back measured head-to-head).
- In a room with multiple-level seating, students must be **at least five feet apart** front-to-back.
- There must be sufficient aisle space for staff to get to every seat during testing without disturbing students.
- Seat students in straight rows and columns, directly in line with each other.
- If a clock is in the room, seat students facing the clock whenever possible so they can see it without looking around.
- The room supervisor must be stationed in the room facing the students. Staff must be able to see every student clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths, is not acceptable because it obstructs staff's view of students.

Proper Use of Tables

If tables are used, see below and page 7 for the maximum number of students allowed per table. Tables must be arranged so that all spacing requirements are met. Students must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat a student where the tables join. Use the following rules to seat students:

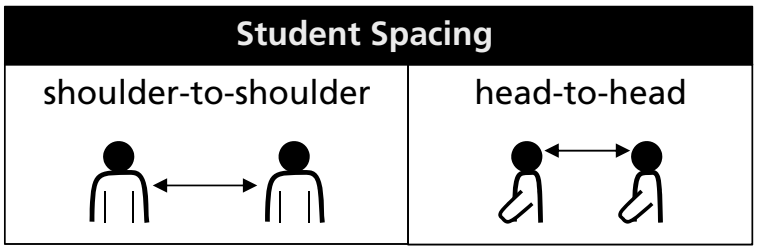
- *ROUND TABLES:* **only one student** per round table, regardless of size.
- *TABLES LESS THAN 6 FEET:* **only one student** per table
- *TABLES 6 TO 9 FEET:* **only two students** per table. If 6-foot tables are used to seat two students, a 3-foot space is required **between the tables**.

Left-handed Students

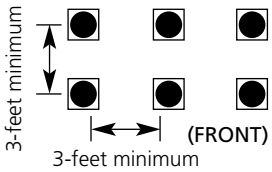
Appropriate writing surfaces must be provided for left-handed students. Use standard left-handed desks or use writing surfaces that are large enough for left-handed students to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row and have the left-handed student use both surfaces. Seat all students in the room to minimize the opportunity to look at another's answer document.

Seating Arrangement Examples

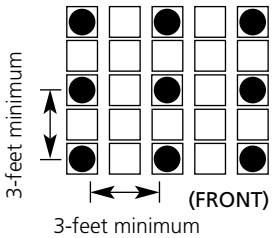
●	One student
L	One left-handed student
□	One desk



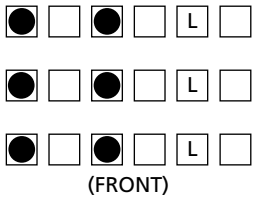
Level Seating with Movable Desks



Level Seating with Stationary Desks



Left-handed Students at Right-handed Desks



Multiple-Level Seating with Stationary Desks

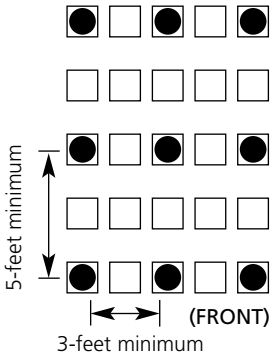
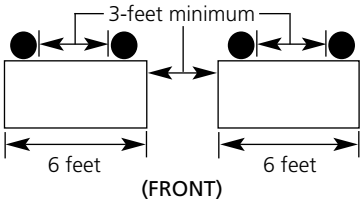
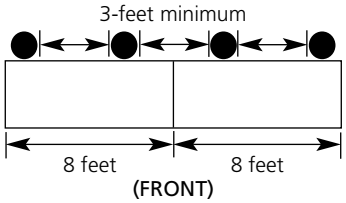


TABLE SPACING

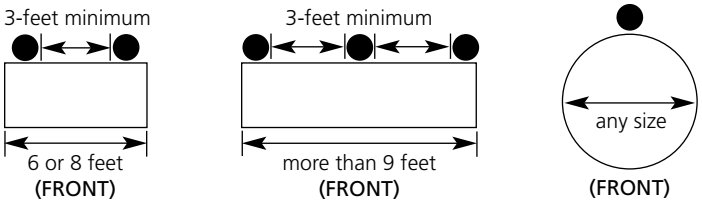
6-Foot Table Spacing



8-Foot Table Spacing



Other Spacing



Testing Staff Requirements

This section explains how to select and train testing staff and describes the specific responsibilities of each required testing staff member.

Staff Compensation

ACT does not compensate testing staff, including the Test Supervisor, Back-up Test Supervisor, and Test Accommodations Coordinator, for administering State Testing.

Selecting Testing Staff

Test Supervisors are responsible for selecting their test-day staff in consultation with the school principal. Members of the staff must be people of integrity and have a direct relationship with your school. We encourage the selection of testing staff who reflect the ethnic and gender ratios of students.

Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and paraprofessionals. High school students, volunteers, and lower-division undergraduates may **not** work as testing staff. Anyone who intends to take the ACT within the next 12 months must not administer the tests in any capacity. All testing staff must comply with ACT policies and procedures as detailed in this manual.

Coaches

Anyone who coaches high school or college athletics may not serve as the room supervisor for one-on-one testing of a student athlete. This restriction applies to all coaches whether a head or assistant coach and applies to all sports whether they are in season or not. An athletic coach may serve as the room supervisor if there is more than one student in the room.

Attentiveness

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual or supplemental policy information), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is **not** allowed. No one, including testing staff, may eat or drink in the test room (unless approved for medical reasons). See Prohibited Items in the Test Room, page 27.

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

Conflict of Interest Policy

Due to a potential conflict of interest, those involved in ACT test preparation activities at any time during the current testing year (September 1 through August 31) may not serve as testing staff. ACT recognizes that the normal duties of a counselor or teacher may involve some responsibilities for test preparation. These activities by teachers or counselors are **not** a conflict of interest, *provided they are part of job responsibilities specifically defined by one's employer and the employer is not a commercial enterprise.*

Relatives Testing

To avoid the appearance of a conflict of interest and to protect you and your relatives or wards from allegations of impropriety, you may not serve as Test Supervisor or Back-up Test Supervisor for the ACT State Testing administration or have access to secure test materials, if any relative or ward will be testing with standard time at any school in your state during the initial or makeup administration. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

Because Test Supervisors and Back-up Test Supervisors have access to secure test materials, for any test date (initial or makeup) a relative or ward will be testing at **any** school in your state, that individual must delegate all supervisory responsibilities—including the receipt and return of test materials—to a qualified colleague. Notify ACT of this action immediately and submit a profile change form. The form can be accessed by going to the web address listed on your *Checklist of Dates*.

If a student is testing at a school where a relative or guardian is serving as a *room supervisor* or *proctor*, that student must not be assigned to test in a room where his or her relative or guardian is working. The relative or guardian must not have access to that student's answer document or test materials.

Scores for a student will be automatically cancelled if that student:

- tested on the same test date on which a relative or guardian served as a Test Supervisor or Back-up Test Supervisor at **any** school in your state or had access to secure test materials, or
- tested in a room in which a relative or guardian served as a room supervisor or proctor or had access to that student's answer document or test materials.

Test Supervisor

The Test Supervisor provides the continuity and administrative uniformity necessary to ensure that the students at your site are tested under the same conditions as students at every other site and ensures the security of the examinations. The name of the Test Supervisor must be on file with ACT, and the Test Supervisor is expected to participate in training conducted by ACT (if previously untrained by ACT) prior to the test date. The Test Supervisor can serve at only one school.

Specific responsibilities include:

- Read this manual and comply with the policies and procedures it describes.
- Arrange for application of barcode labels (if used in your state) on the back page of the answer documents.
- Arrange for all students, including those testing with accommodations, to personally complete the non-test portions of their answer documents in a scheduled, supervised session at school **before** test day.
- Select and train qualified room supervisors and proctors before test day.
- Select and reserve test rooms.
- Plan seating arrangements for each room.
- Prepare test rooms prior to test day.
- Be present at school to receive, count, and secure test materials within 24 hours of receipt.
- Arrange for a phone for calling ACT on test day.
- Create a roster of students scheduled to test in each room.
- Conduct a pretest briefing session for testing staff on **each** test date.
- Ensure that **testing begins no later than 9:00 a.m.** in all rooms on each test date.
- Document any irregularities that occur, and as required, void students' tests.
- Distribute test materials to staff; collect and account for all materials immediately after each administration.
- Ensure completeness and accuracy of all required test date documentation.
- Return ALL required forms, answer documents, and test booklets **immediately after each test date**.
- Order makeup testing materials **immediately** after the initial test date.
- Cooperate with ACT and the state education agency or district assessment office in resolving irregularities.

Back-up Test Supervisor

If the Test Supervisor cannot serve in his/her role or supervise the test administration, the Back-up Test Supervisor is expected to assume those responsibilities. Therefore, the Back-up Test Supervisor **must** contact ACT immediately and submit a profile change form indicating the replacement of the Test Supervisor. The form can be accessed by going to the web address listed on your *Checklist of Dates.*

Naming a qualified backup before an emergency occurs helps to ensure that the tests can be properly administered even if a Test Supervisor becomes ill or is otherwise unable to be present on test day. The Back-up Test Supervisor is encouraged to actively assist the Test Supervisor on test day. The Back-up Test Supervisor is also expected to participate in training conducted by ACT (if previously untrained by ACT) prior to the test date. The Back-up Test Supervisor can serve at only one school.

Replacements

If the Test Supervisor or Back-up Test Supervisor is not able to supervise the administration, ACT must be notified of the appropriate replacement prior to the test date. The person selected to serve as replacement must complete and submit a profile change form online and be properly trained before test day.

The form can be accessed by going to the web address listed on your *Checklist of Dates.* ACT will review the qualifications of the replacement and will contact you or the school principal with any concerns.

Room Supervisor

Each room is required to have a room supervisor who must serve in one room for the entire session. A room supervisor may assume responsibility for **only one** test room. The Test Supervisor normally serves as the room supervisor if only one room is used.

Specific responsibilities include:

- Read this manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Take responsibility for one test room and provide an environment conducive to testing.
- Check ID or personally recognize and admit students.*
- Mark attendance and ID on the roster.*
- Direct students to specific, assigned seats.*
- Count test booklets upon receipt from the Test Supervisor.
- Distribute test materials, keeping test booklets in sequential, serial number order.*
- Read Verbal Instructions to students verbatim from this manual.
- Accurately time tests and record the **START, FIVE MINUTES REMAINING,** and **STOP** times in the manual using two timepieces; complete the Testing Time Verification Form.
- Complete all information on the Seating Diagram and Test Booklet Count Form.
- Be attentive to students and materials at all times.*
- Walk around the test room during testing to be sure students are working on the correct sections of the test booklet and answer document.*
- Pay strict attention to monitoring students during the entire test session to discourage and detect prohibited behavior.*
- Collect and account for all answer documents and test booklets before dismissing students.*
- Complete detailed documentation of any irregularities and void students' tests, as required.
- Return all test materials and forms to the Test Supervisor immediately after testing.

* *Proctor may assist with these activities.*

Proctor

A proctor *may* be used to assist a room supervisor or the Test Supervisor if fewer than 25 students are testing. A proctor is **required** *(in addition to the room supervisor)* for every 25 students (or portion thereof) after the first 25 in the room. Use the following scale to determine the **minimum** number of proctors required in each room:

Students per room:	1–25	26–50	51–75	76–100	101–125	each addl. 25
Proctors per room:	0	1	2	3	4	+1

Specific responsibilities include:

- Read this manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Help admit students and mark attendance and ID on the roster.
- Direct students to specific, assigned seats.
- Help distribute test materials, keeping test booklets in sequential, serial number order.
- Verify the timing of the tests using a different timepiece than the room supervisor.
- Be attentive to students and materials at all times.
- Walk around the room during testing to check that students are working on the correct test, replace defective materials, respond to illness, and discourage prohibited behavior.
- Report any irregularities to the room supervisor immediately.
- Accompany students to the restroom if more than one is allowed to leave during the timed tests.
- Pay strict attention to monitoring students during the entire test session.
- Help collect and account for all answer documents and test booklets after testing.

Roving Proctor

Schools that use multiple rooms, floors, or buildings are encouraged to appoint one or more roving proctors to assist the Test Supervisor. A roving proctor may be used to:

- Assist with check-in and/or directing students to test rooms and seats.
- Assist the test supervisor with preparing the test materials for test rooms.
- Monitor hallways; escort students.
- Give room supervisors a break during testing.
- Keep the hallways quiet during break(s) if other rooms are still testing.
- At the conclusion of testing, assist the Test Supervisor with counting and preparing all test materials for return to ACT.

Rotating Proctors

Proctors are normally expected to serve for the entire test session in the room to which they are assigned. However, if schedules require, proctors may be "rotated" or replaced at the break after Test 2, provided a staff member remains in the room.

Training Staff

For standardized testing to occur successfully, staff members must understand their responsibilities. It is critical that the same procedures are followed at every school.

Training Session

Test Supervisors and Back-up Test Supervisors are required to hold a training session **before** test day for all staff, both new and experienced, to prepare them for test-day activities and to stimulate discussion. This session must be attended by all testing staff, both new and experienced, so that everyone has a common understanding of what is to take place on test day. Training Session Topics for Discussion are provided on pages 65–67.

Supervisor's Manual

Before test day, every testing staff member is required to read this manual. The manual is proprietary information and is copyrighted by ACT. It is to be used only for the purpose of administering the ACT tests and is not to be copied or shared for any other purpose. Each testing staff member is to be provided with a complete copy of this manual before the training session. It is especially important that all room supervisors read the entire manual and understand the policies, procedures, Verbal Instructions, and required forms. Call ACT State Testing if you need additional manuals to train staff.

Test Security Requirements

Authorized Access

Staff access to materials must be limited to only those activities necessary to prepare for test day, the test administration itself, and counting and packing materials for return to ACT. Access to test materials prior to test day is restricted to the Test Supervisor and Back-up Test Supervisor. A designated staff member may assist with materials *if* the Test Supervisor or Back-up Test Supervisor is present and *if* that individual does not have a relative or ward testing on test day (see page 8). Do not permit unauthorized personnel access to the materials. Students and anyone who may test within the next 12 months are not permitted access to the materials. All staff assisting with materials, even those not actively assisting on test day, must be identified on the Testing Staff List (A-7).

Test materials may not be transferred to any other location without prior authorization from ACT. Use only the test materials assigned and shipped to your school. If students test with materials that have been transferred to or from another location without express written authorization from ACT, the answer documents will NOT be scored or scores will be cancelled.

Security of Test Materials

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

The Test Supervisor is responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier's possession. Protect the materials from damage, theft, or loss; and from conditions that could allow prior access to the tests.

ACT test booklets are copyrighted and cannot be photocopied or used for any other purpose. Under no circumstances is a test booklet seal to be broken by **anyone other than the student** on test day. Staff and students are prohibited from disclosing test questions or response choices to anyone. Scores earned by students who may have had advance access to test content will be cancelled and will not be reported to students, the state or district education agency, or college/scholarship choices.

Receipt and Check-in of Test Booklets

Within 24 hours of receipt, the Test Supervisor must:

- Examine the carton(s) for signs of tampering.
- Open the carton(s) and count all the test booklets.
- Check the serial numbers of the multiple-choice test booklets against the numbers shown on the Test Materials Distribution List.
- Count each booklet; do not assume that the groups of booklets are complete.
- Check the rest of the shipment to be sure you have all the items on your Test Materials Distribution List.

Plus Writing only: Writing Test booklets are shipped in **shrink-wrapped packages of 5.** Check the serial number of the **first** booklet in each pack against your Test Materials Distribution List. **Do NOT open the shrink-wrap until the morning of test day.**

In the Event of a Security Breach

Call ACT **immediately** at 800.553.6244, ext. 2800, if any of the following occurs:

- Any items are missing from your shipment.
- You receive test booklets that do not match the serial numbers on your Test Materials Distribution List.
- Any test booklet seals are broken at any time except by students as instructed on test day.
- The cartons or materials appear to have been tampered with in any way.
- A test booklet is lost, stolen, or otherwise missing at any time while the test booklets are at your school, from receipt to return.
- You have reason to believe someone has had unauthorized access to the materials.

Even if a test booklet is missing only temporarily, do **not** begin testing without calling ACT for instructions. If a booklet is discovered missing during testing, do **not** permit students to leave without calling ACT for instructions.

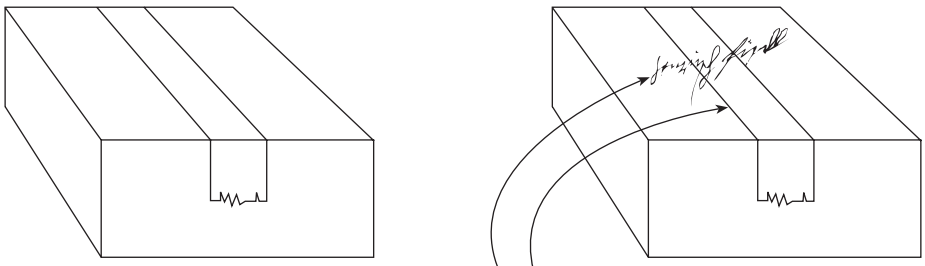
Test Materials Shipping Carton(s)

Keep the carton(s) in which the test materials were shipped to you. These cartons, which have reversible address flaps, must be used to return **all test booklets** to ACT after **each** test date.

Storage Before Testing

After you have counted and checked the condition of all materials in your shipment, **reseal** the cartons with the tape provided and write your name across the seal. Lock them in a secure place to which only you (or you and a few specifically authorized persons) have access. Protect the materials from damage, theft, or loss, and from any conditions that could allow prior access to or knowledge of the tests.

Resealing Cartons for Storage Diagram



When delivered, carton will be sealed as above. After booklets have been counted, reseal as on the right. Do not reopen until test morning.

1. Reseal in the same place as before.
2. Sign your name across the tape. Be sure your signature starts on the cardboard, goes across the tape, and ends on the cardboard.

Secure Storage

Materials must be kept inside a locked safe or vault to which only the Test Supervisor, Back-up Test Supervisor, and possibly a few specifically authorized individuals have access. If a safe or vault is not available, materials may be stored inside a locked file cabinet or closet that is inside a locked room, with the following stipulations:

- Only the Test Supervisor and the Back-up Test Supervisor may have access to the cabinet or closet. It must have a built-in lock or a heavy-duty padlock. The keys must always be kept secure. Keys should not be part of a master key system.
- The door to the room in which materials are stored must be kept locked when not in authorized use.
- The secure location must not be accessible through a window or a dropped ceiling.

Distributing Materials—The Chain of Custody

Booklets are to be sorted for distribution to individual rooms before test day, **but must be resealed in the cartons and returned to the security of locked storage until the morning of test day**. Under no circumstances is a test booklet seal to be broken by **anyone** other than the student on test day. Confirm that you have the correct number of test booklets before you distribute them to room supervisors on the morning of test day. Test booklets must be personally handed to room supervisors by the Test Supervisor and Back-up Test Supervisor. **Never leave test booklets unattended.**

All room supervisors must complete item A on the Test Booklet Count Form (A-3) when they receive test booklets from the Test Supervisor. Plus Writing room supervisors must also complete item B at this time. The room supervisor must sign and the Test Supervisor must initial under "Received Before Testing" to verify that the number of booklets recorded is the number in the room supervisor's possession.

All room supervisors complete item C during Test 1 and item D after Test 4.

Plus Writing room supervisors also complete item E after the Writing Test.

After testing, ALL room supervisors must immediately return all materials to the Test Supervisor and complete item F. The room supervisor must initial and the Test Supervisor must sign to verify that the number of answer documents and test booklets returned to the Test Supervisor equals the number transferred to the room supervisor. **Do not dismiss any room supervisor until you have verified the accuracy of ALL required forms.**

Storage After Testing

After accounting for all materials, prepare them for return after **each** test date—initial and makeup (see pages 57–64). Return **all** test materials to your locked storage area immediately after **each** test administration—initial and makeup.

Security During the Administration

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

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

You must never leave a test room unattended, even if only one student is in the room. Ensure that each test room has sufficient staff for the number of students present.

Completing the Non-Test Portions Before Test Day

The Verbal Instructions for completing the non-test portions of the answer document in a scheduled session at school **before** test day begin on page 18. Standard testing requirements do **not** apply to administering the non-test portions.

Barcode Labels

If your school received barcode labels, they will be included in the nonsecure shipment from ACT. The barcode label must be applied to your State Testing Answer Folders (answer documents) *before* students are scheduled to complete the demographic sections on their answer documents.

Each label contains a student's identifying data, such as name, student ID, and school information. In conjunction with the answer documents' demographic sections, which students complete, these labels help ACT's scanning system to match a student's ACT test record to the State Assigned Student ID number.

Layout

A sample barcode label is shown below.

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

Applying the Labels

Look for the shaded area marked "BARCODE LABEL PLACEMENT" (sample shown above) on the back page, lower right hand corner of the answer document. Affix the label in this area only.

Whether or not a barcode label is present, students must still grid ALL of the identifying information (e.g., name, address, etc.) on the front and back pages of their answer document during the pretest session. If this is not done accurately and completely, the student's ACT score report may be undeliverable.

State Assigned Student ID

State Assigned Student ID (SASID) is a generic term used by ACT for the unique identifying number given to each student by the state. Barcode labels are produced from data provided by your school district or state agency.

If the SASID number on the barcode label is printed incorrectly or you have not received a barcode label for a particular student, consult your *Answer Document Supplement*, if provided, for further details. If you do not have this document contact ACT State Testing at 800.553.6244, ext. 2800, for assistance.

Note: If there are questions about a specific SASID number, contact your school district's information systems director or data manager. ACT cannot answer specific questions about a student's SASID number.

Completing Student Information

Basic identifying information and mailing address (front and back pages) are **required** for all students. At a minimum, students **must** complete Blocks A and B on the front page and Blocks N, O, P, and R on the back page of the answer document (name and mailing address). If these blocks are not completed accurately, score reports cannot be mailed. Students are encouraged to complete the High School Course/Grade Information on page 2, email address on page 3.

If students have not completed any of the above sections **before** the initial test date, do **not** permit them to test that day. Instead, schedule them for makeup testing and arrange for them to complete the non-test portions **before** the makeup test date. If you do not, they cannot test on the makeup date either.

If students choose not to complete the non-test sections on pages 2 and 3 of the answer document, the score reports they receive and have ACT send to colleges will be partially blank. School staff may not complete these sections (except as noted in training or in the Answer Document Supplement).

Non-test portions of the answer document may NOT be completed on ANY test date—not before and not after any of the tests. If students are allowed to complete any of the non-test portions on test day, or are allowed to handle answer documents after testing, the answer documents will NOT be scored or scores will be cancelled.

Sessions for Absent Students

Students who miss the in-school session to complete the non-test portions of the answer document **must** be provided with another opportunity to do so before the initial test date. If not, they cannot test on that date. Arrange additional sessions as appropriate to account for all students scheduled to test.

Sessions for Students Testing with Accommodations

Basic identifying information (including email address), High School Course/Grade Information, Student Profile Section, and ACT Interest Inventory, must also be personally completed on the State Testing Answer Folder by students approved to test with accommodations. School staff may not complete these sections (except as noted). Schedule a supervised in-school session **before** test day in consultation with the Test Accommodations Coordinator. You may need to allow additional time for students approved by ACT for test accommodations.

Students approved for accommodations may complete the non-test portions during the same session as all other students or in a separate session. The Test Supervisor is responsible for forwarding their partially completed answer documents to the Test Accommodations Coordinator, who must arrange to administer the tests using the **separate** *Supervisor's Manual State Special Testing.*

High School Code (Block K)

The high school code determines which school will receive a copy of the student's ACT score report. Because correct reporting is critical, this field is the responsibility of staff at the testing school.

Students are instructed to leave Block K of the answer document blank. When Block K is left blank, scores are normally reported to the high school pregridded on the Supervisor's Report Form (see page 21). Use the following criteria to determine whether you need to complete Block K for any students testing at your school:

- For **most** students, the school they attend is the school where they test and the school to which their scores must be reported for accountability purposes. For all such students, leave Block K blank.

- **Some** students attend and test at a "receiving" school, which is not their official "home" school. The "receiving school" is the school or facility the student attends in order to receive special services away from the home high school. Prior to testing, school staff must determine the high school the student would normally attend if not receiving special services elsewhere. Staff at the testing school must enter the correct high school code for the student's "home" high school in Block K.
- **Certain** schools may serve as a test site for students from multiple schools. If a student tests at a school other than the one he or she attends, staff at the testing school are **always** responsible for entering the correct high school code for the student's "home" high school in Block K.

If a high school code must be entered in Block K, staff must grid the correct code on the answer document before returning the answer document for scoring. If you are not certain which school is the "home" high school for a student, check with your district office. Once you locate the school name, you can get the corresponding high school code at www.actstudent.org/regist/lookuphs.

Verbal Instructions

Basic Identifying Information and High School Course/Grade Information

The basic identifying information on the answer document is **required**. If students choose not to provide an email address or complete the High School Course/Grade Information, the score reports they send to colleges will be partially blank. Read aloud all instructions in the shaded boxes. Do not depart from this text. When reading the instructions, pause after each series of dots to give students time to follow instructions.

Begin by saying:

> You will now complete the non-test portions of your answer document.

If your school is not using barcode labels or will apply them later (see page 16), SKIP the next box. If you already applied barcode labels, say:

> As I hand you an answer document, turn it over to the back page. Your name should appear on the label at the bottom right. Raise your hand if you do not receive your own answer document....

You **must** resolve any discrepancies in answer document identification before continuing.

Continue by saying:

> Place your answer document so that page 1 faces you. Open your *Taking the A-C-T* booklet to page 5. Follow the instructions in the booklet to complete the requested information in Blocks A through H. Put one letter or number in each box and fill in the corresponding oval below. **Even if your document has a barcode label, you must fill in Blocks A and B on page 1 completely and accurately.** If you have a question, raise your hand. When you have completed Blocks A through H, put your pencil down and look up....

When everyone has completed Blocks A through H, say:

Blocks I and J have been completed for you. Skip Block K. Now, look at Block L, which asks if you wish to participate in the **A-C-T Educational Opportunity Service**. E-O-S is a free college and scholarship information service for students who take the A-C-T. Fill in the "Yes" oval if you want to let colleges, scholarship programs, A-C-T, and other organizations know that you are interested in receiving information about the opportunities they offer. The colleges and organizations that wish to contact you will receive your name, address, email address, and some of the other information you provide on this answer document. They will **not** receive your test scores. When you have completed Block L, put your pencil down and look up....

Through EOS, ACT provides information about ACT-tested students to colleges and universities, scholarship organizations, and other organizations so they may contact students about programs and opportunities that they may be interested in exploring. All organizations that receive this information have agreed to use it only for this purpose. Names are not provided to the military or for any commercial purpose.

When everyone has completed Block L, say:

Next, look at Block M. If you want A-C-T to send your scores to colleges or scholarship agencies, find the list of codes that begins on page 11 of *Taking the A-C-T*. Locate the code for each of your choices, enter the correct code numbers in the boxes in order of preference, and fill in the corresponding ovals.

If you currently do NOT plan to go to college, fill in the oval under "Non-reporting Option" at the right of the block.

When everyone has completed Block M, say:

Now, turn your answer document to page 3 and look at Email Address. If you have an email address and choose to provide one, it will be used in accordance with A-C-T's privacy policy and included on score reports to colleges. Make sure you enter all letters, numbers, and symbols of your email address, using the key provided on your answer document, and grid the corresponding ovals below each block….

Give everyone enough time to complete the email address block. When everyone is finished, continue by saying:

Now, turn your answer document over to the back page and complete Blocks N through R. **To receive your score report and to receive mail from colleges and scholarship programs, you must fill in the address ovals correctly.** In Block N, enter each part of the address where you are certain to receive mail from us. Leave a space between the parts of your street address. Use the slash "/" to designate fractions (e.g., 1/2, 3/4). If you live in an apartment, enter the apartment number after the street name. When you have completed Blocks N through R, put your pencil down and look up....

If your school or district assigns local ID numbers to students, have students enter that number in Block S. Otherwise, instruct them to skip Block S. Instruct students to skip Block T—it is required **only** for students testing with accommodations. The Test Accommodations Coordinator will give those students specific instructions for completing Block T. If your state requires you to enter information in Blocks U and V, you will be given specific instructions (e.g., Answer Document Supplement) for completing them.

When everyone has completed Blocks N through R (or S), say:

Next, turn your answer document to page 2 and your booklet to page 6. Under High School Course/Grade Information, first look at Courses Taken/Planned. For each course, indicate if you have taken or plan to take it before graduation. Fill in one oval for each course whether or not you have taken it. Next, in the Grades Earned section, for each course you have taken for a full term (semester, etc.) indicate the final (last) grade you received. Convert numeric grades to the corresponding letter grades. Round to the nearest letter grade if necessary. Leave the oval blank if you have not completed a full term or if a grade was not awarded for the course. Are there any questions?…

Answer any questions, then wait for everyone to complete the High School Course/Grade Information.

Student Profile Section (SPS) and ACT Interest Inventory

Although these sections are optional, if any students choose not to complete these sections, the score reports they have ACT send to colleges will be partially blank.

When everyone has completed the High School Course/Grade Information, say:

Next, turn your booklet to page 7. The Student Profile Section is not a test, but a series of questions about your achievements and future plans. If you do NOT plan to go to college, you may skip many of the items. Read each item and respond to each one by filling in the appropriate oval. This should take about 25 minutes, but will not be timed. Read the directions and begin....

When all students have completed the Student Profile Section, say:

Now, turn your booklet to page 10 and your answer document to page 3. The A-C-T Interest Inventory is not a test, but a series of questions about your occupational interests and plans. Indicate how much you would like doing each of the activities listed by marking the appropriate response. Try to mark a response for each activity, even if you are uncertain how you feel about it. This section should take about 10 minutes, but will not be timed. Read the directions and begin....

When all students have completed the Interest Inventory, instruct them to do the following:

1. Keep *Taking the ACT*. It tells students how to create an ACT web account, how to request additional score reports, when they will be able to view their scores on the web, when they will receive their score reports, and their options for retesting.
2. Report to the test site at the time and location you designate.
3. Bring acceptable photo identification, soft lead No. 2 pencils with good erasers (no mechanical pencils or ink pens), and a permitted calculator on test day.
4. DO NOT bring cell phones or any other electronic devices, scratch paper, notes, reading materials, or any unauthorized testing aids.

Collect the answer documents individually from each student in an order that will ensure students receive their own answer documents on test day. **Check to make sure the name and mailing address have been completely gridded on the front and back pages of each answer document.** Room supervisors must return the answer documents to the Test Supervisor. Test Supervisors must store all partially completed answer documents in secure storage until test day.

Preparing for Test Day

Test Materials from ACT

Initial Test Date

The quantity of test materials shipped for the initial test date is based on the enrollment figure provided to ACT, plus an appropriate overage.

Note: If after receiving and checking in your materials, you find the number of students scheduled to test exceeds the number of materials you have received, call ACT immediately at 800.553.6244, ext. 2800.

Makeup Test Date

The quantity of test materials shipped for the makeup test date is based on the number of students needing to test on the makeup test date. (See Eligibility for Makeup Testing, page 58).

Accommodations Test Dates

Test materials for accommodations testing will be shipped to the Test Accommodations Coordinator.

Materials Provided by Your School

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

- a supply of soft lead No. 2 pencils with erasers to lend to students who do not bring them (students must not use mechanical pencils or ink pens)
- a pencil sharpener
- two reliable timepieces: watch, stopwatch, interval timer, or accurate wall clock
- signs, cards, or other materials used in admissions procedures
- permitted calculators (if your school chooses to provide them to students)

Supervisor's Report Form

The Supervisor's Report Form (SRF) is pregridded by machine and identifies your school to the scoring system. The SRF also determines the test date to be reported so you must use the correct report after each test date—initial or makeup. Check the form for accuracy. If the pregridded information is not accurate for your school, call ACT at 800.553.6244, ext. 2800. Do **not** correct the information on the SRF. Failure to return the SRF could delay scoring of your answer documents.

Preparing Your Test Materials

Before test day, assign a sequential series of multiple-choice test booklets to each test room.

For Plus Writing administrations, also assign a sequential series of Writing Test booklets to each room. Writing Test booklets come in **shrink-wrapped packages of 5.** Do **not** open the shrink-wrap until the morning of test day.

Organize the partially completed answer documents by test room in a way that will ensure each student receives his or her own answer document. Allocate a few extra blank answer documents per room in case of defective materials or a misgrid.

Reseal all materials in the carton(s) and place them in secure storage until you distribute materials to room supervisors on test day morning.

Roster

Create one roster (A-1) for each test room **prior** to the initial test date. Write on the roster the name of each student **scheduled** to test. This activity can be performed when students are completing the non-test portions of the answer document. ACT must be able to determine those students who were absent on test day as well as those who were

present. If you submit a list of only students who were present on test day, your roster will not be accurate and cannot be used to determine which students you need to schedule for makeup testing (see page 58).

You may use your own rosters, provided they have the same information recorded on them as shown on the one provided in this manual, list all students scheduled to test by test room, and you return the marked originals to ACT.

Locally Approved Accommodations

You may provide test accommodations without review and approval by ACT if ALL of the following conditions are met:

1. The student must test with **standard time.**
2. The student must not receive additional breaks.
3. The student must use a regular type (10-point) test booklet.
4. Testing must occur on the initial or makeup test date.
5. The accommodations must be consistent with the student's plan on file at the school.

In addition, the accommodations must not disrupt or afford an advantage over other students. For example, any student could be assigned to sit in the front row, but some students must be seated in the front row in order to hear all spoken instructions.

Examples of test accommodations that can be made without ACT approval are:

- Preferential seating (e.g., at the front of the room, at a table instead of a desk).
- Testing in a quiet environment (e.g., small group or individual room).
- Wheelchair access.
- Marking responses in the test booklet (the Test Supervisor **must** arrange to transfer the responses to the answer document in the student's presence after testing).
- Using color overlays.
- Diabetics may eat snacks in the test room, but should test separately to avoid disturbing other students.
- A written copy of the Spoken Instructions or a sign language interpreter for the Spoken Instructions.

If you provide a locally approved accommodation, please complete an Irregularity Report (A-6).

Testing Students with Hearing Impairments

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

The following arrangements for students with hearing impairments who can test with standard time **do not** require approval from ACT, additional staff, or a separate room:

- Seat a student using an interpreter at the front of the room. The interpreter, who may not be a relative, will sign all spoken instructions. The interpreter may also translate any questions from the student to testing staff and sign the responses to those questions. However, the interpreter may not translate or sign the test questions, or answer any test questions for the student. The interpreter is expected to stay in the room throughout the administration.
- Assign a student who can lip-read to a seat with a clear view of the room supervisor. Make sure all instructions (both from this manual and any other spoken message) are given in sight of the student. You may prepare written notification (e.g., index cards with "Start," "5 minutes remaining," and "Stop" printed on them) or touch the student on the shoulder to indicate the Start, 5 minutes remaining, and Stop times. Work with the student before testing starts to agree on the method to be used for time notification.

Test Day Activities

The directions in this section are designed to help ensure a smooth administration of the tests. If you have problems, many of the solutions are listed in this section.

Be sure every room supervisor has a complete copy of this manual, not just the Verbal Instructions, in order to verify procedures for any situation that may occur.

Test Day Schedule

Administration of the tests must be the first activity of the morning. Allow enough time for students to be identified, admitted, and seated so that all room supervisors can begin reading the Verbal Instructions.

In order to avoid cancellation of test scores, note the following:

- Test 1 must begin before 9:00 a.m. Timing Verification Forms with a Test 1 start time after 9:00 a.m. will be investigated and scores may be cancelled.
- Breaks must not be extended for any reason.
- Tests must be administered in order (e.g., Test 1 first, Test 2 second, etc…)

Sample Schedule (use as a guideline only)

A schedule similar to the following would allow testing to begin around 8:15 a.m. and students to be dismissed around 12:15–1:00 p.m. in most test rooms, depending on whether or not you are administering the ACT Plus Writing.

ACT No Writing	ACT Plus Writing
7:30 a.m. Arrival of testing staff	**7:30 a.m.** Arrival of testing staff
7:45 a.m. Briefing session	**7:45 a.m.** Briefing session
8:00 a.m. Arrival, identification, and seating of students	**8:00 a.m.** Arrival, identification, and seating of students
Approx. 8:15 a.m.	**Approx. 8:15 a.m.**
1. Begin reading the Verbal Instructions	1. Begin reading the Verbal Instructions
2. Distribute test materials to students	2. Distribute test materials to students
3. Administer the four tests as directed in the Verbal Instructions—time each test exactly	3. Administer the five tests as directed in the Verbal Instructions—time each test exactly
4. Collect and verify all test materials	4. Collect and verify all test materials
Approx. 12:15 p.m. Dismiss students	**Approx. 1:00 p.m.** Dismiss students

Briefing Session

Test Supervisors must hold a briefing session each test-day morning, even with experienced staff. Be sure to discuss any school-specific information (e.g., policies on the wearing of hats, how to handle breaks, what to do if students bring cell phones). Remind staff to turn off their cell phones before testing begins.

For the ACT Plus Writing, remind staff that Writing Test booklets are **not** to be distributed until just before the Writing Test begins.

Testing Staff List

- The Test Supervisor **must** return a complete Testing Staff List for each test date (initial and makeup). A blank form is included in this manual (A-7). Instructions for completion are printed on the form.
- A **separate** form for staff assisting with administrations to students testing with accommodations is in the *Supervisor's Manual State Special Testing* and must be completed and returned separately by the Test Accommodations Coordinator.
- List **all** personnel involved in testing, including anyone assisting with handling or transportation of secure materials, or assisting with security. If you have questions, contact ACT.

Admitting Students to the Test Room

Control who enters and leaves the test room at all times. Do not allow students to enter the test room until the room is properly prepared, the test materials are in a secure location where students cannot access them, and the room supervisor is ready to admit students. Admit students by checking them in, one-by-one, at the door of the test room. Do not allow a student to enter the room unless the room supervisor has verified the student's identification and marked the roster. If a student cannot present acceptable ID at the door, do not admit him or her to the room. Admitted students must stay in the test room. If it is necessary for a student to leave, recheck ID when the student is readmitted.

Do not admit students with ANY electronic devices (other than permitted calculators) to the test room.

Verifying Student Identification

All students are required to present an acceptable form of photo identification (see below and page 25) or be personally recognized (face-to-face) by a school faculty member before being admitted to the test room. If a student without acceptable photo ID is permitted to begin testing, the student must be dismissed and the answer document will not be scored—even if acceptable ID is presented later. Mark the roster to indicate the type of ID accepted for each student:

P = Current Official Photo ID
L = ACT Student Identification Letter with photo
R and initials = Personal Recognition by Staff
— = Absent (Absence **must** be indicated so you can decide which students to schedule for makeup testing.)

Acceptable Identification

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

Roster Notation	Type of ID	Criteria for Acceptance
P	**Current Official Photo ID**	Must include **ALL** of the following: • Current (valid) • Issued by a school or city/state/federal government agency • Student's first and last names • Photo is clearly recognizable as the student *Signature not required.* *Examples: driver's license, passport, school ID, state ID*
L	**ACT Student Identification Letter with Photo**	Examinee MUST present the ACT Student Identification Letter. **ALL** items must be completed and include: • Individually completed in English—and signed in ink—by official of the student's school or notary public (official or notary may not be a relative) • Recent, recognizable, individual (not group), photo of the student attached to letter • School or notary seal/stamp or school official/notary ink signature overlapping a portion of the photo • Student's first and last names • Student's date of birth, gender, school name and location • Signed by the student, in ink, in the presence of the school official or notary • Signed by the student on test day, in the presence of testing staff *Collect and return to ACT with the roster.*
R **Plus Staff Initials**	**Staff Recognition**	• Students without acceptable ID may be admitted only if they are personally recognized, face-to-face, by a school faculty member (who may not be a relative) • That faculty member's initials must be printed legibly beside the student's name on the roster (without staff initials, personal recognition is invalid) • If all students in a room were recognized by the same staff member, state that on the roster, indicating the name of the staff member along with his or her initials (e.g., "all students in this room were recognized by _____")

Examples of Unacceptable Identification

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

Students Without Identification

Do not admit students without acceptable identification to the test room. If students can arrange for the ID to be presented **before the test booklets have been distributed**, or if the student is personally recognized by a staff member, he or she can be admitted. Do **not** delay testing waiting for a student to bring identification or allow testing of late students.

Prohibited Items in the Test Room

Students may not be in the possession of or use cell phones or any other electronic devices at any time, including during the break, and the student must not be able to access them during testing. Calculators may be used during the Mathematics Test but they must be turned off and put away when the student is not working on that test.

In addition, students must not use or access the following items at any time while **in the test room**:

- Textbooks, foreign language or other dictionaries, scratch paper, reading material, notes, or any unapproved testing aids
- Highlight pens, colored pens or pencils, correction fluid or tape
- Tobacco in any form
- Food or beverages, including water

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

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

Directing Students to Their Seats

After a student has been identified and the roster marked, direct the student to a specific, assigned seat. **Never allow students to choose their own seats.** Seating students alphabetically is acceptable or you may want to direct the first student to the extreme left side of the room, the second student to the middle of the room, the third to the right side, and so on. Separate friends and relatives or students that arrive together. Proctors can direct students by standing beside the desks to be used or at the front of rows to be filled. If you are using tables large enough for more than one student, direct the first student to the first table, the second to the second table, and so on. After one student has been seated at each table, seat a second student at each table.

Left-handed Students

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

Administering the Tests

Test Room Starting Time

Verbal instructions may begin as soon as all students have been identified and seated, **no later than 9:00 a.m. in all rooms.** If any room starts later than 9:00 a.m., document the time and reason on the Irregularity Report. **Starting after 9:00 a.m. in any room may result in the cancellation of scores for that room.**

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

General Announcements to Students

Before testing begins, you may make announcements regarding:

- Calculators: Read to the students the current list of Prohibited Calculators (and Calculators Permitted with Modification) from the notice ACT sends to all Test Supervisors before the initial test date. This list should be distributed to all room supervisors.
- Electronic devices: Other than permitted calculators, students are not allowed to use cell phones or any other electronic devices or have them in their possession at any time, including during the break. Students are responsible for not bringing prohibited devices and should be dismissed if they do. Do not collect cell phones or electronic devices as you admit students.
- Some hats may obstruct your view of students' eyes and may allow students to conceal prohibited behavior, such as using a cell phone, earpiece, or other electronic device. Not all hats may hinder your ability to monitor students and some students may wear hats or other head coverings due to religious convictions or medical reasons. The announcement to remove hats is left to your discretion.
- Institutional requirements: You may dismiss a student who purposefully disregards a posted regulation of your site or school policy and mark the answer document VOID. Some schools, for example, do not allow smoking on school grounds. Explain to the student the reason for the dismissal and document in full on the Irregularity Report.
- Nervous noise: Some students relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- Restrooms: Describe the location of restrooms and drinking fountains available during the break.

Read the Correct Verbal Instructions

The Verbal Instructions for the timed tests are on pages 39–56. At certain points in the instructions, they will vary depending on whether you are administering the ACT (No Writing) or ACT Plus Writing. The two sets of instructions are distinguished by separation into columns and/or text color (No Writing in black; Plus Writing in color). In some locations, there is an arrow directing you to skip to another point in the instructions to continue your administration. Review the Verbal Instructions carefully before test day to make sure you read the correct ones.

Sequence of Tests

The tests **must** be administered in the order listed below for all students in all rooms. If this order is altered, the answer documents will **not** be scored. Exactly observe these test times and the break schedule.

ACT No Writing	ACT Plus Writing
Test 1 = 45 minutes	**Test 1 = 45 minutes**
Test 2 = 60 minutes	**Test 2 = 60 minutes**
Break = 15 minutes	**Break = 15 minutes**
Test 3 = 35 minutes	**Test 3 = 35 minutes**
Test 4 = 35 minutes	**Test 4 = 35 minutes**
	Break = 5 minutes
	Writing Test = 30 minutes

Timing the Tests

Each room supervisor is responsible for timing the tests in his or her own room. Reading the Verbal Instructions or timing the tests is **not** to be controlled from a central location for multiple rooms (for example, using bells, a PA system, or loudspeaker). Each room supervisor must be able to react to any problems or questions that occur in a particular room and adjust timing if necessary. This procedure also minimizes the effects of any mistimings.

Extreme care must be taken to ensure the exact time is allowed for each test. Mistiming may result in the cancellation of scores.

The full time for each test **must** be given, even if one or all students in the room finish a test before the allowed time elapses. Each room must use two (2) timepieces to time the tests, as a precaution in the event one fails. One timepiece must be an accurate clock or watch that shows the actual time of day. ACT also recommends that one of these be an interval timer or stopwatch. **Do not use a cell phone as one of your timepieces.**

As you begin timing each test, enter the *actual* Start time (e.g., 8:52) in the box on the appropriate Verbal Instructions page. Calculate the Stop time, then the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the Stop time), and enter those times. You may use the chart provided for each test to calculate stop time. Times are "minutes after the hour." For example, if Test 1 starts at 8:26 it stops at 9:11.

Test 1

Timing Chart for Test 1

Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	St
0:00	0:45	0:12	0:57	0:24	0:09	0:36	0:21	0:48	0:33
0:01	0:46	0:13	0:58	0:25	0:10	0:37	0:22	0:49	0:34
0:02	0:47	0:14	0:59	0:26	0:11	0:38	0:23	0:50	0:35
0:03	0:48	0:15	0:00	0:27	0:12	0:39	0:24	0:51	0:3
[illegible]		0:16	[illegible]		[illegible]	0:40	[illegible]		0:37

Before you announce 5 minutes remaining, and before you call Stop, check your timepiece carefully against the time you have written down and verify it with the other timepiece. If a proctor is in the room, the proctor is to double-check the room supervisor's timing. Make sure you record the *actual* times you made your announcements and copy these times exactly on to the Testing Time Verification Form (A-5).

Enter the actual times of day (e.g., 8:33) you announce START, 5 minutes remaining, and STOP on the form.

Announcing Time Remaining

A verbal announcement of time remaining must be made five minutes before the end of each test. It is important to give the time remaining announcement accurately as students rely on it to pace themselves.

Posting Times on the Board (optional)

You may post the Start and Stop times or time allowed for each test on the board if one is available (e.g., Test 1, 45 minutes: Start time—8:45, Stop time—9:30). Verify your calculations before writing the time on the board. Do not write time remaining on the board as it can be confusing depending on when students check it. Time remaining must be a verbal announcement.

Checking Calculators During Test 2

You must check for prohibited calculators **during Test 2** (Mathematics). Check periodically to make sure students did not switch calculators after the first check. If you discover a student using a prohibited calculator, follow the procedures on pages 37–38 to dismiss the student and void the answer document. Document this dismissal on the Irregularity Report.

Calculators

ACT permits students to use a calculator on the Mathematics Test (Test 2) but not on any of the other tests. Use of a calculator is optional. All problems on the Mathematics Test can be solved without a calculator.

ACT provides an updated list of prohibited devices (Calculator Notice) to Test Supervisors each test date. Each room supervisor must have a copy of the current list to refer to during Test 2. You may read the list to students as a general announcement before testing begins and post the list strategically at the test site (e.g., at check-in stations, test rooms, etc.).

Some calculators may have mathematical formulas printed on the calculator itself; this is permitted. Likewise, some calculators come with preprinted instructions for the use of the calculator that are inserted into the calculator cover and carried with it; these instructions do not need to be removed.

Students are responsible for ensuring their calculators meet ACT standards. They are advised in *Taking the ACT State Testing* to check **www.actstudent.org** or call toll free **800.498.6481** for a recorded message about the latest list of prohibited calculators.

Students are responsible for bringing a permitted calculator and making sure it works properly. You are not expected to provide calculators or batteries. **However, if your school plans to provide calculators to students, distribute them as you admit students to the room (or before testing begins).** Students may not share calculators. They may use a backup calculator if it is first checked by a member of the testing staff, but may not use or have on the desk more than one calculator at a time.

When the student is not working on the Mathematics Test, the calculator must be turned off and put away. If it has games or other functions, those functions may not be used—only the mathematics functions of the calculator may be used.

Calculators are NOT TO BE CLEARED by staff before or during the test. You may clear calculators after the test only if you suspect students are attempting to use their calculators' memory to store test items. In such cases, clear the memory and document your suspicions on the Irregularity Report.

Checking for Prohibited Behavior

- Throughout testing, walk quietly around the room to discourage and detect prohibited behavior. Staff attentiveness is a very effective deterrent.
- Document all prohibited behavior and any actions you take on the Irregularity Report.

- If you dismiss a student for prohibited behavior, follow the Dismissal for Prohibited Behavior procedures on page 37 **exactly**.

Working Behind/Working Ahead

Students may look at or work only on the current test. There are symbols at the top of every test booklet page to help you identify the different tests.

Giving or Receiving Assistance

Make sure students keep their eyes on their own work and do not communicate with others. If you suspect communication or copying is taking place, but are uncertain, move students to other seats as needed and continue to observe closely. If you are certain, even if you did not directly observe the behavior, dismiss the student(s). Document which students are involved and the actions you took on the Irregularity Report.

Marking Ovals After Time is Called

Students are not permitted to mark, add, or alter test responses after time has been called on that test. This is the most common prohibited behavior. When you call STOP, **look up** at the students—all pencils must be put down *immediately*. Anyone continuing to work **must** be dismissed.

After each test, or at the beginning of the next test, walk around the room and note which students have unfinished or blank ovals. Use a suitable method to keep track such as making notes on the Seating Diagram. If you later see any of the previously incomplete ovals filled in, dismiss the student.

Removing Test Materials

Watch for note-taking, tearing out pages of the test booklet, taking another student's or an unused test booklet, etc. Whenever possible, recover the material from the student. Call ACT before allowing the student to leave the test site. Document completely on the Irregularity Report.

Using Notes or Aids

Make sure all personal belongings are inaccessible and that students have nothing on their desks except a test booklet, answer document, pencils, and eraser. Calculators must be turned off and put away when students are not working on the Mathematics Test. Watch for notes in a student's purse or book bag and inside a calculator cover, for notes or codes written on unlikely items such as erasers or clothing, and for any unapproved testing aids. If you suspect a student, but are uncertain, warn him or her of the behavior and contact ACT for a decision before the student leaves the test site. Document any incident carefully on the Irregularity Report and attach the notes or aid in question whenever possible.

Break After Test 2

ACT **requires** that you allow a break of 15 minutes at the end of Test 2 to allow students to relax or go to the restroom. You may wish to designate a break area. Do not attempt to preset an exact schedule for all test rooms. **The break may not include lunch. If it does, scores for all students may be cancelled.**

Do not delay or lengthen the break in your room to wait for other rooms. You MUST resume testing no later than 15 minutes after STOP is called on Test 2.

Begin timing the break **immediately** after you call STOP on Test 2. The 15-minute break is the **entire** time between the end of Test 2 and the start of Test 3, not just the time students are not in the room. If the break is longer than 15 minutes, explain why on the Irregularity Report.

Breaks longer than 15 minutes will be questioned and may result in cancelled scores.

Do not alter the testing sequence by skipping the break, lengthening the break, allowing additional breaks, or scheduling the break at another time. **Any alteration of the testing sequence may result in cancelled scores.**

Whether students may talk among themselves during the break is left to your discretion. All test booklets must be closed with the answer documents inside them before the break begins. If students remain in the room, collect the materials or otherwise ensure that students do not tamper with them. **Do not leave the test room unattended.** Assign testing staff to control hallway noise if other rooms are still testing.

Resume testing no later than **15 minutes** after the end of Test 2. Do **not** delay testing waiting for students who are late. Late students may be readmitted, but may not make up lost time. Keep conversation with students who return late to a minimum.

Break Before the Writing Test—ACT Plus Writing Only

Once the multiple-choice test booklets have been collected and verified after Test 4, allow students five minutes to relax and sharpen their pencils before the Writing Test. Students must remain in the room. Monitor the test room closely to ensure that students do not add or alter any multiple-choice test responses. **Do not leave the test room unattended.** Resume testing after five minutes. **Do NOT distribute the Writing Test booklets during the break.**

Students Who Leave During a Test and Return

Students may go to the restroom during testing, but it is best not to announce it. They are told in *Taking the ACT* to expect a break between Tests 2 and 3.

Plus Writing students are also told to expect a brief break before the Writing Test. During this break, students must remain in the room, but if they need to leave, follow the same procedures as for a student who needs to leave during a test.

Collect test booklets and answer documents from students who go to the restroom. Return test materials to students when they are readmitted. Be sure the same student returns after leaving. If you have doubts, recheck the identification.

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

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

Students Who Leave Early

Students must remain seated until the break. If a student insists on leaving early, collect and secure the answer document and test booklet, then document the situation on the Irregularity Report (A-6). After testing, decide whether the student will be scheduled for makeup testing (see page 58).

Guessing

If you are asked about guessing, refer students to the instructions printed on the front cover of the test booklet. Do not comment on or add in any way to the printed directions.

Test Item Challenges

If a student challenges typographical errors in the booklet or ambiguities in particular test items, tell the student to answer the item as it is written and report the details of the challenge to you after the test is over. Complete an Irregularity Report with the student's name, address, test booklet number, test form, the item number being challenged, and the student's question about the item. For security reasons, do **not** include a copy of the test item in question.

Irregularities

Complete an Irregularity Report (A-6) for each room in which an individual or group irregularity occurs, attach any affected answer documents, and return it to ACT in the RED envelope. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of students who were dismissed from or who left the test site without completing all their tests. If no irregularities occur in any rooms at your test site, do not return a report.

Group Irregularities

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

Interrupting a Test

If you must interrupt a timed test, instruct students to stop testing and close their test booklets with their answer documents inside; record the elapsed testing time. Collect the materials if necessary to maintain security. When you resume testing, begin timing where you left off to give students the remaining time allowed for that test. If the interval is significant, add two minutes to the remaining time for that test so students can regain their concentration. If you cannot resume testing, contact ACT promptly for instructions.

Disturbances and Distractions

If a disturbance or distraction occurs that affects students' concentration and it cannot be stopped, or the students cannot be moved to a quieter location, immediately call ACT. Do not dismiss students until you have received instructions. If you do not have a proctor to assist you, stop testing. Collect and secure the test booklets and answer documents before leaving the room to call ACT. Report all disturbances and distractions, however minor (including student illness), on your Irregularity Report.

Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of your students and your testing staff. If an emergency occurs, note the testing time that has elapsed and—if time permits—have students close their test booklets and place their answer documents inside them. Collect the test booklets only if time permits. Instruct students and staff to leave the building. If it is safe to do so, lock the test room. Call ACT as soon as you can safely reach a telephone.

Inclement Weather

If bad weather causes school to close or termination of testing, call ACT for instructions as soon as possible.

Missing or Stolen Test Materials

A missing or stolen test booklet is one of the most serious irregularities that can occur at a test site. If—at any time—you cannot account for a test booklet or an answer document with student identifying information, you must **immediately** call ACT State Testing at 800.553.6244, ext. 2800. We will advise you regarding what actions you must take.

Mistiming

Any deviation from timing the tests exactly (see page 29) is a mistiming. A mistimed test constitutes a serious irregularity which **CAN BE PREVENTED BY CAREFUL SUPERVISION.** Scores cannot be adjusted to compensate for mistiming. If a retest is necessary, students must transfer all non-test information to new answer documents and **must** retake **all tests,** not just the one that was mistimed. Mistiming may result in the cancellation of scores.

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

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

Power Failure

If a power failure occurs and students cannot be moved to another location with adequate heat, ventilation, light, and adequate student spacing, collect the test booklets and answer documents, then follow the directions for Rescheduled Examination on page 4.

Individual Irregularities

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

Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the student does not lose time. If necessary, stop testing until a replacement can be obtained.

1. Be sure the replacement test booklet is the **same test form** as the defective test booklet.
2. If you replace an answer document, the student does **not** change the test booklet number. If you replace a test booklet, the student **does** change the test booklet number.
3. Print "Defective Material" on the cover of the test booklet or across the front page of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
4. If an answer document is defective, the student must transfer, under close supervision, all information exactly as originally noted to a new one **after the test session and without access to the test booklet.**
5. Call ACT for instructions if you do not have sufficient materials to replace those that are defective.

Duplicating Test Materials

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

If you observe a student using photographic, scanning, or recording devices during the administration or removing pages from a test booklet, follow the procedures in Dismissal for Prohibited Behavior on page 37 or Refusal to Turn In Test Materials on page 38.

In all cases, students must be dismissed, any devices confiscated and cleared, and the answer document marked VOID. Inform the student the answer document will not be scored, the reason for your action, and include all necessary information on the Irregularity Report. Call ACT (during testing, if possible) to determine if any additional action is required.

Failure to Follow Directions

Only answers properly marked on the answer document during the time allowed for a particular test will be scored. ACT will not transfer responses. The answer document will be scored as received.

- *UNAUTHORIZED MARKING OF RESPONSES IN TEST BOOKLET.* Unless the student has been approved by your school to mark responses in the test booklet, only responses properly marked on the answer document during the time allowed for a particular test will be scored. If a student without an approved accommodation has mistakenly marked responses in the test booklet and has not transferred them to the answer document:
  1. If time remains on the current test, instruct the student to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers may be transferred.
  2. The student may then continue testing by marking responses only on the answer document.
  3. Only responses properly marked on the answer document during the time allowed for a particular test will be scored. Therefore, do **not** allow the student to transfer responses from tests for which time has already been called, and do **not** allow the student to transfer responses during a break, after testing, or on the makeup test date.
  4. Document the situation on the Irregularity Report. Do **not** void the answer document.
- *MARKING RESPONSES IN A FUTURE SECTION OF ANSWER DOCUMENT* (e.g., marking Test 3 responses in the section for Test 4 during the administration of Test 3). As soon as this error in marking is detected, give the student a new, blank answer document and:
  1. If time remains on the current test, instruct the student to begin marking responses in the correct section of the new answer document, beginning with the next item.
  2. If time has been called on that test, instruct the student to begin marking responses in the correct section of the new answer document, beginning with the next test.
  3. After testing is completed, supervise the student as he or she transfers all non-test responses and all previous test responses from the first answer document to the correct sections on the new answer document. **This transfer must occur under close supervision and without access to the test booklet.**
  4. Mark the first answer document "REPLACED," document the situation in detail on the Irregularity Report, and attach the replaced answer document to the report. Return only the new answer document for scoring.

Students Who Become Ill

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

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

Only one answer document will be scored for each student (either for the initial or makeup date). Follow the procedures on page 58.

Irrational Behavior

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

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

Prohibited Behavior

If a student is engaging in prohibited behavior, proceed in a way that does not cause unnecessary disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in Dismissal for Prohibited Behavior on page 37 exactly and continue testing.

Prohibited behaviors include:

- Filling in or altering ovals on a test or continuing to work after time has been called.
- Looking back at a test on which time has already been called.
- Looking ahead in the test booklet.
- Having or using any electronic device during testing or during break(s).
- Looking at another student's test booklet or answer document.
- Giving or receiving assistance.
- Using a prohibited calculator.
- Using a calculator on any test other than the Mathematics Test.
- Sharing a calculator with another student.
- Sharing or exchanging information by any means during the tests or during break(s).
- Attempting to remove test materials, including test questions or answers, from the test room by any means.
- Using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or any unapproved testing aids.
- Not following instructions or abiding by the rules of your school or test site.
- Exhibiting confrontational, threatening, or unruly behavior.
- Creating a disturbance or allowing an alarm to sound in the test room.

Have a proctor verify your observation if possible. However, if you are **certain** a student is engaging in prohibited behavior, dismiss the student based upon your own observation. The Test Supervisor does not have to be called to the room to verify the activity.

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

If you **suspect** a student is engaged in prohibited behavior, but are not certain, discreetly warn him or her that these activities are prohibited and continue close observation. To discourage looking at someone else's answer document, or giving or receiving assistance, move the student to another seat. Document the move on the Seating Diagram. If you suspect a student has filled in or altered ovals or continued to work after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

Dismissal for Prohibited Behavior

If you dismiss a student for prohibited behavior, follow these procedures:

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test booklet.
3. If you believe an electronic device was used to store or exchange information, or to make an image of the test, collect the device from the student and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the student. Do not return the device to the student without ACT approval.
4. Tell the student:
   a. You observed or are certain of the prohibited behavior.
   b. He or she is being dismissed because of the behavior.
   c. The answer document will not be scored.
5. Write VOID on page 1 of the answer document. Do so in the student's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
   a. The time of the incident and the name(s) of the student(s).
   b. The number of ovals the student(s) had filled in at the time of the incident.
   c. The test room and seating location(s) of the student(s).
   d. The details of what you observed.
   e. The statements you and the student(s) made.
   f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the voided answer document to the Irregularity Report and return it in the **RED** envelope. Return the test booklet with the other used booklets.

ACT will not score the answer document(s) if you follow these procedures exactly. However, you **must inform the student** the answer document will not be scored, and clearly indicate this on the Irregularity Report. Otherwise, the answer document may be scored.

Do NOT schedule students dismissed for prohibited behavior for makeup testing. The decision to cancel scores due to prohibited behavior is at ACT's sole discretion and CANNOT be appealed or reversed.

Voiding Answer Documents

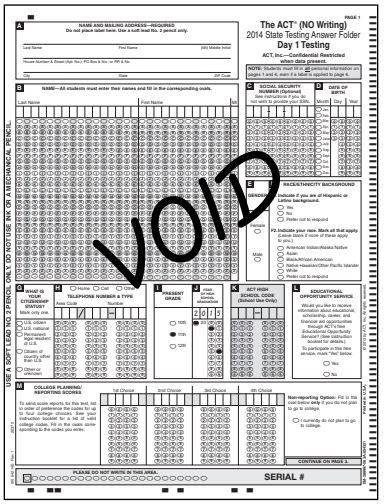
Report and document the reason for voiding all answer documents on the Irregularity Report. Mark page 1 of an answer document VOID and attach it to the Irregularity Report for the following reasons **only**:

- A student was dismissed for prohibited behavior and **was told the answer document will not be scored.**
- A student started but did not finish testing on the initial test date and has transferred all non-test responses to a new answer document in preparation for makeup testing (see page 58).

Do not void an answer document for any other reason (e.g., student leaves early, asks that the answer document not be scored, refuses to continue testing, does not take testing seriously).

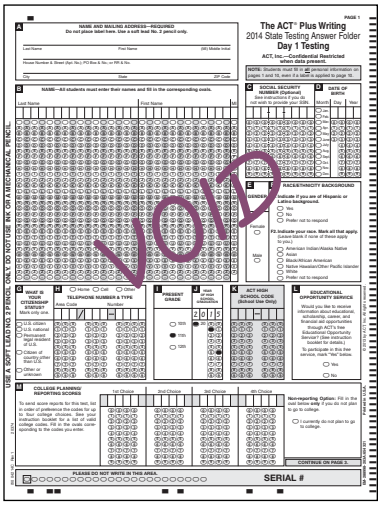
SAMPLES OF VOIDED ANSWER DOCUMENTS

No Writing



OR

Plus Writing



Refusal to Turn In Test Materials

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

Verbal Instructions for Standard Time Testing

These Verbal Instructions apply to ALL ACT State Testing administrations. If you are administering the ACT (No Writing), you will be directed to SKIP certain instructions, or there will be SEPARATE instructions for ACT (No Writing) and ACT Plus Writing administrations.

Before you Begin

Before you begin reading the Verbal Instructions, make sure you have all the forms needed. The forms are located in the back of this manual and may be removed prior to testing so that you can fill them out where the Verbal Instructions direct you to do so.

You will need:

- State Testing Roster (A-1)
- Test Booklet Count Form (A-3)
- Seating Diagram (A-4)
- Testing Time Verification Form (A-5)
- Irregularity Report (A-6)

The ACT tests must always be administered under supervised, timed, secure, standardized testing conditions. No test room may be left unattended by testing personnel at any time. Do not leave the room even if only one student is testing. To ensure security of test materials, distribute answer documents and test booklets only when directed by the Verbal Instructions, **not** prior to the arrival of students.

To ensure standardized conditions, it is important that room supervisors read the following Verbal Instructions loudly, clearly, and exactly as they are written.

These instructions are for **standard time** administrations only.

- Practice reading these instructions before test day.
- On test day, read aloud all the instructions in the shaded boxes.
- Read them loudly and clearly, exactly as written. **Do not depart from this text.** (Text in parentheses is for your information only and is not to be read aloud.)
- Pause after each series of dots (…) and **look up at the students to be sure they are following instructions**. Wait for everyone to finish before proceeding.
- An arrow (▶) indicates an action you must perform at that point in the instructions.

Non-test portions of the answer document may NOT be completed on test day—not before and not after the tests. If students are allowed to complete any of the non-test portions on the initial or makeup test date, or allowed to handle answer documents after testing, the answer documents will NOT be scored.

- **If you plan to provide calculators to students, distribute them as you admit students to the room (or before testing begins).**

  After all students have been identified, admitted, and seated, begin reading the Verbal Instructions. Distribute the partially completed answer documents only when directed by the Verbal Instructions. Seating students alphabetically will normally assist you in smooth distribution. **You must make sure each student receives his or her own answer document.**

Check to see that everyone has a pencil. Then, say:

We are ready to begin testing. As I hand you an answer document, check to make sure you receive your own. If you do not, raise your hand....

- Hand each student his or her answer document individually. **You must resolve any discrepancies in answer document identification before continuing.**

ACT No Writing	ACT Plus Writing
Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, Mathematics, Reading, and Science. The tests will be administered under standard time conditions. If you believe you are NOT to test with standard time, raise your hand now.	Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, Mathematics, Reading, and Science, followed by a Writing Test, for which you will complete an essay written in English. The tests will be administered under standard time conditions. If you believe you are NOT to test with standard time, raise your hand now.

If any students indicate they are NOT to test under standard time conditions, confer with the Test Supervisor and/or Test Accommodations Coordinator **immediately** to determine if these students are testing under the correct time conditions. A proctor must remain in the room while you do so. You may need to call ACT for verification and/or rescheduling options if students were assigned to the wrong room.

ALL administrations then say:

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. You may not have a timer, cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, and you may not use one during break(s). If we find that you have brought a timer, cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed, the device may be confiscated, and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the Mathematics Test.

Please clear your desk of everything except soft lead No. 2 pencils, erasers, and your answer document. Place all personal items under your seat. You will not be allowed to access them during testing. Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid. If you do, your answer document cannot be scored accurately. Are there any questions?...

Answer any questions, then say:

Turn your answer document to page 4. I will now hand you a multiple-choice test booklet. Do not break the seal or open it until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, read the directions. When you have finished, look up....

► Hand **one** multiple-choice test booklet individually, to each student, in sequential, serial number order, and only to students who are in the room.

Keep an exact count of the number of test booklets distributed and the order in which you distributed them, for completing your Seating Diagram (page 67).

Under no circumstances may you admit a student to the test room once you begin distributing the test booklets. Answer documents of students allowed to violate this policy will not be scored.

If you are administering the ACT Plus Writing, do NOT distribute the Writing Test booklets at this time.

When all students have finished reading the directions, continue by saying:

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

- in possession of or using any electronic device during testing or during breaks
- looking back at a test on which time has already been called
- looking ahead in the test booklet
- looking at another student's test booklet or answer document
- giving or receiving assistance
- using a prohibited calculator
- using a calculator on any test other than the Mathematics Test
- sharing a calculator with another student
- using any device to share or exchange information at any time during testing or during breaks
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test site
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance, for example, if your watch sounds during testing
- filling in or altering ovals on a test or continuing to work after time has been called on that test. Filling in or altering ovals on a previous test during a later test, even with the test booklet closed, is prohibited. If I notice that a test has not been completed and later notice that it has been, I will dismiss you and your answer document will not be scored.

Does anyone have questions about what is considered prohibited behavior?

If there are no questions, continue by saying:

Now, on the front cover of your test booklet, read the Examinee Statement, then sign your name and enter today's date (give the date). When you finish, put your pencil down and look up at me.…

Give everyone time to read and sign the Statement. When all students have finished, say:

Now, find the 6-digit number in the top-left corner of your test booklet and copy it into the "Booklet Number" boxes at the top of page 4 of your answer document. Fill in the corresponding oval in the column below each box....

Next, find the 3-character test form on the front cover of your test booklet, copy it into the "Form" boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately....

- Room supervisors and/or proctors must walk around the room and ensure that each student has signed the test booklet, entered the correct test booklet number and test form on the answer document, and filled in the corresponding ovals.

When all students have finished, say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. Do any figuring or scratch work in your test booklet.

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

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

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

- **Allow time for students to turn off any alarms, then say:**

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

If there are no questions, continue by saying:

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

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

When everyone is ready, say:

You will have 45 minutes to work on Test 1. Do not begin work until I tell you to do so. During this time you are to work only on Test 1. If you finish before time is called, recheck your work on Test 1, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test. You may now break the seal, but do not open the booklet....

► **Wait for everyone to break the seal, set your stopwatch or interval timer to 45 minutes, then say:**

You have 45 minutes to work on this test. Open your booklet to Test 1, read the directions carefully, and begin work.

► **Begin timing.**

Test 1

Timing Chart for Test 1									
Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
0:00	0:45	0:12	0:57	0:24	0:09	0:36	0:21	0:48	0:33
0:01	0:46	0:13	0:58	0:25	0:10	0:37	0:22	0:49	0:34
0:02	0:47	0:14	0:59	0:26	0:11	0:38	0:23	0:50	0:35
0:03	0:48	0:15	0:00	0:27	0:12	0:39	0:24	0:51	0:36
0:04	0:49	0:16	0:01	0:28	0:13	0:40	0:25	0:52	0:37
0:05	0:50	0:17	0:02	0:29	0:14	0:41	0:26	0:53	0:38
0:06	0:51	0:18	0:03	0:30	0:15	0:42	0:27	0:54	0:39
0:07	0:52	0:19	0:04	0:31	0:16	0:43	0:28	0:55	0:40
0:08	0:53	0:20	0:05	0:32	0:17	0:44	0:29	0:56	0:41
0:09	0:54	0:21	0:06	0:33	0:18	0:45	0:30	0:57	0:42
0:10	0:55	0:22	0:07	0:34	0:19	0:46	0:31	0:58	0:43
0:11	0:56	0:23	0:08	0:35	0:20	0:47	0:32	0:59	0:44

START **5 minutes remaining** **STOP**

► During Test 1, do the following:

- Record the time of day you START timing Test 1 and calculate the times of day for announcing 5 minutes remaining and STOP. See Timing the Tests, page 29.
- Make sure you record the *actual* times you make your announcements.
- Walk around the room to monitor students.
- Complete the Seating Diagram. If you need to verify booklet numbers for your diagram, do so at the break. Complete **every** item on the form.

For Plus Writing administrations, you must record TWO six-digit serial numbers in each square of the Seating Diagram—one for the multiple-choice test booklet now and one for the Writing Test booklet during the Writing Test.

- Complete **item C** of the Test Booklet Count Form. **This must be done for ALL administrations.** Verify the numbers with the occupied seats on your Seating Diagram and the number of used and unused test booklets. If there is a discrepancy, notify the Test Supervisor immediately. A proctor must remain in the room. Be sure unused test booklets are in a secure area where students cannot access them.

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

You have 5 minutes remaining on this test.

When your watch or timer indicates **5 more minutes** (exactly 45 minutes total) have passed and you have checked the Stop time, say:

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

Verify everyone has stopped, and then say:

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

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

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

If there are no questions, continue by saying:

You will have 60 minutes to work on Test 2. Do not begin work until I tell you to do so. During this time, you are to work only on Test 2. If you finish before time is called, recheck your work on Test 2, turn your calculator off, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test, and do not fill in or alter ovals for Test 1. Please remember to close your calculator quietly in consideration of others. There will be a break after I call time on this test.

▶ **Set your stopwatch or interval timer to 60 minutes, then say:**

You have 60 minutes to work on this test. Do any figuring in your test booklet. Turn to Test 2, read the directions carefully, and begin work.

▶ **Begin timing.**

Test 2

Timing Chart for Test 2									
Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
0:00	0:00	0:12	0:12	0:24	0:24	0:36	0:36	0:48	0:48
0:01	0:01	0:13	0:13	0:25	0:25	0:37	0:37	0:49	0:49
0:02	0:02	0:14	0:14	0:26	0:26	0:38	0:38	0:50	0:50
0:03	0:03	0:15	0:15	0:27	0:27	0:39	0:39	0:51	0:51
0:04	0:04	0:16	0:16	0:28	0:28	0:40	0:40	0:52	0:52
0:05	0:05	0:17	0:17	0:29	0:29	0:41	0:41	0:53	0:53
0:06	0:06	0:18	0:18	0:30	0:30	0:42	0:42	0:54	0:54
0:07	0:07	0:19	0:19	0:31	0:31	0:43	0:43	0:55	0:55
0:08	0:08	0:20	0:20	0:32	0:32	0:44	0:44	0:56	0:56
0:09	0:09	0:21	0:21	0:33	0:33	0:45	0:45	0:57	0:57
0:10	0:10	0:22	0:22	0:34	0:34	0:46	0:46	0:58	0:58
0:11	0:11	0:23	0:23	0:35	0:35	0:47	0:47	0:59	0:59

START **5 minutes remaining** **STOP**

During Test 2, do the following:

- Record the time of day you START timing Test 2 and calculate the times of day for announcing 5 minutes remaining and STOP. Make sure you record the *actual* times you make your announcements.
- Refer to the Calculator Notice and check all calculators periodically during Test 2. (See Checking Calculators During Test 2 and Calculators, page 30). If a student uses a prohibited calculator, follow the instructions on pages 37–38 to dismiss the student and void the answer document. Document this dismissal on the Irregularity Report.
- **Testing Time Verification Form:** Transfer the *actual* START, 5 minutes remaining, and STOP times for **Test 1** onto the form.
- Walk around the room to monitor students.

When your watch or timer indicates exactly 55 minutes have passed and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates 5 more minutes (exactly 60 minutes total) have passed and you have checked the Stop time, say:

Stop, put your pencil down. Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now....

Verify everyone has stopped, then say:

Put your calculator away. You will not be permitted to use it for the remaining tests. You will now have a 15-minute break. Testing will resume promptly at_____. If you return late, you will not be allowed to make up lost time. Remember, you may not use any electronic devices during the break, and you may not eat or drink anything in the test room. **(If testing or classes are in progress in other rooms, remind students to be quiet in the halls.)**

Break—15 Minutes

_____	_____
START	**END**
(Immediately after STOP of Test 2)	(Students due back in the room)

During the break, do the following:

- Make sure no test materials are taken out of the room and all test booklets are closed with the answer documents inside them.
- **Do not leave the test room unattended.** If any students remain in the room, monitor them closely.
- Transfer the *actual* START, 5 minutes remaining, and STOP times for **Test 2** onto the Testing Time Verification Form.
- Double-check every answer document to be sure students have entered the test booklet number and test form, and filled in the corresponding ovals. Also check that test booklets have been signed.
- Verify the test booklet serial numbers you have written on your Seating Diagram against the booklet at each seat.
- You and your proctor(s) must monitor noise during the break to prevent disrupting rooms that are still testing.
- If you designate a break area, make sure staff members monitor this area to minimize noise and ensure students are not using cell phones or other electronic devices.

Resume testing **no later than 15 minutes** after Test 2 ends. Do not delay the start of Test 3 waiting for students who return late. They may be readmitted, but may not make up lost time. Keep conversation with late arrivals to a minimum. If a student does not return, do not void the answer document until you decide whether to schedule the student for makeup testing (see page 58).

At the end of the 15-minute break, say:

Attention. Please get ready to resume testing....

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet.** Check page 1 of your answer document to be sure your name appears in Block A....

When everyone is ready, say:

You will have 35 minutes to work on Test 3. Do not begin work until I tell you to do so. During this time, you are to work only on Test 3. If you finish before time is called, recheck your work on Test 3, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test and do not fill in or alter ovals for previous tests. If you do, I will dismiss you and your answer document will not be scored.

Set your stopwatch or interval timer to 35 minutes, and say:

You have 35 minutes to work on this test. Turn to Test 3, read the directions carefully, and begin work.

Begin timing.

Test 3

Timing Chart for Test 3									
Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
0:00	0:35	0:12	0:47	0:24	0:59	0:36	0:11	0:48	0:23
0:01	0:36	0:13	0:48	0:25	0:00	0:37	0:12	0:49	0:24
0:02	0:37	0:14	0:49	0:26	0:01	0:38	0:13	0:50	0:25
0:03	0:38	0:15	0:50	0:27	0:02	0:39	0:14	0:51	0:26
0:04	0:39	0:16	0:51	0:28	0:03	0:40	0:15	0:52	0:27
0:05	0:40	0:17	0:52	0:29	0:04	0:41	0:16	0:53	0:28
0:06	0:41	0:18	0:53	0:30	0:05	0:42	0:17	0:54	0:29
0:07	0:42	0:19	0:54	0:31	0:06	0:43	0:18	0:55	0:30
0:08	0:43	0:20	0:55	0:32	0:07	0:44	0:19	0:56	0:31
0:09	0:44	0:21	0:56	0:33	0:08	0:45	0:20	0:57	0:32
0:10	0:45	0:22	0:57	0:34	0:09	0:46	0:21	0:58	0:33
0:11	0:46	0:23	0:58	0:35	0:10	0:47	0:22	0:59	0:34

START **5 minutes remaining** **STOP**

► During Test 3, do the following:

- Record the time of day you START timing Test 3 and calculate the times of day for announcing 5 minutes remaining and STOP. Make sure you record the *actual* times you make your announcements.
- Be especially careful in computing the STOP time for Tests 3 and 4. Mistiming occurs most frequently on these tests and can require retaking **all tests**, not just the one that was mistimed.
- If any students do not return from break, collect their materials shortly after testing has begun. (See Students Who Leave Early, page 32.)
- Walk around the room to monitor students.

When your watch or timer indicates exactly **30 minutes** have passed and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates **5 more minutes** (exactly 35 minutes total) have passed and you have checked the Stop time, say:

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

Verify everyone has stopped, and then say:

You will have 35 minutes to work on Test 4. Do not begin work until I tell you to do so. During this time you are to work only on Test 4. If you finish before time is called, recheck your work on Test 4, then place your answer document inside your test booklet and close the cover. Do not fill in or alter ovals for any other test.

ACT No Writing	ACT Plus Writing
After I call time on this test, you must remain quietly in your seat while I collect and count the answer documents and test booklets.	After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets. Leave your answer document on your desk but do not open or mark on it. After I collect the test booklets, you will have a 5-minute break, but you must remain in the room.

▶ **Set your stopwatch or interval timer to 35 minutes, then say:**

You have 35 minutes to work on this test. Turn to **Test 4**, read the directions carefully, and begin work.

▶ **Begin timing.**

Test 4

Timing Chart for Test 4									
Start	Stop	Start	Stop	Start	Stop	Start	Stop	Start	Stop
0:00	0:35	0:12	0:47	0:24	0:59	0:36	0:11	0:48	0:23
0:01	0:36	0:13	0:48	0:25	0:00	0:37	0:12	0:49	0:24
0:02	0:37	0:14	0:49	0:26	0:01	0:38	0:13	0:50	0:25
0:03	0:38	0:15	0:50	0:27	0:02	0:39	0:14	0:51	0:26
0:04	0:39	0:16	0:51	0:28	0:03	0:40	0:15	0:52	0:27
0:05	0:40	0:17	0:52	0:29	0:04	0:41	0:16	0:53	0:28
0:06	0:41	0:18	0:53	0:30	0:05	0:42	0:17	0:54	0:29
0:07	0:42	0:19	0:54	0:31	0:06	0:43	0:18	0:55	0:30
0:08	0:43	0:20	0:55	0:32	0:07	0:44	0:19	0:56	0:31
0:09	0:44	0:21	0:56	0:33	0:08	0:45	0:20	0:57	0:32
0:10	0:45	0:22	0:57	0:34	0:09	0:46	0:21	0:58	0:33
0:11	0:46	0:23	0:58	0:35	0:10	0:47	0:22	0:59	0:34

4 ○ ○ ○ ○

○ ○ ○ 4

START | 5 minutes remaining | STOP

During Test 4, do the following:

- Record the time of day you START timing Test 4 above and calculate the times of day for announcing 5 minutes remaining and STOP. Make sure you record the *actual* times you make your announcements.
- Transfer the *actual* START, 5 minutes remaining, and STOP times for **Test 3** onto the Testing Time Verification Form.
- Walk around the room to monitor students.

When your watch or timer indicates exactly 30 minutes have passed and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates 5 more minutes (exactly 35 minutes total) have passed and you have checked the Stop time, say:

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

Read the statement at the bottom of page 4 of your answer document; then sign—do not print—your name. Enter today's date, then put your pencil down and look up....

When everyone has finished signing the answer document:

ACT No Writing	ACT Plus Writing
Continue below with your administration.	**SKIP NOW to page 53** to continue your administration with the Writing Test.

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

While students remain in their seats:

1. Collect and count the answer documents **individually** from each student. As you do, check to make sure they are signed. Turn all the answer documents one way and make sure you have an answer document for each student.
2. Collect the test booklets **individually** from each student and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you collected the same number of booklets you

distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

Do not dismiss students until you have verified that the number of test booklets collected equals the number you distributed, and that you have an answer document for each student.

After the counts have been verified, say:

Your score report will be mailed approximately three to eight weeks after the answer documents are received by A-C-T. Be sure you have all your personal belongings. As you leave, please be quiet in the halls. Thank you for your cooperation. You are dismissed.

- Either dismiss students for the day or direct them to the next activity as determined by your school administration. Make certain that students cannot access the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been collected.

- After students are dismissed, double-check your counts and complete **items D and F** on the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The number of answer documents you return **must** match the number of students in the room **AND item C** on the Test Booklet Count Form.

- Transfer the *actual* START, 5 minutes remaining, and STOP times for **Test 4** to the Testing Time Verification Form.

  The room supervisor must **personally** return all test materials and required forms to the Test Supervisor **immediately** after testing. Students may **not** assist with the transportation of test materials.

ACT NO Writing

Skip to "After the Test" and perform the activities exactly as described. Failure to return your materials in a timely and accurate manner could result in delayed scores or non-scoring of your students' answer documents.

Go to page 57

ACT Writing Test

Now, refold your answer document so that page 1 faces up and leave it on your desk next to your test booklet. I will now collect and check the multiple-choice test booklets. Do not open or mark on your answer document and do not place it inside your test booklet. Your test booklets will be picked up individually; do not pass them in. Remain quietly in your seat until I give you further instructions.

- **While students remain in their seats:**
  1. Monitor them to make sure they do not open or mark on their answer documents while you collect the multiple-choice test booklets.
  2. Collect the test booklets **individually** from each student. Count the test booklets to verify you collected the same number of booklets you distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.
  3. Complete **item D** on the Test Booklet Count Form.

Do NOT distribute the Writing Test booklets until after the break.

After the count has been verified, say:

We will continue testing shortly. Leave your answer document closed on your desk. You may use this time to relax and sharpen your pencils, but you may not leave the room.

- Monitor students closely to make sure they do not open or mark on their answer documents.
- Remind students to be quiet, and that eating, drinking, and reading are not permitted in the test room.
- Resume testing after five minutes.

Students must remain in the room. If a student needs to leave the room, collect his or her test materials. Do **not** wait for late students. If a student returns after the Writing Test has begun, give the student the next Writing Test booklet in sequence. Make sure you add the test booklet serial number to your Seating Diagram. Instruct the student to turn to page 5 of the answer document, read the directions on the front cover of the test booklet, and begin work. Lost time may *not* be made up. Document the late return on the Irregularity Report. After testing concludes, the student **must** complete the information on pages 5 and 6 of the answer document and on the front cover of the test booklet. The room supervisor or proctor must supervise this process closely to ensure the student does not alter or add any test responses.

Students must remain in their original seats. If you have to move a student to another seat, document it carefully on the Seating Diagram *and* Irregularity Report so it is clear which seat the student was originally in, which seat the student moved to, at what point during testing the move took place, and the reason for moving the student.

When you are ready to resume testing, continue by saying:

We are ready to resume testing.... The next test is a Writing Test for which you will complete an essay written in English. You must use a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

I will now hand you a Writing Test booklet. Do not break the seal or open it until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing essay topics or responses to anyone. If you continue to write the essay after time is called, you will be dismissed and your answer document will not be scored.

When you receive your Writing Test booklet, sign and print your name and enter your date of birth in the spaces provided on the front cover. Then, read the directions. After you have read them, look up….

- Hand one Writing Test booklet to each student **individually**, in sequential serial number order, and only to students who are in the room. Keep an exact count of the number of test booklets you distributed and the order in which you distributed them for completing your Seating Diagram.

When all students have read the directions, say:

Turn your answer document to page 5. Print your name in the spaces provided....

Now, turn your answer document to page 6. Find the 6-digit number in the top-left corner of your test booklet. Copy it into the "Writing Test Booklet Number" boxes on your answer document....

Next, find the 3-character test form under the date of birth boxes. Copy it into the "Writing Test Form" boxes on your answer document and fill in the matching oval. When you have finished, put your pencil down and look up at me....

When everyone is ready, say:

You will have 30 minutes to work on the Writing Test. Do not begin work until I tell you to do so. If you finish before I call time, recheck your work on the Writing Test, close both your test booklet and answer document, and place them on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions?...

Answer any questions, then say:

You may now break the seal, but do not open the booklet....

- **Wait for everyone to break the seal, set your stopwatch or interval timer to 30 minutes, then say:**

You have 30 minutes to work on this test. Open your test booklet, read the assignment, and begin work.

- **Begin timing.**

Writing Test

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

START	5 minutes remaining	STOP

During the Writing Test, do the following:

- Record the time of day you START timing the Writing Test above and calculate the times of day for announcing 5 minutes remaining and Stop. Make sure you record the *actual* times you make your announcements.
- Transfer the *actual* START, 5 minutes remaining, and STOP times for **Test 4** onto the Testing Time Verification Form.
- Complete the Writing Test portion of your Seating Diagram. Record the serial number of the Writing Test booklet given to each student.
- Walk around the room to make sure students do not alter or add responses to the multiple-choice tests.

When your watch or timer indicates exactly 25 minutes have passed and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates 5 more minutes have passed (exactly 30 minutes total) and you have checked the Stop time, say:

Stop, put your pencil down, and look up at me now....

Verify everyone has stopped, and then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces up and look up at me now.…

I will now collect the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further instructions.

- While students remain in their seats:
  1. Collect and count the answer documents. As you do, check to make sure they are signed. Turn them all one way and make sure you have an answer document for each student.
  2. Collect the test booklets **individually** from each student and count them. As you do, check to make sure they are signed. Verify that you collected the same number of booklets you distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

     Do not dismiss students until you have verified that the number of test booklets collected equals the number you distributed, and that you have an answer document for each student.

After the counts have been verified, say:

Your score report will be mailed approximately five to eight weeks after the answer documents are received by A-C-T. Be sure you have all of your personal belongings. As you leave, please be quiet in the halls. Thank you for your cooperation. You are dismissed.

- Either dismiss students for the day or direct them to the next activity as determined by your school administration. Make certain that students cannot access the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been collected.

- After students are dismissed, double-check your counts and complete **items E and F** on the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The number of answer documents you return **must** match the number of students in the room **AND item C** on the Test Booklet Count Form.

- Transfer the *actual* START, 5 minutes remaining, and STOP times for the **Writing Test** to the Testing Time Verification Form.

  The room supervisor must **personally** return all test materials and required forms to the Test Supervisor immediately after testing. Students may **not** assist with the transportation of test materials.

Continue with "After the Test" on the next page.

After the Test

Overview

Immediately after testing is completed on each test date (initial and makeup), the Test Supervisor (TS) must account for all test materials by:

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

These procedures are covered in the following sections.

Important

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

Keep Materials Separate

Make sure to keep your return materials separate from any accommodations materials being returned by the Test Accommodations Coordinator.

Red and Green Envelopes

In your test materials shipment, you received one red envelope and, depending on your enrollment, one or more green envelopes. The red envelope is used to return the completed test administration forms. The green envelope is used to return the Supervisor's Report Form and answer documents to be scored.

Polymailers

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

Test Materials Shipping Cartons

The cartons in which your test materials were shipped have reversible flaps that contain a prepaid return label. These cartons are used to return materials such as test booklets and manuals to ACT. Use only cartons specific to the materials you are returning. Standard Time and Accommodations materials have different colored tape on the bottom of the cartons.

Makeup Testing

Introduction

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

Eligibility for Makeup Testing

You *may* administer makeup testing to:

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

You *may not* administer makeup testing to:

- students who completed testing
- students dismissed for prohibited behavior

Completing All Tests on the Makeup Test Date

Students scheduled for makeup testing must take all tests on the makeup test date. If a student began testing on the initial test date, you may not use the same answer document for makeup testing (see chart below).

Setting Aside Materials for Makeup Testing

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

1. Set aside unused manuals and/or answer documents, if any.
2. Use the following table to determine which partially-completed answer documents to set aside:

If a student ...	Then ...	And before the makeup test date ...
• was absent, arrived too late to begin testing, OR • did not complete required non-test information on the answer document	Set aside the original answer document for use on the makeup test date. *Do not use a new answer document.*	• Have the student complete any required non-test portions of the answer document that aren't already complete.
• began but did not complete testing	Set aside the original answer document for transferring non-test responses to a new answer document.	• Supervise the student while he or she transfers all non-test responses to new answer document for use on the makeup test date.* • VOID page 1 of the original answer document, attach it to an Irregularity Report, and return to ACT after makeup testing. **Test responses may not be transferred.*

Materials ACT Sends to You for Makeup Testing

ACT will send the following materials for makeup testing:

- different test booklets
- additional answer documents
- additional Supervisor's Manuals
- a Supervisor's Report Form (SRF)
- red and green return envelopes
- polymailers
- other supplements, as applicable

Ordering Makeup Materials

Shortly before the initial test date, the Test Supervisor will receive an email with instructions for ordering makeup materials. If you do not receive this email by the initial test date, contact ACT State Testing at 800.553.6244, ext. 2800, for assistance.

Collecting, Packing, and Returning Materials

Overview

This section contains information about collecting, packing, and returning test materials. Use the step-by-step instructions (parts A–G) to pack your materials and return them to ACT. See page 64 for a diagram of the process.

If You Did Not Test

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

1. Complete the outside of both the red and green envelopes and mark "DID NOT TEST."
2. Place both envelopes in a polymailer and set aside for return to ACT.
3. Follow the instructions in parts E through G to prepare your other materials for return.

A. Completing the Testing Staff List

1. Complete the form specified below:

For the ...	Make sure ...
☐ Testing Staff List	● all personnel who assisted with the administration are listed.

B. Collecting Materials from the Room Supervisors

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

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

For each room's ...	Make sure ...
☐ Test booklets	● there are no answer documents inside the test booklets ● for ACT Plus Writing administrations, both the multiple-choice and Writing Test booklet are returned for each student
☐ Answer documents	● each answer document to be scored contains the required identifying information on the front and back pages *Do not delay the return of answer documents because a student has not signed his or her name.*
☐ Test Booklet Count Form	● it is signed and initialed by the Test Supervisor and room supervisor ● all test booklets are accounted for ● all items on the form are completed
☐ Supervisor's Manual(s)	● the information block on the front cover of all used manuals is complete

For each room's ...	Make sure ...
☐ Roster	● all students who were scheduled to test are listed, whether they tested or not ● any ACT Student ID Letters are attached
☐ Seating Diagram	● all items in the top half of the diagram are completed ● the serial numbers of the students' test booklets are recorded in the squares
☐ Testing Time Verification Form	● the times recorded are the actual Start, 5 minutes remaining, and Stop times for each test *Contact ACT immediately if any discrepancies are identified.*
☐ Irregularity Report (if applicable)	● it is signed ● the report explains the reason that each answer document was voided or replaced ● any voided or replaced answer documents are attached to the report (do not staple)

3. You may now dismiss the room supervisors.
4. Make copies of all shaded items in steps 1 and 2. (Do not copy test booklets, answer documents, or manuals.) Keep the copies in your files for six months after each test date in case questions about testing arise.

C. Packing the Red Envelope

Take the following steps to pack forms into the red envelope:

5. If you have more than one roster, clip them together.
6. Place the forms noted in the shaded sections in steps 1 and 2 into the red envelope. (Remember to keep copies for your records.)
7. Complete the information on the outside of the envelope, and seal it.

D. Packing the Green Envelope

Take the following steps to pack answer documents to be scored and the Supervisor's Report Form (SRF) into the green envelope:

8. Turn the answer documents to be scored the same way, with page 1 facing you.
9. Complete information on the SRF and place it on top of the answer documents.
10. Use the following criteria to determine how many answer documents to place into the green envelope(s):
    - If you administered the ACT (No Writing), insert up to 150 answer documents per envelope.
    - If you administered the ACT Plus Writing, insert up to 100 answer documents per envelope. *Do not insert Writing Test booklets into the envelope.*
11. Place the answer documents with the SRF in the first envelope. *Do not overstuff the envelope.*
12. Complete the information on the outside of the envelope(s), and seal them.

E. Packing the Polymailer

Take the following steps to pack the red and green envelopes into your polymailer(s):

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

Your polymailers are now ready for return to ACT.

F. Packing the Cartons

Take the following steps to pack the remaining materials into your cartons:

17. Place the following items into the cartons—starting at the bottom of the last carton:

After Initial Testing	After Makeup Testing
• All multiple-choice and Writing Test booklets—both *used* and *unused*. • Test Materials Distribution List. • All *used* manuals. • All other materials, excluding those being returned in the plastic polymailer(s). *Do not keep any test booklets; different booklets will be shipped for makeup testing.* *Remember to keep unused manuals for makeup testing, if applicable.*	• All multiple-choice and Writing Test booklets—both *used* and *unused*. • Test Materials Distribution List. • All *unused* answer documents. • All manuals—both *used* and *unused*. • All other materials, excluding those being returned in the plastic polymailer(s).

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

Your cartons are now ready for return to ACT.

G. Storage and Pickup

After your materials are packaged for return to ACT:

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

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

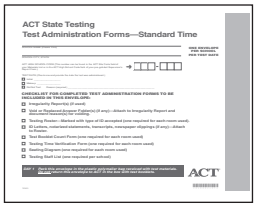
Refer to the Packing Diagram on the next page for assistance while packing your materials for return to ACT.

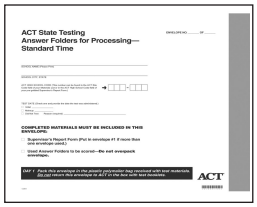
Packing Diagram—STANDARD TIME ADMINISTRATIONS (Initial and Makeup)

Test Administration Forms
- Irregularity Report
- VOID or REPLACED Answer Documents
- Roster
- ACT Student Identification Letters
- Test Booklet Count Form
- Testing Time Verification Form
- Seating Diagram
- Testing Staff List

Supervisor's Report Form

Answer Documents to Be Scored



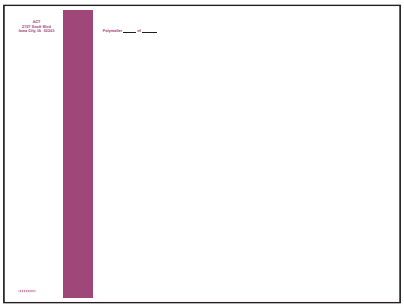


RED Envelope

Required Test Date Documentation
(Place on TOP of ALL Green Envelopes)

GREEN Envelope(s)

Answer Documents to Be Scored
No Writing: ≤ 150 per envelope
Plus Writing: ≤ 100 per envelope



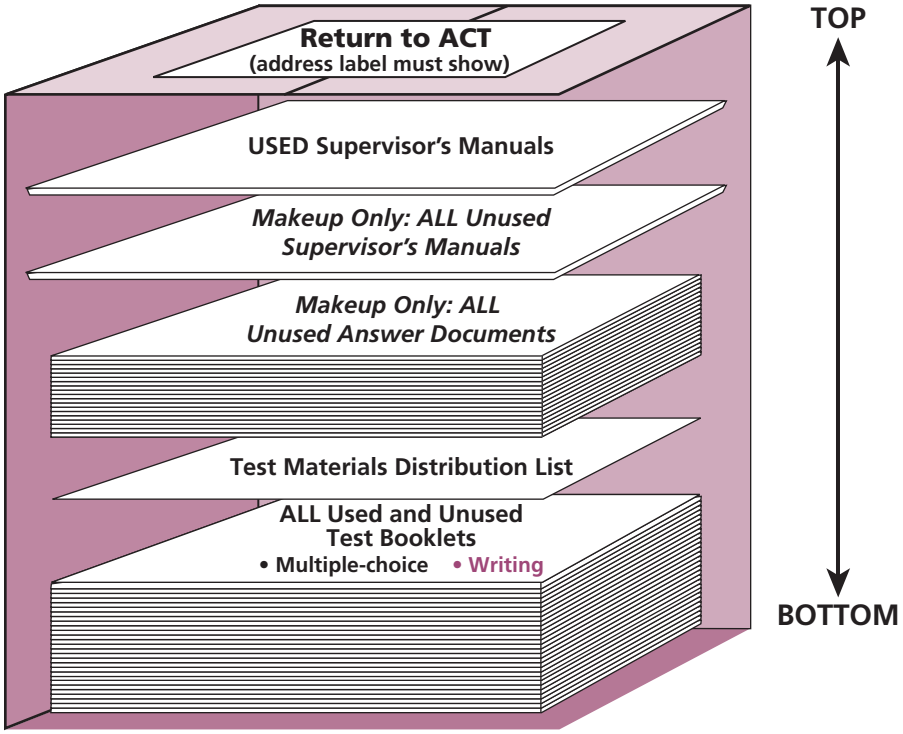
Polymailer

Clearly label all polymailers and cartons 1 of X, 2 of X, etc.

1 Polymailer

2 Carton

Reverse the end flaps to display the prepaid return label. Seal with the tape provided.



Training Session Outline and Topics for Discussion

The Test Supervisor is expected to discuss the following topics with staff during the training session. The Test Accommodations Coordinator must also attend and share any relevant topics with accommodations testing staff in a separate training session. All training sessions must occur before test day and include information from training conducted by ACT.

I. Security of Test Materials

A. Security is of utmost concern. Test materials must NEVER be left unattended. Test booklets must be kept away from doors and away from students in the test room before and after testing.

B. Describe how the Test Supervisor will distribute materials to the test rooms, and how room supervisors are to distribute materials inside the test rooms.

C. Room supervisors are to count test booklets when they receive them from the Test Supervisor, and again before students are dismissed. Review the Test Booklet Count Form and sample.

D. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, state, district, or school board representatives, and members of the media. ACT-authorized observers must be asked for a letter of introduction from ACT or state/district education agency ID, and you must call ACT to confirm the observer's identity.

E. Staff members must NEVER leave a test room unattended.

II. Room Preparation

A. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed students, ease of staff movement, and inappropriate posted materials.

B. Describe any items that will be supplied by the school (e.g., pencils, timepieces, calculators) and how they will be distributed and returned.

C. Discuss how to handle students who bring cell phones or electronic devices into the test room.

III. Pretest Activities

A. Discuss when and how barcode labels will be applied to answer documents (if used in your state).

B. Determine whether the high school code (Block K) must be filled in for any students and the importance of completing it accurately for reporting purposes.

C. Discuss when and where all students, including those testing with accommodations, will personally complete the non-test portions of the answer document. This must be done during a supervised, in-school session before test day. You must have additional sessions for those who are absent or need additional time.

D. Stress the importance of ensuring that all students fill in the ovals for name, mailing address, city, state, and ZIP code to receive score reports.

E. Discuss how to collect the partially completed answer documents in an order that will ensure students receive their own answer documents on test day.

IV. Test Day

A. Review a roster of students, explain the information on it, and how to mark it on test day.

B. Review acceptable forms of photo identification if a student cannot be recognized by a member of that day's testing staff. Emphasize the importance of accurately marking the roster. If a student is personally recognized, enter "R" and the staff member's initials on the roster.

C. Room supervisors are not to delay testing for students attempting to present an acceptable form of photo identification.

D. Students must not be allowed to select their own seats. Direct them to **specific, assigned seats** and pay particular attention to separating known friends or relatives.

E. No one may be admitted to the test room after test booklets have been distributed. Discuss how to handle late arrivals in accordance with school policy.

F. Discuss when and where staff members are to report on test day.

G. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, perfumes, or other items that may distract students.

H. Information concerning potential student dress and behavior issues should be discussed. These might include school rules regarding the wearing of hats, the location of restrooms, and smoking restrictions.

I. Discuss procedures for barring cell phones and other electronic devices from the test rooms and prohibiting their use during breaks.

J. **Testing must begin by 9:00 a.m. in all rooms on each test date.** Testing begins when the room supervisor begins reading the Verbal Instructions.

K. Verbal Instructions must be read to students verbatim from this manual.

L. To protect the security of the tests, test booklets and answer documents may not be distributed prior to admitting students and only as directed in the Verbal Instructions.

M. Writing Test booklets are NOT to be distributed until just before the Writing Test begins.

N. Only students may break the test booklet seals. Testing staff are not authorized to open any test booklets.

O. Accurate timing of each test is critical. Room supervisors must record the *actual* Start, 5 minutes remaining, and Stop times in their manuals. Review the Testing Time Verification Form and sample. Also review the example of how to time the tests and the timing chart for each test in the Verbal Instructions. Discuss the consequences of a mistimed test. If a retest is necessary, a retest of **all tests** is required, not just the test that was mistimed.

P. Review how to complete the Seating Diagram showing where students were seated and how test booklets were distributed. Stress the importance of providing complete and accurate information. The number of test booklets handed out and the number of students in the room must match.

Q. Staff members must not read (other than this manual), grade papers, use a computer, cell phone, recording or media device, talk casually with other staff, or do anything not related to administering the tests. They must not eat or drink in the test room.

R. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to students.

S. Discuss how permitted calculators will be distributed to students before testing begins (if applicable).

T. Calculators must be checked during Test 2 (Mathematics) to ensure they do not violate ACT standards. Review permitted and prohibited calculators. Stress that students using a prohibited calculator must be dismissed.

U. During testing, staff members are to walk quietly around the room to check that students are working on the correct test, respond to illness, replace defective test materials, and discourage prohibited behavior. Advise staff not to pause near a student long enough to be a distraction.

V. Stress the importance of ensuring that the correct test form is entered AND the corresponding oval filled in by every student. Also discuss the new Examinee Statement students must sign after you read the list of prohibited behaviors.

W. Discuss how to handle the 15-minute break between Tests 2 and 3. Stress that the break begins **immediately** after STOP is called on Test 2 and is **not** a lunch break. If the break is longer than 15 minutes, the room supervisor must explain why on the Irregularity Report. Remind room supervisors that extending the break could result in the cancellation of scores. Review what to do if a student does not return after break. Also discuss procedures for leaving during testing to go to the restroom.

X. In Plus Writing states, remind staff that students must remain in the room during the 5-minute break before the Writing Test.

Y. Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing students (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).

Z. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency. Discuss potential individual irregularities and actions to take. Review the Irregularity Report.

V. After the Test

A. Discuss how to decide which students to schedule for makeup testing. The Test Supervisor must enter makeup enrollment in the designated online ordering system no later than the day after the initial test date.

B. Room supervisors must verify the count of used and unused test booklets, then return test booklets, answer documents, completed roster(s), Testing Time Verification Form(s), Test Booklet Count Form(s), and Seating Diagram(s), to the Test Supervisor **immediately** after testing.

C. The number of used test booklets (seals broken) must match the number of students tested in each room.

D. Emphasize the importance of correctly completing all required documentation and returning all answer documents to be scored immediately after testing to ensure timely and accurate scoring of the answer documents by ACT.

ACT State Testing Roster

(This document may be photocopied.) Page ____ of ____

You may provide your own roster instead of this form IF it has **all** the information shown on this form.

Testing School Name _____ ACT High School Code ___ ___ ___ ___ ___ ___
(for testing school)

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Type of ID
P = Photo ID
L = ACT Student Identification Letter
R and initials = Recognized
– = Absent

Student's Name (please print or type) List all students **scheduled** to test in this room	**Test Date** Mark attendance by noting type of ID	
	Initial	**Makeup**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Test Supervisor: Return one completed form for each test room and keep a copy for your records.

ACT State Test Booklet Count Form—SAMPLE

Testing School Name ACT High School

ACT High School Code (for testing school) 9 8 7 6 5 4

City, State Sample, MI

Test Date MM/DD/YYYY

Room Supervisor Allison C. Turner

Room Name/Number 102

Received Before Testing—Complete A and B on test day morning when the room supervisor receives materials from the Test Supervisor. **Record all test booklets** received for this room. Include any booklets added after the initial count. Both the room supervisor and Test Supervisor must sign/initial below when booklets are transferred.

A. Multiple-Choice Test Booklets Received:

Total multiple-choice test booklets received for this room 0 3 8

Sequence A

First serial number 1 0 0 0 0 1

Last serial number 1 0 0 0 3 8

(Sequence B)

First serial number ___ ___ ___ ___ ___ ___

Last serial number ___ ___ ___ ___ ___ ___

B. Writing Test Booklets Received:

Total Writing Test booklets received for this room 0 4 0

Sequence A

First serial number 2 0 0 0 0 1

Last serial number 2 0 0 0 4 0

(Sequence B)

First serial number ___ ___ ___ ___ ___ ___

Last serial number ___ ___ ___ ___ ___ ___

I have counted and verified the test booklets received for this room:

Room Supervisor Signature Allison C. Turner Test Supervisor Initials ML

C. Student Count During Test 1

Number of students testing in this room 0 3 5 ← **These two numbers must match** → Number of occupied seats shown on the Seating Diagram 0 3 5

Returned After Testing—Complete D, E, and F **after** you collect all test materials. Do not dismiss students until all materials have been accounted for. Both the Test Supervisor and room supervisor must sign/initial below when materials are returned.

D. Multiple-Choice Test Booklets Returned:

Complete after Test 4.

Quantity USED 0 3 5

Quantity UNUSED 0 0 3

TOTAL multiple-choice test booklets returned to Test Supervisor
Must equal "A" above 0 3 8

E. Writing Test Booklets Returned:

Complete after the Writing Test.

Quantity USED 0 3 5

Quantity UNUSED 0 0 5

TOTAL Writing Test booklets returned to Test Supervisor
Must equal "B" above 0 4 0

F. Answer Documents Returned: Number of answer documents for students who tested 0 3 5

Make sure you have **one** answer document for every student in the room. **This number must equal C above.**

I have counted and verified the answer documents and test booklets returned:

Test Supervisor Signature Molly Lin Room Supervisor Initials AT

Test Supervisor: Return this form with your roster and keep a copy for your records.

ACT State Test Booklet Count Form

Testing School Name _____ ACT High School Code ___ ___ ___ ___ ___ ___
(for testing school)

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Received Before Testing—Complete A and B on test day morning when the room supervisor receives materials from the Test Supervisor. **Record all test booklets** received for this room. Include any booklets added after the initial count. Both the room supervisor and Test Supervisor must sign/initial below when booklets are transferred.

A. Multiple-Choice Test Booklets Received:

Total multiple-choice test booklets received for this room ___ ___ ___

Sequence A
First serial number ___ ___ ___ ___ ___ ___
Last serial number ___ ___ ___ ___ ___ ___

(Sequence B)
First serial number ___ ___ ___ ___ ___ ___
Last serial number ___ ___ ___ ___ ___ ___

B. Writing Test Booklets Received:

Total Writing Test booklets received for this room ___ ___ ___

Sequence A
First serial number ___ ___ ___ ___ ___ ___
Last serial number ___ ___ ___ ___ ___ ___

(Sequence B)
First serial number ___ ___ ___ ___ ___ ___
Last serial number ___ ___ ___ ___ ___ ___

I have counted and verified the test booklets received for this room:

Room Supervisor Signature _____ Test Supervisor Initials_____

C. Student Count During Test 1

Number of students testing in this room ___ ___ ___ ← **These two numbers must match** → Number of occupied seats shown on the Seating Diagram ___ ___ ___

Returned After Testing—Complete D, E, and F **after** you collect all test materials. Do not dismiss students until all materials have been accounted for. Both the Test Supervisor and room supervisor must sign/initial below when materials are returned.

D. Multiple-Choice Test Booklets Returned:
Complete after Test 4.

Quantity USED ___ ___ ___

Quantity UNUSED ___ ___ ___

TOTAL multiple-choice test booklets returned to Test Supervisor
Must equal "A" above ___ ___ ___

E. Writing Test Booklets Returned:
Complete after the Writing Test.

Quantity USED ___ ___ ___

Quantity UNUSED ___ ___ ___

TOTAL Writing Test booklets returned to Test Supervisor
Must equal "B" above ___ ___ ___

F. Answer Documents Returned: Number of answer documents for students who tested ___ ___ ___
Make sure you have **one** answer document for every student in the room. **This number must equal C above.**

I have counted and verified the answer documents and test booklets returned:

Test Supervisor Signature_____ Room Supervisor Initials _____

Test Supervisor: Return this form with your roster and keep a copy for your records.

ACT Test Booklet Count Form Instructions

This form is to be completed by the room supervisor on test day when materials are received from the Test Supervisor. The form must be signed and initialed by both the room supervisor and Test Supervisor upon receipt and return of materials.

No Writing schools SKIP items B and E.

Received Before Testing

A. and B. Test Booklets Received

1. Complete Sections A and B in the presence of the Test Supervisor, at the time you receive your room's test booklets.
2. Make sure your test booklets are in serial number order. If your room has a broken sequence of booklet numbers, record the first run of numbers as "Sequence A" and the second run of numbers as "Sequence B."
3. If there is a discrepancy in your materials, notify the Test Supervisor immediately and do not proceed until the discrepancy is resolved.
4. Room Supervisor—sign to certify that you personally counted and verified your materials.
5. Test Supervisor—initial to acknowledge the materials were received and accounted for.
6. Room Supervisor—you are now responsible for these materials until they are returned to the Test Supervisor.

C. Student Count During Test 1

7. During Test 1, count the students **in the room**.
8. Enter the number of occupied seats you marked on your Seating Diagram. This serves as a cross-check to make sure the number of occupied seats on the Seating Diagram equals the number of students in the room.

Returned After Testing

D. and E. Test Booklets Returned

9. After **Test 4** (D.), collect and count the multiple-choice test booklets.

   Plus Writing: After the **Writing Test** (E.), collect and count the Writing Test booklets.

   ALL—Do not allow any student to leave the room until all materials have been accounted for.
10. Be certain the total number of used and unused test booklets returned equals the number of booklets you started with. If a booklet is missing, check the booklet numbers on the answer documents to determine which student's booklet is missing. No one may leave the room until any discrepancy is resolved.

F. Answer Documents Returned

11. Be certain you have an answer document for every student—check against your roster to be sure.

Immediately After Testing

12. Return all materials and forms to the Test Supervisor.
13. Test Supervisor—count and verify all materials returned to you after testing by the room supervisor. Sign below Section F to certify that you personally counted and verified the returned materials.
14. Room Supervisor—initial below Section F to acknowledge all materials were returned and accounted for.
15. Test Supervisor—return this completed form to ACT in the RED envelope after testing.

ACT Seating Diagram

INSTRUCTIONS ON REVERSE—Complete all information—Please be accurate
Test Supervisor: Return this form with your roster.

1 Specify ALL the following information regarding the test site, test room, and staff, including city/state

High School Code ___ ___ ___ ___ ___ ___ Testing School Name _____

Test Date _____ Room name/number _____

Number of staff in the room _____ Room Supervisor Name _____

City, State _____

2 Select room type

❏ Single-level

OR

❏ Multiple-level

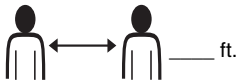
3 Select surface types and specify dimensions

❏ Desks ___ inches by ___ inches

❏ Tables ___ ft. by ___ ft. # ___ per table

4 Specify distances between students

shoulder-to-shoulder



head-to-head

5 During Test 1

Count the students in the room ___ ___ ___

On the diagram, enter the serial number of each student's **M**ultiple-choice test booklet.

6 During the Writing Test

Count the students in the room ___ ___ ___

On the diagram, enter the serial number of each student's **W**riting test booklet.

M							
W							
M							
W							
M							
W							
M							
W							
M							
W							
M							
W							

Front of Room (direction students are facing) – ALL students must face the SAME direction

Seating Diagram Instructions

Room Supervisor—Complete this form during Test 1 and the Writing Test. Complete it even if only one student is in the room. **Complete ALL sections.** Please be accurate. Tear it out of the manual and return it to the Test Supervisor after testing.

How to complete the diagram:

1. Each square on the diagram represents one seat in the room. If this diagram does not reasonably fit your room, complete all sections but draw your diagram on a separate sheet of paper and attach it.
2. Stand at the front of the room (facing the students) and draw your diagram from that perspective. The diagram should show where students are seated in relation to each other in the room—one student per square.
3. Show empty seats by drawing an "X" in the square.
4. Show occupied seats by writing each student's test booklet serial number(s) in the square that corresponds to the student's seat in the room. There must be one occupied seat on the diagram for every student present.

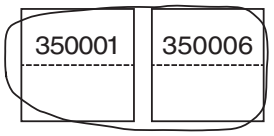
   Multiple-choice booklet serial number in the upper half of the square

   Writing Test booklet serial number in the bottom half of the square

5. If using tables, draw a circle around all the seats at the same table to show which students are seated at each table.
6. If all students are not facing the same direction, indicate the direction each student is facing by drawing an arrow inside each square.
7. If you move someone to another seat after test booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the circumstances on the Irregularity Report.

Example:

Two per table

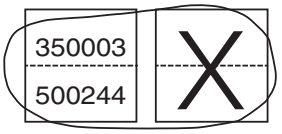


Each square represents one seat. Students are seated at tables with two students per table. Circles drawn indicate the seats at each table (see #5 above).

Two per table, both tests

A square with two serial numbers indicates the student in that seat took the ACT Plus Writing; one serial number for the multiple-choice test booklet and one for the Writing Test booklet.

One empty seat



A square with an "X" indicates an empty seat.

ACT State Testing Time Verification Form—SAMPLE ON REVERSE

Test Supervisor: Return this form with your roster and keep a copy for your records.

Testing School Name _____ ACT High School Code ___ ___ ___ ___ ___ ___
(for testing school)

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Number of Students ___ ___ ___

Test 1

1 ■ ■ ■ ■ 45:00 start stop ■ ■ ■ 1

START	5 minutes remaining	STOP
	Transfer from page 44	

Test 2

2 △ △ △ △ 60:00 start stop △ △ △ 2

START	5 minutes remaining	STOP
	Transfer from page 46	

Test 3

3 ▬ 35:00 start stop ▬ 3

START	5 minutes remaining	STOP
	Transfer from page 49	

Test 4

4 ○ ○ ○ ○ 35:00 start stop ○ ○ ○ 4

START	5 minutes remaining	STOP
	Transfer from page 50	

ACT Plus Writing Only

Writing Test

30:00 start stop

START	5 minutes remaining	STOP
	Transfer from page 55	

ACT State Testing Time Verification Form—SAMPLE

Test Supervisor: Return this form with your roster and keep a copy for your records.

Testing School Name ACT High School

ACT High School Code 9 8 7 6 5 4
(for testing school)

City, State Sample, MI

Test Date MM/DD/YYYY

Room Supervisor Allison C. Turner

Room Name/Number 102

Number of Students 0 3 5

Test 1

1 45:00 start stop 1

8:10	8:50	8:55
START	**5 minutes remaining**	**STOP**

Transfer from page 44

Test 2

2 60:00 start stop 2

8:58	9:53	9:58
START	**5 minutes remaining**	**STOP**

Transfer from page 46

Test 3

3 35:00 start stop 3

10:13	10:43	10:48
START	**5 minutes remaining**	**STOP**

Transfer from page 49

Test 4

4 35:00 start stop 4

10:49	11:19	11:24
START	**5 minutes remaining**	**STOP**

Transfer from page 50

ACT Plus Writing Only

Writing Test

30:00 start stop

11:29	11:54	11:59
START	**5 minutes remaining**	**STOP**

Transfer from page 55

ACT State Testing Irregularity Report—**SAMPLE ON REVERSE**

Complete and return **ONLY** if irregularities occurred.

Testing School Name _____

ACT High School Code ___ ___ ___ ___ ___ ___
(for testing school)

City, State _____

Test Date _____

Room Name/Number _____

Note **all** irregularities (individual and group) on this form. Enter the appropriate information and/or check (✓) in each column and provide additional explanation. ATTACH VOID OR REPLACED ANSWER DOCUMENTS (do NOT staple) to this form. **Return this form in the RED envelope.**

PLEASE PRINT OR TYPE

INDIVIDUAL IRREGULARITIES

Student's Name	Test Booklet Form and Serial Number of Student's Test Booklet(s)	Time and Test When Irregularity Occurred	Type of Irregularity (✓Applicable)									Student scheduled for makeup		Answer Document (✓ONE)		
			Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking Ovals After Time	Item Challenged	Timing Questioned	Phone, Alarm, Other Device	Other	Materials Damaged, Defective, Duplicate, Replaced (Specify Below)	Yes	No	Marked VOID: Student Informed	Marked VOID: Student NOT Informed	Not Voided
Name:																
	Explanation:															
Name:																
	Explanation:															
Name:																
	Explanation:															

GROUP IRREGULARITIES

Number of Students in Room	Time and Test When Irregularity Occurred	Duration of Irregularity	Description of Irregularity. (Attach separate sheet if more space is required.) Be prepared to provide a list of students affected by this irregularity. Call ACT immediately if a mistiming occurs.

Room Supervisor's Signature _____ Test Supervisor's Signature _____

ACT State Testing Irregularity Report—SAMPLE

Complete and return **ONLY** if irregularities occurred.

Testing School Name: ACT High School

ACT High School Code (for testing school): 9 8 7 6 5 4

City, State: Sample, MI

Test Date: MM/DD/YYYY

Room Name/Number: 102

Note **all** irregularities (individual and group) on this form. Enter the appropriate information and/or check (✓) in each column and provide additional explanation. ATTACH VOID OR REPLACED ANSWER DOCUMENTS (do NOT staple) to this form. **Return this form in the RED envelope.**

PLEASE PRINT OR TYPE

INDIVIDUAL IRREGULARITIES

Student's Name	Test Booklet Form and Serial Number of Student's Test Booklet(s)	Time and Test When Irregularity Occurred	Type of Irregularity (✓Applicable): Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking Ovals After Time	Item Challenged	Timing Questioned	Phone, Alarm, Other Device	Other	Materials Damaged, Defective, Duplicate, Replaced (Specify Below)	Student scheduled for makeup: Yes	No	Answer Document (✓ONE): Marked VOID: Student Informed	Student NOT Informed	Not Voided
Name: Joan Smith	60H/100220	9:33/Test 2	✓									✓				
	Explanation: Student felt nauseous halfway through Test 2 and was escorted to the nurse's office. Student did not return and was scheduled for makeup testing.															
Name: Mark Jones	60H/100330	Test 3				✓							✓	✓		
	Explanation: After time was called, student continued to mark ovals and was dismissed. Student had marked 30 ovals when time was called. Student was informed the answer document would not be scored.															
Name: Troy Ruiz	60H/100440	Test 4							✓				✓	✓		
	Explanation: Student sent text message just before timing began. Student was dismissed and was informed the answer document would not be scored.															

GROUP IRREGULARITIES

Number of Students in Room	Time and Test When Irregularity Occurred	Duration of Irregularity	Description of Irregularity. (Attach separate sheet if more space is required.) Be prepared to provide a list of students affected by this irregularity. Call ACT immediately if a mistiming occurs.
30	8:25/Test 1	5 minutes	Tornado drill. Students were given two extra minutes when testing resumed.

Room Supervisor's Signature: Allison C. Turner

Test Supervisor's Signature: Molly Lin

ACT State Testing Staff List—STANDARD TIME ADMINISTRATIONS

Testing School Name _____ ACT High School Code ___ ___ ___ ___ ___ ___
(for testing school)

City, State _____ Test Date _____

Test Supervisor _____

Print the name, job title (e.g., teacher, counselor), position on the testing staff (TS–Test Supervisor, RS–Room Supervisor, P–Proctor), and room name/number or other assignment for **all** personnel who assisted with the administration, including those individuals who handled secure materials before and after testing, and anyone who assisted with security.

Standard Time Testing Staff Name	School Job Title	Testing Position	Room Name/Number or Roving Assignment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
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19.			
20.			
21.			
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29.			
30.			

Test Supervisor: Return this form with your roster and keep a copy for your records.

Anonymous Security Hotline

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

In exceptional situations, testing staff may wish to file an anonymous report about concerns that the ACT tests may have been compromised. If you wish to report such concerns anonymously, you may do so at **www.act.ethicspoint.com**.

ACT Test Security Principles

1. Ensure that ACT business processes, distribution models, tests, test scores, and the information and insights we provide are "secure by design."
2. Protect the integrity of our testing assets and the information and insights ACT provides throughout the entire life cycle of a test (from test concept to development, delivery, reporting, investigation, and remediation).
3. Promote conduct that enhances test security. Deter and detect conduct that will materially and negatively affect the reputation and integrity of our testing assets, test scores, the information and insights ACT provides, and the ACT brand.
4. Ensure that a reported test score and associated information are accurate and valid indicators of the test taker's own achievements, behaviors, and/or goals.
5. Foster effective communication that enables prompt reporting and resolution of test security concerns.
6. Ensure that everyone in the testing process is aware of, competent for, and supported in their roles. Avoid placing individuals or organizations in situations that may pose or appear to pose a conflict of interest or a safety concern.
7. Build a sense of community, collaboration, and trust that engages and empowers people to act upon these principles.