



# **WorkKeys<sup>®</sup>**

## **Supervisor's Manual for State Testing— *Special Testing***

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**ACT<sup>®</sup>**

# How to **Contact** ACT

For questions regarding test administration, additional materials, report forms, security of test materials:

## **ACT State Testing**

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P.O. Box 4071  
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Testing . . . . . Toll Free 800/553-6244, ext. 1788  
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Normal office hours are 8:30 a.m.–5:00 p.m., central time,  
Monday through Friday.

## **State Codes**

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# General Information

## Introduction

Following the provisions of the Americans with Disabilities Act (ADA), WorkKeys® and ACT® provide testing accommodations for individuals with disabilities who need accommodations to take the WorkKeys tests.

## Eligibility for Accommodations

Examinees with documented physical or mental disabilities who cannot complete the WorkKeys assessments under standard conditions or using standard materials may, at the discretion of the Test Accommodations Coordinator and following his or her review of disability documentation, be tested under special conditions and/or using special testing materials available from ACT.

## Responsibilities of the Test Accommodations Coordinator

The Test Accommodations Coordinator is responsible for:

- working with the Test Supervisor and principal to assign qualified testing staff to administer accommodated tests according to the instructions specified in this manual.
- making sure, prior to the test date, that examinees who might need and/or request special testing arrangements are aware of the accommodations available to them.
- requiring and evaluating written documentation of the disability for which the examinee is requesting accommodations, following the guidelines in this manual.
- coordinating with room supervisors to enter the correct test Administration Code(s) on every accommodated examinee's answer document, for each assessment administered with an accommodation, using the codes on page 3.

Test Name: <b>Reading for Information</b>															
TEST FORM					BOOKLET NUMBER					ADMIN. CODE					
A	1	3	A	A	1	2	3	4	5	6				1	(A) (B) (C) (D)
(B)	(1)	(3)	(A)	(A)	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	2	(F) (G) (H) (J)
(C)	(2)	(4)	(B)	(C)	(2)	(3)	(4)	(5)	(6)	(2)	(3)	(4)	3	(A) (B) (C) (D)	
(D)	(3)	(5)	(C)	(D)	(3)	(4)	(5)	(6)	(7)	(3)	(4)	(5)	4	(G) (H) (I) (J)	
(E)	(4)	(6)	(D)	(E)	(4)	(5)	(6)	(7)	(8)	(4)	(5)	(6)	5	(A) (B) (C) (D)	
(F)	(5)	(7)	(E)	(F)	(5)	(6)	(7)	(8)	(9)	(5)	(6)	(7)	6	(F) (G) (H) (I)	
(G)	(6)	(8)	(F)	(G)	(6)	(7)	(8)	(9)		(6)	(7)	(8)	7	(A) (B) (C) (D)	
(H)	(7)	(9)	(G)	(H)	(7)	(8)	(9)			(7)	(8)	(9)	8	(G) (H) (I) (J)	
(I)	(8)		(H)	(I)	(8)					(8)			9	(A) (B) (C) (D)	
(J)	(9)		(I)	(J)	(9)					(9)			10	(G) (H) (I) (J)	
													11	(A) (B) (C) (D)	
													12	(F) (G) (H) (I)	
													13	(A) (B) (C) (D)	
													14	(F) (G) (H) (I)	
													15	(A) (B) (C) (D)	

## Written Documentation

Some accommodations, such as enhanced lighting, special tables or chairs, testing in a separate room, and signaling for the start and end of the test, do not require either disability documentation or coding on the answer document. Written documentation is required for all other requests for accommodation. The documentation must be written by the diagnosing professional and must meet **ALL** of these guidelines:

1. **States the specific disability** as diagnosed.
2. **Is current** (no older than three years)\*.
3. **Describes the presenting problem(s) and developmental history**, including relevant educational and medical history.

\* In some cases, such as cases involving permanent physical disabilities, older documentation may be acceptable, while in other cases, such as when the impairment is psychological or emotional, more recent documentation may be needed in order to determine the current functional limitations that result from the diagnosed impairment.

4. **Describes the comprehensive assessments** (neuropsychological or psychoeducational evaluations), including evaluation dates used to arrive at the diagnosis:
  - For learning disabilities, must provide test results (including subtests), **with standard scores** and/or percentiles, from
    - a. an aptitude assessment using a complete, valid, and comprehensive battery,
    - b. a complete achievement battery,
    - c. an assessment of information processing, and
    - d. evidence that alternative explanations were ruled out.
  - For ADD/ADHD, must include
    - a. evidence of early impairment,
    - b. evidence of current impairment, including presenting problem and diagnostic interview,
    - c. evidence that alternative explanations were ruled out,
    - d. results from valid, standardized, age-appropriate assessments, and
    - e. number of applicable DSM-IV criteria and how they impair the individual.
  - For visual, hearing, psychological, emotional, or physical disorders, must provide detailed results from complete ocular, audiologic, or other appropriate diagnostic examination.
5. **Describes the functional limitations or impairment (e.g., adverse effect on learning and academic achievement) resulting from the disability**, as supported by the test results.
6. **Describes specific recommended accommodations** and provides a rationale explaining how these specific accommodations address the functional limitations.
7. **Establishes the professional credentials of the evaluator**, including information about licensure or certification, education, and area of specialization.

The testing site is responsible for acquiring, keeping confidential, and maintaining such documentation for a period of at least one year.

If you are unsure about whether or not to ask for documentation, have questions about how to code an accommodation, or have other accommodations questions, call 800/553-6244, ext. 1788.

### Characteristics of WorkKeys Assessments

The table below shows the characteristics of the WorkKeys assessments. You may use this to help you determine the appropriate accommodations formats to order.

Assessment	Code Name	Items	Time (min)	Standard Stimulus Mode	Standard Response Mode
<i>Reading for Information</i>	RFI	33	45	Written text in workplace format	Gridded Multiple Choice
<i>Applied Mathematics</i>	AM	33	45	Written problems, some with graphics	Gridded Multiple Choice
<i>Locating Information</i>	LI	38	45	Graphics in workplace format	Gridded Multiple Choice

### Test Administration Accommodation Codes and Descriptions

Every assessment administered with accommodations must have the corresponding administration code gridded on the answer document. The table below shows the administration codes for each accommodation, depending on the test materials used.

Accommodation Description	Standard Time Admin. Code	Time-and-a-half Admin. Code	Double Time Admin. Code	Triple Time Admin. Code
Regular-print materials	400	150	200	300
Large-print materials	400	130	235	291
Braille	—	—	—	292
Reader script	—	—	—	293
Audio DVD or cassette	—	—	—	294

The Test Accommodations Coordinator is responsible for coordinating with Room Supervisors to grid these codes on the answer documents.

More information about types of accommodations is found in the following section.



# Types of Accommodations

## Overview

Accommodations authorized by the Test Accommodations Coordinator may include:

- the use of special testing materials provided by ACT, such as:
  - large-print test booklets
  - audiocassette, audio DVD, or Braille versions of the tests
  - reader scripts
  - large-print answer documents
- the use of a sign-language interpreter to sign test items and response choices in Exact English Signing (usually by signing from a regular-print test booklet)
- assistance in recording responses (may include a large-print answer document)
- the use of word-to-word foreign language dictionaries
- testing under extended testing time

## Testing Times

Some accommodations may be administered under standard testing time, while others must be administered under extended testing time. The table below shows the testing times available for each accommodation, depending on the test materials used.

Accommodation Description	Standard Time	Time-and-a-half	Double Time	Triple Time
	<i>45 minutes</i>	<i>68 minutes</i>	<i>90 minutes</i>	<i>135 minutes</i>
Regular-print materials	✓	✓	✓	✓
Large-print materials	✓	✓	✓	✓
Braille	—	—	—	✓
Reader script	—	—	—	✓
Audio DVD or cassette	—	—	—	✓

## Assessment Materials for People with Severe Visual Impairments

### Braille

Braille assessment booklets are available for each of the exams. Note: Examinees may not write in the Braille materials.

Examinees who are blind or partially sighted and who do not read Braille may make use of a reader or other audio format. See below.

### Readers

If an examinee uses a reader, the assessment must be administered one-on-one in a separate room to avoid disturbing other examinees. Readers must read from the reader script exactly as it is printed, with no interpretation, or additional information provided.

### **Audiocassettes and Audio DVDs**

Other audio formats, such as audiocassettes and DVDs, are made from the reader script. Examinees using these formats may all test in the same room as long as they wear earphones and as long as each is in control of their materials and machine.

**Note:** Some assessments (e.g., *Locating Information*) use numerous graphics that do not lend themselves well to the use of audio formats. The *Locating Information* audio format can only be used for the directions and the test items. No graphics can be read or interpreted in any way. Given that the *Locating Information* test is heavily laden with graphics, its use may not provide an appropriate measure of the skills of individuals who have severe reading disabilities and of some visually impaired test-takers who do not read Braille.

### **Sign Language Interpreters**

American Sign Language (ASL) may be used for directions only. It may not be used for test items because it is an interpretation, not a word-for-word translation, and, as such, compromises the standardized testing experience.

**Note:** The use of WorkKeys may not be an appropriate measure of the skills of some test-takers for whom English is not their first language and who instead use ASL as their primary means of communication. Only Exact English Signing (ESS) may be used for test items.

### **Assistance in Recording Responses**

When an examinee is unable to mark responses on the regular WorkKeys answer document, testing staff may offer one of the following types of assistance:

- Testing staff may mark the answer document as the examinee indicates the responses. (If the examinee is giving verbal responses, the assessment must be administered in a separate room.)
- The examinee may record the responses in the assessment booklet. After test time has expired, testing staff must, in the examinee's presence, transfer responses to a standard answer document for scoring.
- The examinee may mark responses directly on a large-print answer document. After test time has expired, testing staff must, in the examinee's presence, transfer responses to a standard answer document for scoring.

### **Reporting of Accommodations**

ACT does not report accommodations on the score reports; however, that information is stored in the database.

### **Accommodations for Examinees for Whom English Is a Second Language**

Examinees for whom English is a second language may use a word-to-word foreign language dictionary only. The examinee must supply the dictionary. For those with hearing impairments who find such tools beneficial, the *Gallaudet Dictionary of American Sign Language* or other recognized sign language dictionaries are acceptable accommodations.

The test administrator must check the dictionary, both before and after testing, to ensure that it does not contain notes or other unauthorized testing aides.



# WorkKeys® State Testing Policies and Procedures

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

When you become a WorkKeys Test Supervisor or a Test Accommodations Coordinator, you must sign a statement affirming you will read and comply with these policies. You must also agree to follow them exactly. As a room supervisor or proctor, you must 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 testing sites. If you have any questions that are not addressed in the manual, be sure to call ACT for instructions. Following WorkKeys policies and procedures helps you create a fair testing environment.

## **Confidentiality**

Information about examinees 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 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 WorkKeys in a nondiscriminatory manner and in accordance with all applicable laws.

## **Facilities and Staff**

The Test Accommodations Coordinator is obligated to provide both acceptable facilities and qualified staff.

## **Authorized Observers**

An observer with ACT or state education agency identification may visit your school on test day. The visit may or may not be 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 ACT authorization letter. If the auditor cannot provide either, deny admission and call ACT immediately. If the auditor provides appropriate authorization, you are expected to cooperate fully. If you have any concerns about the auditor's visit, call ACT immediately.

## **Unauthorized Observers and Media**

To protect examinees 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 examinees, with their consent, after the test administration and away from the test rooms. Please inform ACT 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.

## **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 (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

## **Investigations**

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

## **Standardized Procedures**

Throughout this *Supervisor's Manual* there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

All test center personnel are required to read the materials provided by ACT, including this manual. Adherence to these standardized procedures is mandatory.

## **Test Dates and Times**

WorkKeys testing with accommodations must be administered only within the date range scheduled for State Testing. Testing may not occur before the first day of the testing window nor after the last day of the testing window.

## **Keeping Record of Testing Conditions**

In order to maintain test security and ensure valid scores, it may be necessary for ACT to verify testing conditions some months after the actual test date. Test supervisors can aid in this process by keeping a record of those conditions for six months after the test date. This record should include an examinee roster and a Test Booklet Count Form (page 83). The roster should indicate all examinees who actually took the test. The Test Booklet Count Form can be copied out of this manual and completed for each testing session in each test room.



# Testing Facilities Requirements

This section focuses on how to arrange for facilities before test day.

## Accessibility

Under the Americans with Disabilities Act, WorkKeys tests must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Test Accommodations Coordinators should select test facilities and rooms accessible to persons with disabilities whenever possible.

## Type and Size of Rooms

Test Accommodations Coordinators are responsible for selecting and reserving test rooms.

Be sure to reserve the room for each day you will be testing. Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others' answer documents. Make sure the building will be open on test day, and that the test rooms and restrooms will be unlocked.

## Distractions

Choose rooms as free from distraction as possible. **An uninterrupted period is required for testing.** Post signs outside the test room(s) to warn that 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.

## Writing Surfaces

Writing surfaces must be large enough to accommodate both the test booklet and the answer document. Lapboards that must be balanced on examinees' legs are not allowed under any circumstances; temporary surfaces that rest on the chair arms or the back of the row in front may be used only after prior approval by ACT.

## Bulletin Boards

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

## Timepieces

Each room supervisor must have two timepieces in the test room to ensure accurate timing. An *accurate* wall clock may serve as one of the required timepieces.

## Environment

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

## Phones

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

## Other Events

Check your institution's calendar to determine what other events are scheduled on test day before reserving your test rooms. Try to use rooms as free as possible from potential distractions.

## Room Setup and Seating Arrangements

If the seats are stationary, seat examinees in every other column with the examinees seated directly behind one another. If the seats are moveable, every seat may be used, provided they are at least three feet apart and in straight columns and rows. Be sure to leave enough room for your testing staff to circulate freely through the test room(s) without disturbing examinees. To ensure testing staff have a clear view of each examinee, do not use study carrels or dividers between examinees.

Test rooms are to be set up according to the following requirements:

- **All examinees in the test room must face the same direction**, regardless of the number of examinees in the room or the distance between them.
- There must be **at least three feet of space between examinees** (side-to-side measured shoulder-to-shoulder and front-to-back measured head-to-head).
- In multiple-level rooms, examinees 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 examinees.
- Seat examinees in straight rows and columns, directly in line with each other.
- The room supervisor must be stationed in the room facing the examinees. Staff must be able to see every examinee clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths are not acceptable because they obstruct staff's view of examinees.

## Proper Use of Tables

If tables are used, see page 10 for the arrangement and maximum number of examinees allowed per table. Tables must be arranged so that all spacing requirements are met. Examinees 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 an examinee where the tables join. Use the following rules to seat examinees:

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

## Left-Handed Examinees

Appropriate writing surfaces must be provided for left-handed examinees. Use standard left-handed desks or use writing surfaces that are large enough for left-handed examinees 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 examinee use both surfaces. Seat all examinees in the room to minimize the opportunity to look at another's answer document.

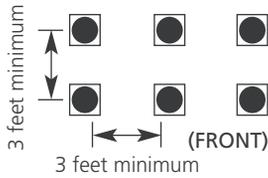
## Single-Level and Multiple-Level Classrooms

ACT prefers single-level classrooms seating 25 to 30 examinees. Avoid using rooms with multiple-level seating. Even with five feet between examinees, 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 examinees. Before test day, determine the spacing needed to deter copying.

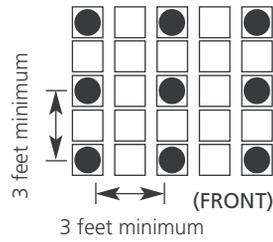
## Seating Arrangement Examples

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

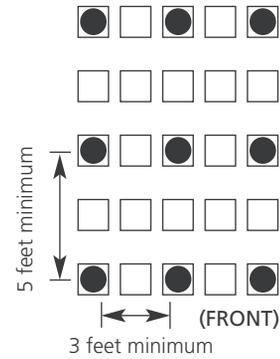
### Level Seating with Movable Desks



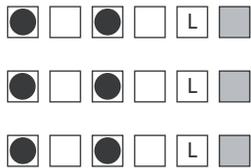
### Level Seating with Stationary Desks



### Multiple-Level Seating with Stationary Desks

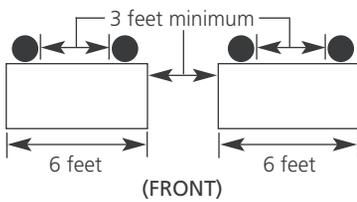


### Left-handed examinees at right-handed desks

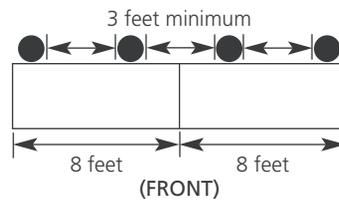


## TABLE SPACING

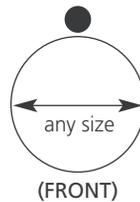
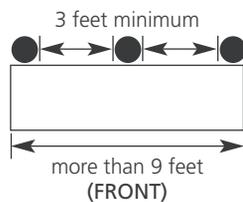
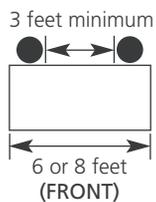
### 6-Foot Table Spacing



### 8-Foot Table Spacing



### Other Spacing





## Testing Staff Requirements

### Selecting Testing Staff

The Test Accommodations Coordinator must work with the Test Supervisor and principal to assign qualified testing staff to administer the tests according to the instructions specified in this manual. Members of the staff must be people of integrity.

Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides. High school students, volunteers, and lower-division undergraduates may **not** work as testing staff. Anyone who intends to take WorkKeys 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.

Members of the testing staff each have a different set of test-day responsibilities.

### Attentiveness

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual), grading papers, using a computer, 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 may eat or drink in the test room (unless approved for medical reasons). Also, cell phones must be turned off.

You must walk around the test room to ensure examinees are working on the correct section of the test and recording their answers on the correct section of the answer document. Moving around the test room also makes you available to answer questions, respond to illness, or replace defective test materials. It also discourages prohibited behavior.

### Conflict of Interest

Due to potential conflict of interest, those involved in WorkKeys test preparation activities at any time during the current testing year (September 1 through August 31) may not serve as testing staff.

WorkKeys 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 protect you and your relatives or wards from allegations of impropriety, you may not serve as Test Supervisor or Test Accommodations Coordinator for the administration of WorkKeys or have access to secure test materials prior to test day if any relative or ward will be testing on the same test date anywhere within the state. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

**Because Test Supervisors and Test Accommodations Coordinators have access to secure test materials prior to test day**, for the test date a relative or ward will be testing in any school in the state, that individual must delegate all supervisory responsibilities—including the receipt and return of test materials—to a qualified colleague and notify ACT of this action prior to receipt of the test materials.

If an examinee is testing at a school where a relative or guardian is serving as a *room supervisor* or *proctor*, that examinee 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 examinee's answer document or test materials.

Scores for an examinee will automatically be cancelled if that examinee:

- tested on the same test date on which a relative or guardian served as the Test Supervisor or Test Accommodations Coordinator at **any** school in the state, or
- tested with secure test materials to which a relative or guardian had prior access, or
- tested in a room in which a relative or guardian served as a *room supervisor* or *proctor*.

### **Test Accommodations Coordinator**

In consultation with the Test Supervisor, the Test Accommodations Coordinator ensures that the examinees testing with accommodations test under the same conditions as examinees at every other site.

The Test Supervisor and Test Accommodations Coordinator provide the continuity and administrative uniformity necessary to ensure that the examinees are tested under the same conditions and ensure the security of the examinations.

#### **Specific responsibilities include:**

- Read this manual and comply with the policies and procedures it describes.
- Arrange for application of barcode labels.
- Select and train qualified room supervisors and proctors before test day.
- Select and reserve test rooms.
- Plan seating arrangements.
- Receive, count, and secure test materials.
- Prepare test rooms prior to test day.
- Arrange for a phone for calling ACT on test day.
- Create a roster of students for each test room.
- Conduct a pre-test briefing session for testing staff on each test day.
- Document any irregularities that occur during testing and, as required, void examinees' tests.
- Distribute to staff, collect, and account for all materials.
- Ensure completeness and accuracy of all test date documentation, including rosters, Seating Diagrams, forms, and reports.
- Return all required reports, forms, Seating Diagrams, and answer documents **immediately after testing**.
- Return all used and unused test booklets when testing is completed.
- Cooperate with ACT and the state education agency in resolving irregularities.

### **Room Supervisor**

Each room is required to have a room supervisor who must serve for the entire session. The Test Accommodations Coordinator may serve as 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 Accommodations Coordinator.
- Be responsible for the test room and provide an environment conducive to testing.
- Check ID or personally recognize and admit students.\*
- Mark attendance/ID on the roster.\*
- Direct students to seats.\*

- Count test booklets upon receipt from Test Accommodations Coordinator.
- Distribute test materials, keeping test booklets in numerical order.\*
- Read verbal instructions to examinees verbatim.
- Properly time tests and record the **START, 5 MINUTES REMAINING,** and **STOP** times in the manual using two timepieces.
- Complete all information on the Seating Diagram and Test Booklet Count Form.
- Be attentive to examinees and materials at all times.\*
- Walk around the test room during testing to be sure examinees are working on the correct sections of the test booklet and answer document.\*
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.\*
- Collect and account for all answer documents and test booklets before dismissing examinees.\*
- Complete detailed documentation of any irregularities and, as required, void examinees' tests.
- Return all test materials and forms to the Test Accommodations Coordinator immediately after testing.

\* *Proctor may assist with these activities.*

### **Proctor**

A proctor *may* be used to assist a room supervisor or the Test Accommodations Coordinator if fewer than 10 examinees are testing. A proctor is **required** (*in addition to the room supervisor*) for every 10 examinees (or portion thereof) after the first 10 in the room.

#### **A proctor's 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 Accommodations Coordinator.
- Help admit examinees and mark attendance/ID on the roster.
- Direct examinees to seats.
- Help distribute test materials, keeping test booklets in numerical order.
- Verify the timing of the tests using a different timepiece than the room supervisor.
- Be attentive to examinees and materials at all times.
- Walk around the room during testing to replace defective materials, to be sure all examinees are working on the correct test, and to observe examinee behavior.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the restroom if more than one is allowed to leave during the timed tests.
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.
- Help collect and account for all answer documents and test booklets.

## **Roving Proctor**

Schools that use four or more rooms are encouraged to appoint a roving proctor to assist the Test Accommodations Coordinator. This proctor may be used to:

- Serve as a hall monitor.
- Assist with check-in and/or directing examinees to rooms and seats.
- Assist the supervisor with preparing the test materials for rooms.
- Give room supervisors a break during testing.
- Keep the hallways quiet during breaks if other rooms are testing.
- At the conclusion of testing, assist the Test Accommodations Coordinator with counting and preparing all test materials for mailing.

## **Rotating Proctor**

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 mid-morning break, provided no room is ever left unattended.

## **Training Testing Staff**

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

Test Accommodations Coordinators are required to hold a training session **before** test day to prepare staff for test-day activities and to stimulate discussion. In addition, on each test-day morning, Test Accommodations Coordinators are required to hold a briefing session to discuss any last-minute issues that arise or concerns staff members may have.

## **Supervisor’s Manual**

ACT provides this manual, which every staff member is expected to read, to communicate its expectations. The manual is proprietary information and is copyrighted by ACT. It is to be used only for the purpose of administering the WorkKeys assessments 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 room supervisors read and understand the policies, procedures, and directions.

## **Supplements**

Updated supplements or notices may be sent to Test Accommodations Coordinators before the test or included with test materials shipments. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment and improve on the policies and procedures contained in this manual.

## **Training Session**

It is critical that all testing personnel, including any named replacements, understand WorkKeys policies and procedures. Therefore, Test Accommodations Coordinators are required to train room supervisors and proctors on how to administer a standardized test at their school. This session must be attended by all testing personnel, both new and experienced, so that everyone has a common understanding of their test-day responsibilities. Training session topics for discussion are provided on pages 99–101.



# 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 Test Accommodations Coordinator. A designated staff member may assist with materials *if* the Test Supervisor or Test Accommodations Coordinator is present and *if* that individual does not have a relative or ward testing on test day (see Relatives Testing, page 11). Do not permit unauthorized personnel to access the materials. Examinees and anyone who may test within the next 12 months are not permitted access to the materials.

**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 from another school without prior written authorization from ACT, the answer documents will NOT be scored.**

## Security of Test Materials

The Test Accommodations Coordinator 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. The Test Accommodations Coordinator must protect the materials from damage, theft, or loss, and from conditions that could allow prior access to the tests.

WorkKeys test booklets are copyrighted and cannot be photocopied, used for any purpose other than testing, or opened by any person other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test questions or response choices to anyone. Scores earned by examinees who may have had advance access to test content will be cancelled and will not be reported to examinees or educational institutions.

## Receipt and Check-in of Test Booklets

Within 24 hours of receipt, open the carton(s) and count the test booklets. Examine the carton(s) for signs of tampering. Check the serial numbers of the test booklets against the numbers listed on the WKEYM Pack/Return Slip. Count each individual booklet; do not assume that the groups of booklets are complete. Check the rest of the shipment to be sure it is complete.

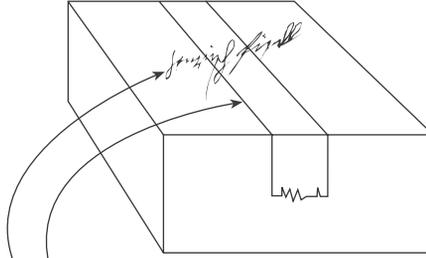
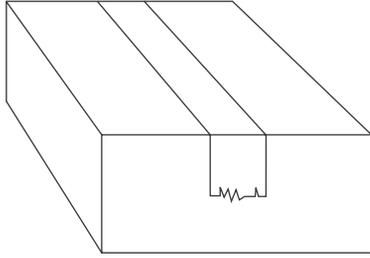
## Test Materials Shipping Carton(s)

Be sure to keep the carton(s) in which the test materials were shipped to you. These cartons, which have reversible address flaps, will be used to return test booklets (used and unused) after each test date.

## Secure Storage

After you have counted and checked the condition of all materials in your shipment, **reseal** the cartons with the provided tape 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.

### Diagram for Resealing Cartons



When delivered, carton will be sealed as above. After booklets have been counted, reseal as on 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.

Test materials must be kept in a locked, secure area, such as a vault or non-portable cabinet in a locked, limited-access room. Only the Test Supervisor, Test Accommodations Coordinator, and possibly a few specifically authorized persons may have access to the area.

### Removal from Storage and Assignment to Rooms

**Do not remove the checked-in test booklets from the security of locked storage until the morning of the examination.** Booklets are to be sorted for distribution to individual rooms before test day, but must be returned to locked storage until the morning of test day. Under no circumstances is a test booklet seal to be broken by **anyone** other than the examinee on test day. Test booklets must be personally handed to room supervisors by the Test Accommodations Coordinator. **Never leave booklets in an unattended room.**

The Test Accommodations Coordinator and each room supervisor must record the number and sequence(s) of test booklets received by the room supervisor, initialing the “Pre-Test Sign-Off” on the Test Booklet Count Form (page 83). After the test, test booklet counts must also be reconciled and initialed using the “Post-Test Sign-Off” on the same form.

### Storage After Testing

After accounting for all materials, prepare them for return after each test date (see pages 76–77). Return **all** used **and** unused test booklets to your locked storage area immediately after **each** test administration.

### **In the Event of a Security Breach**

Call ACT **immediately** at 800/553-6244, ext. 1788, if any of the following occurs:

- You do not receive your entire shipment.
- Items are missing.
- You receive test booklets that do not match the serial numbers on your WKEYM Pack/Return Slip.
- Any test booklet seals are broken at any time except by examinees as instructed on test day.
- The cartons 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 in your possession, from receipt to return.

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

### **Security During the Administration**

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

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

If examinees or materials are present, you must never leave a test room unattended, even momentarily, even if only one examinee is in the room. Ensure that each test room has sufficient staff for the number of examinees present.

# Preparing for Test Day

## 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 examinees who do not bring pencils (no mechanical pencils or ink pens)
- a pencil sharpener
- two reliable timepieces: watch, stopwatch, interval timer, or wall clock
- signs, cards, or other materials used in admissions procedures

## Site Supervisor's Header

The State Testing Site Supervisor's Header sheet identifies your school to the scoring system and also determines the test date to be reported. Be sure to use the correct report after test day. You must complete the form accurately.

## Instructions Before Test Day

Before test day, inform examinees that they must bring the following:

- Two soft-lead No. 2 pencils with erasers
- A watch if they wish to pace themselves (They must not set the alarm on the watch during the assessment.)
- A calculator for the *Applied Mathematics* test
- Acceptable identification

Inform examinees that no food, drink, or cell phones will be allowed in the test rooms.

## Roster

Create one roster (blank form provided on page 79) for each test room **prior** to the initial test day. Write on the roster the name of each student **scheduled** to test. This is an activity that 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 those students who were present on test day, your roster will not be accurate.

If your school provides a readable list of all students scheduled to test, by test room, you may use it in lieu of the roster as long as attendance and the type of ID accepted are marked on that list on test day and you return the marked original to ACT with the answer documents to be scored.

If your school received barcode labels, they must be applied to the designated area on page 4 of the WorkKeys State Testing Answer Folder before test day. Even if a barcode label is used, all students **MUST** complete the identifying information and mailing address on pages 1 and 2 of their answer documents and grid the corresponding ovals or circles, unless otherwise instructed in an answer document supplement. Stress to all examinees that if they do not accurately and completely provide this information, their score reports will be undeliverable.

## Locally Approved Accommodations

You may provide test accommodations using standard-time materials only under the following conditions: the student must test with **standard time**, receive no additional breaks, and be able to use a regular type (10-point) test booklet. In addition, testing must be on either the initial or makeup test date, and the accommodations must be consistent with the student's official accommodations plan at school. The accommodations must not disrupt or afford an advantage over other examinees. 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 properly. Examples of these test accommodations include:

- 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
- Permission to mark responses in the test booklet (The Test Accommodations Coordinator **must** arrange to transfer the responses to the answer document after testing.)
- Permission for diabetics to eat snacks
- A written copy of the Spoken Instructions or a sign language interpreter for the Spoken Instructions (See Testing Examinees with Hearing Impairments, below.)

## Testing Examinees with Hearing Impairments

Examinees 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 examinees with hearing impairments who can test with standard time can be made:

- Seat an examinee 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 examinee 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 examinee.
- Assign an examinee 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 examinee. You may prepare written notification (e.g., index cards with "Start," "5 minutes remaining," and "Stop" printed on them) or touch the examinee on the shoulder to indicate the Start, 5 minutes remaining, and Stop times.



# Test Day Activities

## Introduction

The directions in this section are designed to help ensure a smooth administration of the WorkKeys tests. If you have problems, many of the solutions are listed in this section, and the ACT Test Administration department is always available to help on test days.

As noted in our policies, testing personnel must administer the tests in a nondiscriminatory manner and in accordance with all applicable laws. Slight differences in your perceived behavior can be magnified by examinees under stress.

**Be sure every room supervisor has a complete *Supervisor's Manual*** in order to verify procedures for any situation that may occur.

## Irregularity Report

Group and individual irregularities must be reported on the Irregularity Report (page 85) and returned to ACT with answer documents to be scored. Specific irregularities are described on pages 28–32.

## Briefing Session

Test Accommodations Coordinators 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 and how to handle the breaks). Suggested topics are listed on pages 99–101.

## State Testing Staff List

A complete State Testing Staff List is **required** for each school for each test day. A blank State Testing Staff List is included in this manual (see page 81). Instructions for completion are printed on the form. List **all** personnel involved in administering the tests, including anyone assisting with materials or security. If you have any questions, contact ACT.

## Completing the Roster

Write the type of ID accepted for admission on the roster (page 79). If your school provides a readable list of all students scheduled to test, by test room, you may use it in lieu of the roster. However, you must **still** document type of ID accepted or student absence for attendance. Return the marked original at the same time as the completed answer documents.

## Admitting Examinees to the Test Room

Control who enters and leaves the test room at all times. Do not allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the room supervisor is ready to admit examinees. Admit examinees by checking them in, one-by-one, at the door of the test room. Do not allow an examinee to enter the room unless the room supervisor has verified the examinee's identification and documented this on the roster. If an examinee cannot present acceptable ID at the door, do not admit him or her to the room. After ID is checked, admitted examinees must stay in the test room. If it is necessary for an examinee to leave, recheck ID upon his or her return.

**Check that all cell phones used by testing staff are turned off before the timed tests begin. Do not admit examinees with ANY electronic devices (other than permitted calculators) to the test room. Do not allow examinees or staff to bring food or drink, including water, into the test room (unless approved by school staff in advance for medical reasons).**

## Prohibited Items in the Test Room

Examinees may not use timers, cell phones, pagers, or any other electronic devices at any time, including during the break. Calculators may be used during the *Applied Mathematics* test, but they must be turned off and put away when the examinee is not working on the test.

The following aids are not permitted during testing:

- The use of scratch paper or notes is not permitted. Examinees should do any scratch work in the test booklets.
- The use of dictionaries, other than word-to-word foreign language dictionaries or other recognized sign language dictionaries.

## Verifying Examinee Identification

All examinees are required to present an acceptable form of identification (see below and page 22) or be personally recognized (face-to-face) by a school faculty member *before* being admitted to the test room. If an examinee without acceptable ID is permitted to test, the examinee must be dismissed and the answer document *will not be scored*—even if acceptable ID is presented later. You must mark the roster to indicate type of ID accepted.

Indicate the form of identification accepted for admitting each examinee:

P = Photo ID

L = ID Letter (School or Notarized)

R and initials = Personal Recognition by Testing/School Staff

– = Absent (Absence must be indicated to verify an examinee was not present.)

Collect all of the following items you accept as identification, and send them to ACT with the roster after testing. Collect and send the actual item presented, not a photocopy (see page 22).

- School Identification Letters\*
- Notarized Statements\*
- Transcripts\*
- Newspaper/publication clippings

\* *Must be signed by the examinee on test day, in the presence of a staff member.*

### Acceptable Identification

All identification must be *original*, not a photocopy or reproduction. No stamped, computer generated, or reproduced signatures are allowed.

Roster Notation	Type of ID	Criteria for Acceptance
P	<b>Current Official Photo ID</b>	<ul style="list-style-type: none"> <li>● Current (not expired); AND</li> <li>● Issued by a school, employer, or city/state/federal government agency; AND</li> <li>● Show the examinee’s first and last names; AND</li> <li>● Current photo clearly recognizable as the examinee.</li> <li>● Signature not required.</li> <li>● <i>Examples: driver’s license, passport, school ID</i></li> </ul>
	<b>Recent Published Individual Photo</b>	<ul style="list-style-type: none"> <li>● Must be original, not a photocopy or reproduction; AND</li> <li>● Published within the last two years; AND</li> <li>● An individual (not a group) photo, clearly recognizable as the examinee; AND</li> <li>● Examinee’s first and last names in the caption.</li> <li>● Signature not required.</li> <li>● <i>Examples: newspaper, school yearbook</i></li> </ul>
L	<b>Identification Letter</b>	<ul style="list-style-type: none"> <li>● On original, official school letterhead. If the official letterhead is computer generated or photocopied, it must be embossed with a raised or inked school seal; AND</li> <li>● Individually completed and signed, in ink, by a school counselor or other school official—who may not be a relative; AND</li> <li>● Signed by the examinee, in ink, in the presence of that school official; AND</li> <li>● Examinee’s name and a full description including age, gender, height, weight, race, hair and eye color, OR</li> <li>● Attached, recent (within two years), recognizable photograph with a school seal or the school official’s ink signature across a portion of the photo.</li> </ul>
	<b>Notarized Statement with Photo</b>	<ul style="list-style-type: none"> <li>● Sworn statement by a notary public—who may not be a relative—identifying the examinee by name; AND</li> <li>● Attached, recent (within two years), recognizable photograph with the notary seal or stamp across a portion of the photo; AND</li> <li>● Signed by the examinee, in ink, in the presence of the notary public.</li> </ul>
	<b>Transcript with Photo</b>	<ul style="list-style-type: none"> <li>● Signed in ink by a school counselor or other school official—who may not be a relative; AND</li> <li>● Attached, recent (within two years), recognizable photograph with the school official’s signature or school seal across a portion of the photo; AND</li> <li>● Signed by the examinee, in ink, in the presence of that school official.</li> </ul>
R	<b>Staff Recognition</b>	<ul style="list-style-type: none"> <li>● Examinees without any ID may be admitted only if they are personally recognized, face-to-face, by a member of the school faculty who is not a relative of the examinee; AND</li> <li>● That staff member’s initials <i>must</i> be printed legibly beside the examinee’s name on the roster (without staff initials, personal recognition is invalid).</li> </ul> <p>If all examinees in a room were recognized by the same faculty member, you may state that on the roster, indicating the name of the staff member (e.g., “all students in this room were recognized by _____”).</p>

### 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
- 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 test day staff
- Photo ID of parents
- Photo with examinee'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
- Report card
- Social Security card
- Telephone calls to the school to identify the examinee
- Traffic ticket, even with a physical description and signature
- Web page with photo

### Examinees Without Identification

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

Under **no** circumstances may an examinee be admitted after test booklets have been distributed. Dismiss examinees without ID and explain why on the Irregularity Report (page 85).

### Directing Examinees to Seats

After an examinee has been identified and the roster marked, direct the examinee to a specific seat. **Do not allow examinees to choose their own seats.** Seating examinees alphabetically is acceptable or you may want to direct the first examinee to the extreme left side of the room, the second examinee to the middle of the room, the third to the right side, and so on. Separate friends and relatives or examinees who arrive together.

Proctors can direct the examinees 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 examinee, direct the first examinee to the first table, the second to the second table, and so on. After one examinee has been seated at each table, seat a second examinee at each table.

### Left-Handed Examinees

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

# Administering the Tests

## Test Room Starting Time

Testing may begin as soon as all examinees have been identified and seated. Testing begins when the room supervisor begins reading the Verbal Instructions.

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 examinees admitted late will not be scored.

## General Announcements to Examinees

Before testing begins, you may wish to make announcements regarding:

- **Calculators:** If desired, read the current list of Prohibited Calculators from the notice ACT sends to all Test Accommodations Coordinators before the initial test date. Do not read the list that begins below, which may be outdated.
- **Electronic devices:** Other than permitted calculators, examinees are not allowed to have any electronic devices in the test room or use them during breaks. If you collect electronic devices before testing, make sure they are turned off or removed from the room and returned to examinees after testing.
- **Hats:** Some hats may obstruct your view of examinees' eyes. Because not all hats may hinder your ability to monitor the examinees, the announcement to remove hats is left to your discretion.
- **Institutional requirements:** You may dismiss an examinee 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 examinee the reason for the dismissal and document in full on the Irregularity Report.
- **Nervous noise:** Some examinees 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.

## Permitted Calculators

ACT permits examinees to use a calculator on the *Applied Mathematics* test (Test 2) but not on any of the other tests. Use of a calculator is optional. Any four-function, scientific, or graphing calculator may be used, unless it is specifically prohibited as described below.

## Prohibited Calculators

ACT provides an updated list of prohibited devices to Test Accommodations Coordinators before the initial test date. Each room supervisor must have a copy of the current list to refer to during the *Applied Mathematics* test. These types of calculators are prohibited (check [www.actstudent.org](http://www.actstudent.org) for updates):

- **Texas Instruments:** All model numbers that begin with **TI-89** or **TI-92**; and the **TI-Nspire CAS**—The TI-Nspire (non-CAS) is permitted.
- **Hewlett-Packard:** **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
- **Casio:** **Algebra fx 2.0**, **ClassPad 300** and **ClassPad 330**, and all model numbers that begin with **CFX-9970G**

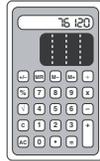
- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—The Sharp EL 9600 is permitted.
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)—Letter keys not in QWERTY format are permitted.

### Calculator Examples

#### Permitted Calculators

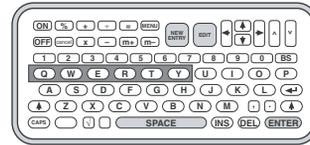


Scientific or graphing



Four-function

#### Prohibited Calculators



QWERTY keyboard



Paper tape

### Calculators Permitted with Modification

These types of calculators are permitted, but only after they are modified as noted:

- calculators with paper tape—Remove the tape.
- calculators that make noise—Turn off the sound.
- calculators with an infrared data port—Completely cover the infrared data port with heavy opaque material, such as duct tape or electrician's tape (includes Hewlett-Packard HP 38G and HP 39G series and HP 48G)
- calculators that have power cords—Remove all power/electrical cords.

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.

Examinees are responsible for ensuring their calculators meet ACT standards. They are advised to check [www.act.org](http://www.act.org) or call toll free 800/498-6481 for a recorded message about the latest list of prohibited calculators.

Examinees are responsible for bringing a permitted calculator and making sure it works properly. You may, but are not expected to, provide calculators or batteries. Examinees may not share calculators. They may use a back-up 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 examinee is not working on the *Applied 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 examinees 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.

If you notice when examinees are admitted that they have calculators with large characters (one-inch high or larger) or a raised display, direct them to seats where other examinees cannot see the calculator.

### Formula Sheet

A formula sheet that includes all formulas required for the *Applied Mathematics* test is provided in the test booklets. **These sheets should be collected at the end of the test with the test booklets.**

## Test Monitoring Responsibilities

All testing staff, room supervisors, and proctors are to **remain attentive** to their testing responsibilities throughout the entire administration. Examinees must feel that the staff are doing all they can to provide an irregularity-free administration. To protect the validity of individual test scores and maintain the security of the test materials, the following must be observed:

- Walk around the room during testing to be sure examinees are working on the correct test and to help prevent prohibited behaviors.
- During the test, do not read, correct papers, or engage in any tasks not related to the administration of the test.
- Do not engage in conversation during the testing or allow unauthorized personnel in the test room.
- Do not leave a test room unattended at any time.
- Complete detailed documentation of any irregularities of which you are aware.

## Sequence of Tests

The tests **must** be administered in the order listed below for all examinees in all rooms. If this order is altered, the answer documents will **not** be scored.

WorkKeys Tests
Test 1, <i>Reading for Information</i>
Test 2, <i>Applied Mathematics</i>
Break
Test 3, <i>Locating Information</i>

## Timing the Tests

Completing demographic information on the answer documents requires 15–30 minutes. For the assessments, use a stopwatch or interval timer to keep time and use a wristwatch or other accurate timepiece as a back-up. If possible, a second member of the testing staff should also keep time. To verify the time given for each assessment, the Start and Stop times and the 5 minutes remaining time must be written in the appropriate place in this manual and computations checked carefully before time is called. If a proctor is assigned to the room, that person should also keep time with the room supervisor.

If a mistiming occurs where a shortage of time is given, allow examinees to make up the shortage of time before being dismissed. If more than the required time is given on a test, notify ACT Test Administration immediately. After the assessment, include an explanation of the mistiming, the test name, and the Test Form number on the Irregularity Report (page 85) and return it with the answer documents to be scored.

## Announcement of Time Remaining

A verbal announcement of time remaining should be read 5 minutes before the end of each assessment. If a chalkboard or write-on board is available, write the starting and end-of-test times on it at the start of the assessment along with the announcements.

## Guessing

Instructions about guessing are printed in the test booklets. If examinees ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**





# Irregularities

## Irregularity Report

Complete an Irregularity Report (page 85) for each room in which an individual or group irregularity is observed, and return it with your answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from, or who left the test center without completing the tests. If there are no irregularities in any rooms at your test center, it is not necessary to return a report.

## Group Irregularities

### Overview

A group irregularity is one that affects a group of examinees (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.

### Disturbances and Distractions

If a disturbance or distraction occurs that affects examinees' concentration and it cannot be stopped, or the examinees cannot be moved to a quieter location, immediately call ACT. Do not dismiss examinees until you have received instructions. If you do not have a proctor to assist you, stop the test and collect the test booklets and answer documents before leaving the room to call ACT.

Report all disturbances and distractions, however minor (including examinee illness), on your Irregularity Report.

### Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of your examinees and your testing staff. If an emergency occurs, note the testing time that has elapsed and—if time permits—have examinees close their test booklets and place their answer documents inside them.

Collect the test booklets only if time permits. Instruct the examinees 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.

### Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur at a test center, excluding those affecting the health or safety of your examinees or staff.

If—at any time—you cannot account for a test booklet, you must **immediately** call ACT at 800/553-6244, ext. 1788. We will advise you regarding what actions you must take.

### Mistiming

Tests that are mistimed constitute a serious irregularity that is difficult to resolve.

**MISTIMINGS CAN BE PREVENTED BY CAREFUL SUPERVISION.** Scores cannot be adjusted to compensate for a mistiming.

If a mistiming does occur, allow examinees to make up a shortage before dismissal. If a shortage on a previous test is discovered after examinees have begun work on their 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 more than the required time is given on a test, or if a mistiming is discovered after the examinees have been dismissed from testing, call ACT Test Administration immediately on test day. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please keep the affected answer documents separate so the situation can be resolved as expeditiously as possible.

### Power Failure

If a power failure occurs and examinees cannot be moved to another location with adequate heat, ventilation, light, and adequate examinee spacing, collect the test booklets and answer documents, then call ACT for instructions.

## Individual Irregularities

### Overview

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.

Note: Any time you observe behavior that requires dismissal and voiding of an answer document, **be sure you inform the examinee that the answer document will not be scored and the reasons for your action.** Each instance must also be documented on the Irregularity Report.

### Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the examinee does not lose time.

- Be sure the replacement booklet is the **same test form** as the defective booklet.
- Print “Defective Material Void” on the cover of the test booklet or across the front of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
- If an answer document is defective, the examinee must transfer, under your supervision, all information exactly as originally noted to a new one **after the test session.**
- Call ACT for further directions if you do not have sufficient materials to replace those that are defective.

### Duplicating Test Materials

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

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

In all cases, examinees observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, are to be dismissed, the device confiscated or cleared, and the answer document marked “VOID.” Inform the examinee the answer document will not be scored and include all necessary information on the Irregularity Report. Call ACT (during the test, if possible) to determine if any additional action is required.

### Failure to Follow Directions

Only answers marked properly on the answer document during the time allowed for the test can be scored.

- *UNAUTHORIZED MARKING OF RESPONSES IN TEST BOOKLET INSTEAD OF ON ANSWER DOCUMENT.* Unless the examinee has been approved to mark in the test booklet or on a large-type worksheet, only responses marked on the answer document during the time allowed for the test will be scored. If an examinee, without authorization, has mistakenly marked responses in the test booklet and has not transferred them to the answer document, instruct the examinee to:
  1. If time remains on the current test, instruct the examinee 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 examinee may then continue testing by marking answers only on the answer document.
  3. Only responses marked on the answer document during the time allowed for a particular test will be scored. Therefore, do **NOT** allow the examinee to transfer responses from tests for which time has already been called, and do **NOT** allow the examinee to transfer responses during the break or after testing.
  4. Document the situation on the Irregularity Report.

ACT will not transfer responses from the test booklet to an answer document. The answer document will be scored as received.

- *MARKING RESPONSES IN A FUTURE SECTION OF ANSWER DOCUMENT* (e.g., marking responses in the section for Test 2 during administration of Test 1). As soon as this error in marking is detected, give the examinee a new, blank answer document and:
  1. If time remains on the current test, instruct the examinee to begin marking responses in the correct section of the answer document, beginning with the next item.
  2. If time has been called on that test, instruct the examinee 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 examinee as he/she transfers the information on page 1 of the answer document 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 the new answer document for scoring.
- *MARKING RESPONSES IN A PREVIOUS SECTION OF ANSWER DOCUMENT* (e.g., marking responses in the section for Test 1 during administration of Test 2) or *WORKING ON WRONG TEST* (e.g., working on Test 2 during time allowed for Test 1). Both of these situations are considered prohibited behavior (working ahead or behind). Follow the procedures in Dismissal for Prohibited Behavior on page 32.

### Examinees Who Become Ill

Collect the test booklet and answer document from an examinee who becomes ill and leaves the test room. If the examinee returns and continues testing, lost time may not be made up. Record the situation and amount of time lost on the Irregularity Report.

If an examinee indicates he or she cannot finish testing because of illness, determine whether the answer document should be scored. Indicate the decision on the Irregularity Report. **Only one answer document may be scored for each examinee.**

### Irrational Behavior

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

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

### Prohibited Behavior

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

Prohibited behaviors include:

- looking back at a previous test on which time has already been called
- looking ahead
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using calculators on any test other than the *Applied Mathematics* test
- using any device to share or exchange information at any time during the tests or during break (all electronic devices, including cellular phones and pagers, must be turned off from the time the examinee is admitted to test until dismissed after testing concludes)
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance or allowing an alarm, pager, or phone to sound in the test room
- filling in ovals or circles after time has been called
- using scratch paper or notes

**Do not void an answer document for any other reason (e.g., student finishes early, does not return after break, does not take testing seriously but is not disturbing others or engaging in prohibited behavior).** See Voiding Answer Documents on page 32.

Have a colleague verify your observation if possible. However, if you are **certain** an examinee is engaging in prohibited behavior and are supervising a room without assistance, dismiss the examinee based upon your own observation. The test accommodations coordinator does not have to be called to the room to verify the activity.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn him/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 examinee to another seat. If you suspect an examinee has filled in ovals or circles after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

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

### Dismissal for Prohibited Behavior

If you dismiss an examinee for prohibited behavior, follow these procedures exactly:

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 examinee and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the examinee. Do not return the device to the examinee without ACT's approval.
4. Tell the examinee privately:
  - a. You observed or are certain of the prohibited behavior.
  - b. He/she is being dismissed because of the behavior.
  - c. The answer document will be marked VOID and will not be scored.
5. Write VOID on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
  - a. The time of the incident and the name(s) of the examinee(s).
  - b. The number of ovals or circles the examinee(s) had filled in at the time of the incident, if relevant.
  - c. The test room and seating location(s) of the examinee(s).
  - d. The details of what you observed.
  - e. The statements you and the examinee(s) made.
  - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the VOID answer document to the Irregularity Report and return it with the other documentation for this test date. (Return the test booklet with other used test booklets.)

ACT will not score the answer document(s) if you follow these procedures exactly.

### Voiding Answer Documents

Mark an answer document VOID and attach it to the Irregularity Report for the following reasons **only** if:

- An examinee becomes ill and **asks** that the answer document not be scored.
- An examinee asks that the answer document not be scored for any reason.
- An examinee has been dismissed for prohibited behavior **and has been told the answer document will not be scored.**
- An answer document is defective or an examinee marked in a future section and the answer document has been replaced.

Report and document the reason for voiding all answer documents on the Irregularity Report. No portion of the answer document will be scored after it is marked VOID.

### Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test booklet, warn the examinee 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 examinee's name and Social Security or ACT ID number and the test booklet number. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.



## Introductory Instructions for **All** Timing Codes

These apply for pre-test sessions or same-day testing.

**Study these instructions before the test day.** Read aloud all instructions in the shaded boxes. **Do not depart from this text.** Where a series of dots appears, pause to let examinees follow instructions. Text in parentheses is intended for the testing staff only and should not be read aloud.

**Do not distribute test materials until you have completed the demographic verbal instructions below.** For security reasons, it is important to hand each examinee a booklet individually. Do not pass the booklets back or across aisles. During the assessment, count the booklets being used and the extras. The total must equal the number of booklets assigned to the room.

**ACT recommends that you begin each test session with the following statement:**

If you are feeling ill or have circumstances that may affect your performance on the WorkKeys assessments, or if you need a special accommodation that you do not have, raise your hand and please come forward now.

If examinees come forward, it is your responsibility to determine if the examinee should proceed with testing at this time.

## Answer Document

**When everyone is seated and you have everyone's attention, say:**

I [We] will now distribute the answer documents. Check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand.

**Hand each examinee his or her answer document individually and continue with the instructions below.**

The information that you provide when you fill out your answer document will be used to prepare all reports. Follow my instructions carefully.

Your answer document will be scanned by a computer. It is essential to follow directions and to accurately grid the information to ensure that the responses recorded for you are the ones you intend.

Use only a soft-lead No. 2 pencil. Do not use a fountain pen, ballpoint pen, mechanical pencil, or colored pencil. If you do not have a No. 2 pencil, please raise your hand.... Make all marks heavy and dark. Fill in each oval or circle completely, without extending your marks outside the lines. Do not make any marks anywhere on your answer document except as directed. Erase all extraneous marks carefully and completely. Turn your answer document so that page 1 faces you.

In block 1, print the name of this school or site [**announce the name**], city, state, and ZIP code....

In block 2, print your name in the boxes labeled "Name." Begin in the first box and enter your last name. Then, enter your first name where indicated and finally, enter your middle initial where indicated....

Now, fill in the corresponding oval or circle beneath each letter and the blank oval or circle beneath each empty box....

Look at block 3. Beginning in the first box, enter your State Assigned Student ID number and fill in the corresponding oval or circle in each column. If your ID number requires 10 or 11 spaces, use the entire block....

In block 4, fill in the oval or circle for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding ovals or circles. The century has been pre-gridded for you.

Fill in the appropriate oval or circle in block 5....

In block 6, fill in the oval or circle beside the phrase that best describes your racial or ethnic group as generally recognized by your family and friends....

Now, look at block 7. Fill in the oval or circle that best describes your current or highest level of education....

Leave blocks 8–11 blank at this time.

Complete blocks 12–15 by entering your address and filling in the appropriate ovals or circles. For this state's state code, enter **[announce your state code from the table inside the front cover of this manual]**.

Leave blocks 16–26 blank at this time. We will go back to blocks 16 and 25 later.

Note: Testing staff may have the option of conducting a pre-test session to have the demographic items completed by the students prior to test day.

- If you are concluding a pre-test session, collect the answer documents and keep them secure until test day.
- If you are continuing with testing, go to the appropriate verbal instructions:
  - For standard-time testing, go to page 35.
  - For time-and-a-half testing, go to page 45.
  - For double-time testing, go to page 55.
  - For triple-time testing, go to page 65.

Note: If you will be administering an examinee's tests on multiple days—for example, *Reading for Information* and *Applied Mathematics* on one day, and *Locating Information* on another—you should remind students about prohibited behavior at the beginning of each testing day.

# Verbal Instructions for Standard Time Testing

## If you conducted a pre-test session, start here. . . .

Read this section only if a separate pre-test session was conducted prior to test day. Otherwise, go to “If you are continuing testing, start here. . . .”

Hand each examinee his or her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding.

Look at your answer document. If your name does **not** appear in block 2, please raise your hand....

Now, check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand.

Continue to the section below.

## If you are continuing testing, start here. . . .

### Read the following:

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. You may not have a cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the *Applied Mathematics* test. Word-to-word foreign language dictionaries are permitted for those whose first language is other than English.

There is one scheduled break during the test administration, after the second test. However, you may obtain permission to go to the restroom if you need to do so during testing by raising your hand. You will not, however, be given extra time for the test. Only one person will be allowed to leave the test room at a time, unless escorted by testing personnel.

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.

### Say:

Open your answer document to page 2 and look at block 16, Form Type. Fill in “Accommodated.”

**Then say:**

I will now hand you a test booklet. Do not break the seal or open it until I tell you to do so. When you receive your test booklet, sign and print your name in the spaces provided on the front cover. Then, look up at me.

Hand each examinee a booklet individually. Do not pass them back or across aisles.  
**Keep an exact count of the number of test booklets distributed.**

**When all examinees have signed their test booklets, say:**

Your test booklets include Terms and Conditions on the back cover.

Turn your test booklet so the back cover faces up. Read the Terms and Conditions silently. Then, look up at me.

**When all examinees have read the Terms and Conditions, say:**

Your answer documents have an Examinee Agreement that requires a signature on page 2, in block 25. Read the Examinee Agreement silently and then sign and date the Examinee Agreement. If you do not sign and date the Examinee Agreement, your answer document may be voided and you may not receive your scores....

**Walk around the room to be sure all examinees are signing the Examinee Agreement. When all examinees have signed their answer documents, say:**

Now, turn your test booklet so the front cover faces up. Read the directions silently as I read them aloud....

This booklet contains WorkKeys tests in *Reading for Information*, *Applied Mathematics*, and *Locating Information*.

Each question in each test is numbered, and the five answer options are lettered. On the answer document, the rows of ovals or circles are numbered to match the questions, and the ovals or circles in each row are lettered to correspond to the answer options.

For each question, first decide which answer is the best answer. Next, find the row of ovals or circles on the answer document numbered the same as the question. Then, find the oval or circle in that row lettered the same as your chosen answer. Finally, fill in the oval or circle completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval or circle thoroughly before filling in the new oval or circle. For each question, make certain that you mark your answer in the row of ovals or circles with the same number as the question.

There are a small number of questions included in each test for developmental purposes. Answers to these developmental questions will not count toward your score.

On these tests, you will not be penalized for guessing, so you should try to answer every question. Do not use too much time on any one question. If you do not know the correct answer, pick the one you think is best.

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

**Then say:**

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write 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....

I will keep the official time for this examination. I will announce when 5 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:**

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 examinee's test booklet or answer document
- giving or receiving assistance
- using a prohibited calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the *Applied Mathematics* test
- 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
- filling in or altering ovals or circles on a test after time has been called. Filling in ovals or circles on a previous test during a later test or filling in ovals or circles 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.

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 5 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. If you finish before I call time, recheck your work, 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....

## Verbal Instructions for Administering *Reading for Information*

### **Say:**

Look at your answer document. Turn to page 3 and find the section titled *Reading for Information*.

A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet number. Print the seven-digit number in the boxes for the Test Booklet number in this section. Fill in the corresponding oval or circle in each column....

### **Walk around the room to be sure examinees are entering the Test Booklet number correctly on their answer documents. Then say:**

You may now break the seal on your test booklet, and open the booklet to the cover page for Test 1, *Reading for Information*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

### **Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:**

Now turn to the next page in your test booklet and read the directions silently as I read them aloud.

There are 33 questions in this test.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question.

When you are finished, go back and check any *Reading for Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Then say:**

You will have 45 minutes to work on *Reading for Information*. During this time you are to work only on *Reading for Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

**Set your stopwatch or interval timer to 45 minutes, then say:**

You have 45 minutes to work on this test. Open your booklet to *Reading for Information* and begin work.

**Begin timing.**

- ▶ As you begin testing, enter the *actual* time of day you announce START below (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the STOP time). Before you announce 5 minutes remaining and before you call STOP, check your timepieces carefully against the time you have written down and **verify it with the proctor**, if one is in the room.

## ***Reading for Information***

### **45 Minutes**

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

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

There are 5 minutes left.

**When your watch or timer indicates exactly 45 minutes have passed, and you have double-checked the time, say:**

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue.

## Verbal Instructions for Administering *Applied Mathematics*

### Say:

Look at your answer document. Find the section titled *Applied Mathematics*.

Open your test booklet to the cover page for Test 2, *Applied Mathematics*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

### Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet and read the directions silently as I read them aloud....

There are 33 questions in this test.

This test measures mathematics skills related to success in the workplace. Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question.

You should have a calculator and a WorkKeys formula sheet to use for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section and may be torn out now for easier use.

**Note:** Unless the problem indicates otherwise, you should assume all of the following:

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi ( $\pi$ ), use the number 3.14 for that value. If you have a  $\pi$  key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows:  $(2 + 6 + 7) \div 3$ .

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \text{ (you should get 477)}$$

$$477 \div 15 = ? \text{ (you should get 31.8)}$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

When you are finished, go back and check any *Applied Mathematics* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Then say:**

You will have 45 minutes to work on *Applied Mathematics*. During this time, you are to work only on *Applied Mathematics*. If you finish before time is called, recheck your work on this test, 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 work on, fill in, or alter ovals or circles for the previous test. 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 45 minutes, and say:**

You have 45 minutes to work on this test. Do any figuring in your test booklet or on your formula sheet. Open your booklet to *Applied Mathematics* and begin work.

**Begin timing.**

- ▶ As you begin testing, write down below the Start time, Stop time, and the 5 minutes remaining time for this test. 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 proctor if one is in the room.

## *Applied Mathematics*

### 45 Minutes

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

Note: Staff must check all calculators periodically during the *Applied Mathematics* test. (See pages 24–25 for calculator policies.) If an examinee uses a prohibited calculator, follow the instructions on page 32 to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.

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

There are 5 minutes left.

**When your watch or timer indicates exactly 45 minutes have passed, and you have double-checked the time, say:**

**Stop and put your pencil down.** If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. **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 test. You will have a 15-minute break. Testing will resume promptly at **[give the time]**. If you return late, you will not be allowed to make up lost time. Remember, you may not have or use any electronic devices during break, and you may not bring snacks or drinks, including water, back to the test room. **[If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.]**

Examinees may not have food or beverages, including water, in the test room. If school or site regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended.** If examinees remain in the room, monitor them closely.

Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late they may be readmitted, but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.

If an examinee does not return, **do not** mark the answer document void unless the examinee requests you to do so.

## Verbal Instructions for Administering *Locating Information*

**At the end of the 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 2....

**Then say:**

Now, turn your answer document to page 3 and find the section titled *Locating Information*.

Open your test booklet to the cover page for Test 3, *Locating Information*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

**Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:**

Now turn to the next page in your test booklet and read the directions silently as I read them aloud....

There are 38 questions in this test.

The test measures your skill in placing, finding, and applying information taken from various types of graphics, including tables, forms, graphs, and diagrams. The first portion of the test has single questions. The remaining questions are in pairs. Each question or pair of questions is followed by one or more graphics. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. Read each question, look at the graphic(s), and then decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions.

Some pages in this test may be blank. If you find a blank page, ignore it and continue on with the test.

When you are finished, go back and check any *Locating Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

### Then say:

**You will have 45 minutes to work on *Locating Information*.** During this time you are to work only on *Locating Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals or circles for previous tests. Remember that filling in or altering ovals or circles on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

### Set your stopwatch or interval timer to 45 minutes, and then say:

**You have 45 minutes to work on this test.** Open your booklet to *Locating Information* and begin work.

### Begin timing.

- ▶ As you begin testing, write down below the Start time, Stop time, and the 5 minutes remaining time for this test. 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 proctor if one is in the room.

## ***Locating Information*** 45 Minutes

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

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

There are 5 minutes left.

**When your watch or timer indicates exactly 45 minutes have passed, and you have double-checked the time, say:**

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

**When you have everyone's attention, say:**

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, alter, 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 directions....

**While examinees remain in their seats:**

1. Collect and count the answer documents **individually** from each examinee. Turn all the answer documents one way and make certain you have a signed answer document for each examinee.
2. Collect the test booklets **individually** from each examinee 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 collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.

**Do not dismiss examinees until you have verified that you collected all the test booklets you distributed and that you have an answer document for each examinee.** Make certain that examinees do not have access to the assessment materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or supervisor.

**After all answer documents and test booklets have been collected and counted, say:**

Thank you for your cooperation. This ends today's testing.



## Verbal Instructions for Time-and-a-Half Testing

### If you conducted a pre-test session, start here. . . .

Read this section only if a separate pre-test session was conducted prior to test day. Otherwise, go to “If you are continuing testing, start here. . . .”

Hand each examinee his or her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding.

Look at your answer document. If your name does **not** appear in block 2, please raise your hand....

Now, check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand.

Continue to the section below.

### If you are continuing testing, start here. . . .

#### Read the following:

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. You may not have a cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the *Applied Mathematics* test. Word-to-word foreign language dictionaries are permitted for those whose first language is other than English.

There is one scheduled break during the test administration, after the second test. However, you may obtain permission to go to the restroom if you need to do so during testing by raising your hand. You will not, however, be given extra time for the test. Only one person will be allowed to leave the test room at a time, unless escorted by testing personnel.

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.

#### Say:

Open your answer document to page 2 and look at block 16, Form Type. Fill in “Accommodated.”

**Then say:**

I will now hand you a test booklet. Do not break the seal or open it until I tell you to do so. When you receive your test booklet, sign and print your name in the spaces provided on the front cover. Then, look up at me.

Hand each examinee a booklet individually. Do not pass them back or across aisles.  
**Keep an exact count of the number of test booklets distributed.**

**When all examinees have signed their test booklets, say:**

Your test booklets include Terms and Conditions on the back cover.

Turn your test booklet so the back cover faces up. Read the Terms and Conditions silently. Then, look up at me.

**When all examinees have read the Terms and Conditions, say:**

Your answer documents have an Examinee Agreement that requires a signature on page 2, in block 25. Read the Examinee Agreement silently and then sign and date the Examinee Agreement. If you do not sign and date the Examinee Agreement, your answer document may be voided and you may not receive your scores....

**Walk around the room to be sure all examinees are signing the Examinee Agreement. When all examinees have signed their answer documents, say:**

Now, turn your test booklet so the front cover faces up. Read the directions silently as I read them aloud....

This booklet contains WorkKeys tests in *Reading for Information*, *Applied Mathematics*, and *Locating Information*.

Each question in each test is numbered, and the five answer options are lettered. On the answer document, the rows of ovals or circles are numbered to match the questions, and the ovals or circles in each row are lettered to correspond to the answer options.

For each question, first decide which answer is the best answer. Next, find the row of ovals or circles on the answer document numbered the same as the question. Then, find the oval or circle in that row lettered the same as your chosen answer. Finally, fill in the oval or circle completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval or circle thoroughly before filling in the new oval or circle. For each question, make certain that you mark your answer in the row of ovals or circles with the same number as the question.

There are a small number of questions included in each test for developmental purposes. Answers to these developmental questions will not count toward your score.

On these tests, you will not be penalized for guessing, so you should try to answer every question. Do not use too much time on any one question. If you do not know the correct answer, pick the one you think is best.

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

**Then say:**

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write 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....

I will keep the official time for this examination. I will announce when 5 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:**

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 examinee's test booklet or answer document
- giving or receiving assistance
- using a prohibited calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the *Applied Mathematics* test
- 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
- filling in or altering ovals or circles on a test after time has been called. Filling in ovals or circles on a previous test during a later test or filling in ovals or circles 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.

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 5 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. If you finish before I call time, recheck your work, 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....

## Verbal Instructions for Administering *Reading for Information*

### **Say:**

Look at your answer document. Turn to page 3 and find the section titled *Reading for Information*.

A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet number. Print the seven-digit number in the boxes for the Test Booklet number in this section. Fill in the corresponding oval or circle in each column....

### **Walk around the room to be sure examinees are entering the Test Booklet number correctly on their answer documents. Then say:**

You may now break the seal on your test booklet, and open the booklet to the cover page for Test 1, *Reading for Information*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

### **Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:**

Now turn to the next page in your test booklet and read the directions silently as I read them aloud.

There are 33 questions in this test.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question.

When you are finished, go back and check any *Reading for Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Then say:**

You will have **68 minutes to work on *Reading for Information***. During this time you are to work only on *Reading for Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

**Set your stopwatch or interval timer to 68 minutes, then say:**

You have **68 minutes to work on this test**. Open your booklet to *Reading for Information* and begin work.

**Begin timing.**

- ▶ As you begin testing, enter the *actual* time of day you announce START below (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the STOP time). Before you announce 5 minutes remaining and before you call STOP, check your timepieces carefully against the time you have written down and **verify it with the proctor**, if one is in the room.

## ***Reading for Information***

### **68 Minutes**

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

**When your watch or timer indicates exactly 63 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 68 minutes have passed, and you have double-checked the time, say:**

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue.

## Verbal Instructions for Administering *Applied Mathematics*

### Say:

Look at your answer document. Find the section titled *Applied Mathematics*.

Open your test booklet to the cover page for Test 2, *Applied Mathematics*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

### Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet and read the directions silently as I read them aloud....

There are 33 questions in this test.

This test measures mathematics skills related to success in the workplace. Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question.

You should have a calculator and a WorkKeys formula sheet to use for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section and may be torn out now for easier use.

**Note:** Unless the problem indicates otherwise, you should assume all of the following:

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi ( $\pi$ ), use the number 3.14 for that value. If you have a  $\pi$  key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows:  $(2 + 6 + 7) \div 3$ .

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \text{ (you should get 477)}$$

$$477 \div 15 = ? \text{ (you should get 31.8)}$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

When you are finished, go back and check any *Applied Mathematics* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Then say:**

You will have 68 minutes to work on *Applied Mathematics*. During this time, you are to work only on *Applied Mathematics*. If you finish before time is called, recheck your work on this test, 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 work on, fill in, or alter ovals or circles for the previous test. 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 68 minutes, and say:**

You have 68 minutes to work on this test. Do any figuring in your test booklet or on your formula sheet. Open your booklet to *Applied Mathematics* and begin work.

**Begin timing.**

- ▶ As you begin testing, write down below the Start time, Stop time, and the 5 minutes remaining time for this test. 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 proctor if one is in the room.

## *Applied Mathematics*

### 68 Minutes

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

Note: Staff must check all calculators periodically during the *Applied Mathematics* test. (See pages 24–25 for calculator policies.) If an examinee uses a prohibited calculator, follow the instructions on page 32 to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.

**When your watch or timer indicates exactly 63 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 68 minutes have passed, and you have double-checked the time, say:**

**Stop and put your pencil down.** If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. **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 test. You will have a 15-minute break. Testing will resume promptly at **[give the time]**. If you return late, you will not be allowed to make up lost time. Remember, you may not have or use any electronic devices during break, and you may not bring snacks or drinks, including water, back to the test room. **[If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.]**

Examinees may not have food or beverages, including water, in the test room. If school or site regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended.** If examinees remain in the room, monitor them closely.

Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late they may be readmitted, but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.

If an examinee does not return, **do not** mark the answer document void unless the examinee requests you to do so.

## Verbal Instructions for Administering *Locating Information*

**At the end of the 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 2....

**Then say:**

Now, turn your answer document to page 3 and find the section titled *Locating Information*.

Open your test booklet to the cover page for Test 3, *Locating Information*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

**Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:**

Now turn to the next page in your test booklet and read the directions silently as I read them aloud....

There are 38 questions in this test.

The test measures your skill in placing, finding, and applying information taken from various types of graphics, including tables, forms, graphs, and diagrams. The first portion of the test has single questions. The remaining questions are in pairs. Each question or pair of questions is followed by one or more graphics. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. Read each question, look at the graphic(s), and then decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions.

Some pages in this test may be blank. If you find a blank page, ignore it and continue on with the test.

When you are finished, go back and check any *Locating Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

### Then say:

**You will have 68 minutes to work on *Locating Information*.** During this time you are to work only on *Locating Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals or circles for previous tests. Remember that filling in or altering ovals or circles on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

### Set your stopwatch or interval timer to 68 minutes, and then say:

**You have 68 minutes to work on this test.** Open your booklet to *Locating Information* and begin work.

### Begin timing.

- ▶ As you begin testing, write down below the Start time, Stop time, and the 5 minutes remaining time for this test. 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 proctor if one is in the room.

## ***Locating Information***

### 68 Minutes

---

**START**

**5 minutes remaining**

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

**When your watch or timer indicates exactly 63 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 68 minutes have passed, and you have double-checked the time, say:**

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

**When you have everyone's attention, say:**

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, alter, 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 directions....

**While examinees remain in their seats:**

1. Collect and count the answer documents **individually** from each examinee. Turn all the answer documents one way and make certain you have a signed answer document for each examinee.
2. Collect the test booklets **individually** from each examinee 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 collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.

**Do not dismiss examinees until you have verified that you collected all the test booklets you distributed and that you have an answer document for each examinee.** Make certain that examinees do not have access to the assessment materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or supervisor.

**After all answer documents and test booklets have been collected and counted, say:**

Thank you for your cooperation. This ends today's testing.



## Verbal Instructions for Double-Time Testing

### If you conducted a pre-test session, start here. . . .

Read this section only if a separate pre-test session was conducted prior to test day. Otherwise, go to “If you are continuing testing, start here. . . .”

Hand each examinee his or her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding.

Look at your answer document. If your name does **not** appear in block 2, please raise your hand....

Now, check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand.

Continue to the section below.

### If you are continuing testing, start here. . . .

#### Read the following:

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. You may not have a cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the *Applied Mathematics* test. Word-to-word foreign language dictionaries are permitted for those whose first language is other than English.

There is one scheduled break during the test administration, after the second test. However, you may obtain permission to go to the restroom if you need to do so during testing by raising your hand. You will not, however, be given extra time for the test. Only one person will be allowed to leave the test room at a time, unless escorted by testing personnel.

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.

#### Say:

Open your answer document to page 2 and look at block 16, Form Type. Fill in “Accommodated.”

**Then say:**

I will now hand you a test booklet. Do not break the seal or open it until I tell you to do so. When you receive your test booklet, sign and print your name in the spaces provided on the front cover. Then, look up at me.

Hand each examinee a booklet individually. Do not pass them back or across aisles.  
**Keep an exact count of the number of test booklets distributed.**

**When all examinees have signed their test booklets, say:**

Your test booklets include Terms and Conditions on the back cover.

Turn your test booklet so the back cover faces up. Read the Terms and Conditions silently. Then, look up at me.

**When all examinees have read the Terms and Conditions, say:**

Your answer documents have an Examinee Agreement that requires a signature on page 2, in block 25. Read the Examinee Agreement silently and then sign and date the Examinee Agreement. If you do not sign and date the Examinee Agreement, your answer document may be voided and you may not receive your scores....

**Walk around the room to be sure all examinees are signing the Examinee Agreement. When all examinees have signed their answer documents, say:**

Now, turn your test booklet so the front cover faces up. Read the directions silently as I read them aloud....

This booklet contains WorkKeys tests in *Reading for Information*, *Applied Mathematics*, and *Locating Information*.

Each question in each test is numbered, and the five answer options are lettered. On the answer document, the rows of ovals or circles are numbered to match the questions, and the ovals or circles in each row are lettered to correspond to the answer options.

For each question, first decide which answer is the best answer. Next, find the row of ovals or circles on the answer document numbered the same as the question. Then, find the oval or circle in that row lettered the same as your chosen answer. Finally, fill in the oval or circle completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval or circle thoroughly before filling in the new oval or circle. For each question, make certain that you mark your answer in the row of ovals or circles with the same number as the question.

There are a small number of questions included in each test for developmental purposes. Answers to these developmental questions will not count toward your score.

On these tests, you will not be penalized for guessing, so you should try to answer every question. Do not use too much time on any one question. If you do not know the correct answer, pick the one you think is best.

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

**Then say:**

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write 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....

I will keep the official time for this examination. I will announce when 5 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:**

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 examinee's test booklet or answer document
- giving or receiving assistance
- using a prohibited calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the *Applied Mathematics* test
- 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
- filling in or altering ovals or circles on a test after time has been called. Filling in ovals or circles on a previous test during a later test or filling in ovals or circles 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.

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 5 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. If you finish before I call time, recheck your work, 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....

## Verbal Instructions for Administering *Reading for Information*

### **Say:**

Look at your answer document. Turn to page 3 and find the section titled *Reading for Information*.

A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet number. Print the seven-digit number in the boxes for the Test Booklet number in this section. Fill in the corresponding oval or circle in each column....

### **Walk around the room to be sure examinees are entering the Test Booklet number correctly on their answer documents. Then say:**

You may now break the seal on your test booklet, and open the booklet to the cover page for Test 1, *Reading for Information*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

### **Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:**

Now turn to the next page in your test booklet and read the directions silently as I read them aloud.

There are 33 questions in this test.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question.

When you are finished, go back and check any *Reading for Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Then say:**

You will have **90 minutes to work on *Reading for Information***. During this time you are to work only on *Reading for Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

**Set your stopwatch or interval timer to 90 minutes, then say:**

You have **90 minutes to work on this test**. Open your booklet to *Reading for Information* and begin work.

**Begin timing.**

- ▶ As you begin testing, enter the *actual* time of day you announce START below (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the STOP time). Before you announce 5 minutes remaining and before you call STOP, check your timepieces carefully against the time you have written down and **verify it with the proctor**, if one is in the room.

## ***Reading for Information***

### **90 Minutes**

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

**When your watch or timer indicates exactly 85 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 90 minutes have passed, and you have double-checked the time, say:**

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue.

## Verbal Instructions for Administering *Applied Mathematics*

### Say:

Look at your answer document. Find the section titled *Applied Mathematics*.

Open your test booklet to the cover page for Test 2, *Applied Mathematics*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

### Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet and read the directions silently as I read them aloud....

There are 33 questions in this test.

This test measures mathematics skills related to success in the workplace. Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question.

You should have a calculator and a WorkKeys formula sheet to use for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section and may be torn out now for easier use.

**Note:** Unless the problem indicates otherwise, you should assume all of the following:

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi ( $\pi$ ), use the number 3.14 for that value. If you have a  $\pi$  key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows:  $(2 + 6 + 7) \div 3$ .

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \text{ (you should get 477)}$$

$$477 \div 15 = ? \text{ (you should get 31.8)}$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

When you are finished, go back and check any *Applied Mathematics* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Then say:**

You will have 90 minutes to work on *Applied Mathematics*. During this time, you are to work only on *Applied Mathematics*. If you finish before time is called, recheck your work on this test, 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 work on, fill in, or alter ovals or circles for the previous test. 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 90 minutes, and say:**

You have 90 minutes to work on this test. Do any figuring in your test booklet or on your formula sheet. Open your booklet to *Applied Mathematics* and begin work.

**Begin timing.**

- ▶ As you begin testing, write down below the Start time, Stop time, and the 5 minutes remaining time for this test. 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 proctor if one is in the room.

## *Applied Mathematics*

### 90 Minutes

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

Note: Staff must check all calculators periodically during the *Applied Mathematics* test. (See pages 24–25 for calculator policies.) If an examinee uses a prohibited calculator, follow the instructions on page 32 to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.

**When your watch or timer indicates exactly 85 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 90 minutes have passed, and you have double-checked the time, say:**

**Stop and put your pencil down.** If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. **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 test. You will have a 15-minute break. Testing will resume promptly at **[give the time]**. If you return late, you will not be allowed to make up lost time. Remember, you may not have or use any electronic devices during break, and you may not bring snacks or drinks, including water, back to the test room. **[If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.]**

Examinees may not have food or beverages, including water, in the test room. If school or site regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended.** If examinees remain in the room, monitor them closely.

Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late they may be readmitted, but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.

If an examinee does not return, **do not** mark the answer document void unless the examinee requests you to do so.

## Verbal Instructions for Administering *Locating Information*

**At the end of the 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 2....

**Then say:**

Now, turn your answer document to page 3 and find the section titled *Locating Information*.

Open your test booklet to the cover page for Test 3, *Locating Information*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

**Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:**

Now turn to the next page in your test booklet and read the directions silently as I read them aloud....

There are 38 questions in this test.

The test measures your skill in placing, finding, and applying information taken from various types of graphics, including tables, forms, graphs, and diagrams. The first portion of the test has single questions. The remaining questions are in pairs. Each question or pair of questions is followed by one or more graphics. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. Read each question, look at the graphic(s), and then decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions.

Some pages in this test may be blank. If you find a blank page, ignore it and continue on with the test.

When you are finished, go back and check any *Locating Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

### Then say:

**You will have 90 minutes to work on *Locating Information*.** During this time you are to work only on *Locating Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals or circles for previous tests. Remember that filling in or altering ovals or circles on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

### Set your stopwatch or interval timer to 90 minutes, and then say:

**You have 90 minutes to work on this test.** Open your booklet to *Locating Information* and begin work.

### Begin timing.

- ▶ As you begin testing, write down below the Start time, Stop time, and the 5 minutes remaining time for this test. 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 proctor if one is in the room.

## ***Locating Information*** 90 Minutes

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

**When your watch or timer indicates exactly 85 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 90 minutes have passed, and you have double-checked the time, say:**

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

**When you have everyone's attention, say:**

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, alter, 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 directions....

**While examinees remain in their seats:**

1. Collect and count the answer documents **individually** from each examinee. Turn all the answer documents one way and make certain you have a signed answer document for each examinee.
2. Collect the test booklets **individually** from each examinee 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 collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.

**Do not dismiss examinees until you have verified that you collected all the test booklets you distributed and that you have an answer document for each examinee.** Make certain that examinees do not have access to the assessment materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or supervisor.

**After all answer documents and test booklets have been collected and counted, say:**

Thank you for your cooperation. This ends today's testing.



## Verbal Instructions for Triple-Time Testing

### If you conducted a pre-test session, start here. . . .

Read this section only if a separate pre-test session was conducted prior to test day. Otherwise, go to “If you are continuing testing, start here. . . .”

Hand each examinee his or her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding.

Look at your answer document. If your name does **not** appear in block 2, please raise your hand....

Now, check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand.

Continue to the section below.

### If you are continuing testing, start here. . . .

#### Read the following:

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. You may not have a cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the *Applied Mathematics* test. Word-to-word foreign language dictionaries are permitted for those whose first language is other than English.

There is one scheduled break during the test administration, after the second test. However, you may obtain permission to go to the restroom if you need to do so during testing by raising your hand. You will not, however, be given extra time for the test. Only one person will be allowed to leave the test room at a time, unless escorted by testing personnel.

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.

#### Say:

Open your answer document to page 2 and look at block 16, Form Type. Fill in “Accommodated.”

**Then say:**

I will now hand you a test booklet. Do not break the seal or open it until I tell you to do so. When you receive your test booklet, sign and print your name in the spaces provided on the front cover. Then, look up at me.

Hand each examinee a booklet individually. Do not pass them back or across aisles.  
**Keep an exact count of the number of test booklets distributed.**

**When all examinees have signed their test booklets, say:**

Your test booklets include Terms and Conditions on the back cover.

Turn your test booklet so the back cover faces up. Read the Terms and Conditions silently. Then, look up at me.

**When all examinees have read the Terms and Conditions, say:**

Your answer documents have an Examinee Agreement that requires a signature on page 2, in block 25. Read the Examinee Agreement silently and then sign and date the Examinee Agreement. If you do not sign and date the Examinee Agreement, your answer document may be voided and you may not receive your scores....

**Walk around the room to be sure all examinees are signing the Examinee Agreement. When all examinees have signed their answer documents, say:**

Now, turn your test booklet so the front cover faces up. Read the directions silently as I read them aloud....

This booklet contains WorkKeys tests in *Reading for Information*, *Applied Mathematics*, and *Locating Information*.

Each question in each test is numbered, and the five answer options are lettered. On the answer document, the rows of ovals or circles are numbered to match the questions, and the ovals or circles in each row are lettered to correspond to the answer options.

For each question, first decide which answer is the best answer. Next, find the row of ovals or circles on the answer document numbered the same as the question. Then, find the oval or circle in that row lettered the same as your chosen answer. Finally, fill in the oval or circle completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval or circle thoroughly before filling in the new oval or circle. For each question, make certain that you mark your answer in the row of ovals or circles with the same number as the question.

There are a small number of questions included in each test for developmental purposes. Answers to these developmental questions will not count toward your score.

On these tests, you will not be penalized for guessing, so you should try to answer every question. Do not use too much time on any one question. If you do not know the correct answer, pick the one you think is best.

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

**Then say:**

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write 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....

I will keep the official time for this examination. I will announce when 5 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:**

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 examinee's test booklet or answer document
- giving or receiving assistance
- using a prohibited calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the *Applied Mathematics* test
- 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
- filling in or altering ovals or circles on a test after time has been called. Filling in ovals or circles on a previous test during a later test or filling in ovals or circles 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.

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 5 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. If you finish before I call time, recheck your work, 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....

## Verbal Instructions for Administering *Reading for Information*

### **Say:**

Look at your answer document. Turn to page 3 and find the section titled *Reading for Information*.

A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet number. Print the seven-digit number in the boxes for the Test Booklet number in this section. Fill in the corresponding oval or circle in each column....

### **Walk around the room to be sure examinees are entering the Test Booklet number correctly on their answer documents. Then say:**

You may now break the seal on your test booklet, and open the booklet to the cover page for Test 1, *Reading for Information*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

### **Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:**

Now turn to the next page in your test booklet and read the directions silently as I read them aloud.

There are 33 questions in this test.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question.

When you are finished, go back and check any *Reading for Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Then say:**

You will have 135 minutes to work on *Reading for Information*. During this time you are to work only on *Reading for Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. Do not turn the page to the next test.

**Set your stopwatch or interval timer to 135 minutes, then say:**

You have 135 minutes to work on this test. Open your booklet to *Reading for Information* and begin work.

**Begin timing.**

- ▶ As you begin testing, enter the *actual* time of day you announce START below (e.g., 8:43), then calculate the projected STOP time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the STOP time). Before you announce 5 minutes remaining and before you call STOP, check your timepieces carefully against the time you have written down and **verify it with the proctor**, if one is in the room.

## ***Reading for Information***

### **135 Minutes**

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

**When your watch or timer indicates exactly 130 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 135 minutes have passed, and you have double-checked the time, say:**

Stop please. Put down your pencils, close your test booklets, and look up....

When you have everyone's attention, continue.

## Verbal Instructions for Administering *Applied Mathematics*

### Say:

Look at your answer document. Find the section titled *Applied Mathematics*.

Open your test booklet to the cover page for Test 2, *Applied Mathematics*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

### Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:

Now turn to the next page in your test booklet and read the directions silently as I read them aloud....

There are 33 questions in this test.

This test measures mathematics skills related to success in the workplace. Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question.

You should have a calculator and a WorkKeys formula sheet to use for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section and may be torn out now for easier use.

**Note:** Unless the problem indicates otherwise, you should assume all of the following:

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi ( $\pi$ ), use the number 3.14 for that value. If you have a  $\pi$  key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows:  $(2 + 6 + 7) \div 3$ .

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \text{ (you should get 477)}$$

$$477 \div 15 = ? \text{ (you should get 31.8)}$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

When you are finished, go back and check any *Applied Mathematics* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Then say:**

You will have 135 minutes to work on *Applied Mathematics*. During this time, you are to work only on *Applied Mathematics*. If you finish before time is called, recheck your work on this test, 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 work on, fill in, or alter ovals or circles for the previous test. 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 135 minutes, and say:**

You have 135 minutes to work on this test. Do any figuring in your test booklet or on your formula sheet. Open your booklet to *Applied Mathematics* and begin work.

**Begin timing.**

- ▶ As you begin testing, write down below the Start time, Stop time, and the 5 minutes remaining time for this test. 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 proctor if one is in the room.

## *Applied Mathematics*

### 135 Minutes

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

Note: Staff must check all calculators periodically during the *Applied Mathematics* test. (See pages 24–25 for calculator policies.) If an examinee uses a prohibited calculator, follow the instructions on page 32 to void the answer document and dismiss the examinee. Document this dismissal on the Irregularity Report.

**When your watch or timer indicates exactly 130 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 135 minutes have passed, and you have double-checked the time, say:**

**Stop and put your pencil down.** If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. **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 test. You will have a 15-minute break. Testing will resume promptly at **[give the time]**. If you return late, you will not be allowed to make up lost time. Remember, you may not have or use any electronic devices during break, and you may not bring snacks or drinks, including water, back to the test room. **[If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.]**

Examinees may not have food or beverages, including water, in the test room. If school or site regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended.** If examinees remain in the room, monitor them closely.

Do not delay the start of the last test waiting for examinees to return late from the break. If examinees return late they may be readmitted, but may not make up the lost time. Try to keep conversation with late arrivals to a minimum.

If an examinee does not return, **do not** mark the answer document void unless the examinee requests you to do so.

## Verbal Instructions for Administering *Locating Information*

**At the end of the 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 2....

**Then say:**

Now, turn your answer document to page 3 and find the section titled *Locating Information*.

Open your test booklet to the cover page for Test 3, *Locating Information*. A Test Form number is printed in the upper-right corner of the cover page for this test. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval or circle in each column....

Leave the Admin. Code column blank.

**Walk around the room to be sure examinees are entering the Test Form number correctly on their answer documents. Then say:**

Now turn to the next page in your test booklet and read the directions silently as I read them aloud....

There are 38 questions in this test.

The test measures your skill in placing, finding, and applying information taken from various types of graphics, including tables, forms, graphs, and diagrams. The first portion of the test has single questions. The remaining questions are in pairs. Each question or pair of questions is followed by one or more graphics. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. Read each question, look at the graphic(s), and then decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions.

Some pages in this test may be blank. If you find a blank page, ignore it and continue on with the test.

When you are finished, go back and check any *Locating Information* questions you had difficulty with if you have time.

**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.**

### Then say:

**You will have 135 minutes to work on *Locating Information*.** During this time you are to work only on *Locating Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover. You may not look at, fill in, or alter ovals or circles for previous tests. Remember that filling in or altering ovals or circles on a previous test, even with the test booklet closed, is prohibited. If you do so, I will dismiss you and your answer document will not be scored.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

### Set your stopwatch or interval timer to 135 minutes, and then say:

**You have 135 minutes to work on this test.** Open your booklet to *Locating Information* and begin work.

### Begin timing.

- ▶ As you begin testing, write down below the Start time, Stop time, and the 5 minutes remaining time for this test. 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 proctor if one is in the room.

## ***Locating Information***

### **135 Minutes**

---

**START**

---

**5 minutes remaining**

---

**STOP**

Transfer to Testing Time Verification Form on page 87.

**Reminder:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

**When your watch or timer indicates exactly 130 minutes have passed, and you have checked the time, say:**

There are 5 minutes left.

**When your watch or timer indicates exactly 135 minutes have passed, and you have double-checked the time, say:**

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

**When you have everyone's attention, say:**

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, alter, 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 directions....

**While examinees remain in their seats:**

1. Collect and count the answer documents **individually** from each examinee. Turn all the answer documents one way and make certain you have a signed answer document for each examinee.
2. Collect the test booklets **individually** from each examinee 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 collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.

**Do not dismiss examinees until you have verified that you collected all the test booklets you distributed and that you have an answer document for each examinee.** Make certain that examinees do not have access to the assessment materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or supervisor.

**After all answer documents and test booklets have been collected and counted, say:**

Thank you for your cooperation. This ends today's testing.



## After the Tests

### Materials to Be Returned

All materials, including unused test materials and materials to be scored, must be returned on the designated dates. Do not keep any testing materials.

### Room Supervisor Responsibilities

To ensure that each examinee's test results are reported as accurately and quickly as possible, each room supervisor must carefully prepare the test materials in that room for the Test Accommodations Coordinator.

Take the following steps to prepare the test materials for the Test Accommodations Coordinator.

1. Make sure that there is an answer document for each examinee who took a test.
2. Make sure the number of answer documents matches the number of examinees.
3. Check each examinee's answer document to note the following:
  - Is the name printed and gridded properly?
  - Is all other required information (e.g., State Assigned Student ID, date of birth, gender) complete and accurate?
  - Has each examinee accurately completed the Test Booklet number and Test Form number for each test administered?
  - Are all multiple-choice responses marked with a soft-lead pencil? If an examinee used a pen or marker, use a soft-lead No. 2 pencil to grid over the ink marks.
  - Have all stray marks or doodles been erased?
  - Are all marks neat, dark, and gridded properly?
4. Make sure the Admin. Code fields on the answer documents are filled in and gridded.
5. Use the Irregularity Report form (page 85) to describe any irregularities that could affect the examinee's scores. Attach the Irregularity Report to the answer documents of the affected examinees.
6. Keep other used and unused test materials separate, including test booklets and unused answer documents.
7. Return all the materials to your Test Accommodations Coordinator for return to ACT.

### Test Accommodations Coordinator Responsibilities

At the completion of testing, the Test Accommodations Coordinator must prepare all materials for return to ACT.

- **Used answer documents, the State Testing Site Supervisor's Header sheet, and all test administration forms** will be sealed in the purple-ink envelope, which is returned to ACT in a plastic polmailer bag.
- **All other materials**, including test booklets, unused answer documents (including those where a barcode label was attached, but the student did not test), and manuals, will be returned to ACT in the specially designed boxes in which you received test materials.

Important: Ensure that all non-scorable test materials (unused answer documents, manuals, etc.) have been collected from every test room. **All** materials must be returned to ACT. Do not shred any materials.

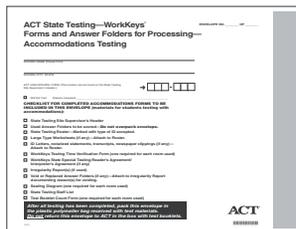
## Packing Used Answer Documents and Test Administration Forms

Take the following steps to prepare used answer documents and test administration forms for return to ACT.

1. Collect all used answer documents to be scored for your test center.
2. Complete the information on the State Testing Site Supervisor's Header sheet, including the total number of answer documents.
3. Place the header sheet on top of the answer documents.
4. Place the header sheet and answer documents on top of all test administration forms and voided answer documents, and seal them in the purple-ink envelope.
5. Complete the information requested on the outside of the envelope.
6. Place the sealed envelope into a plastic polymailer bag.
7. If you have any extra plastic polymailer bags, insert them into the bag being returned to ACT.
8. Seal the plastic polymailer bag.
9. Complete the "Polymailer \_\_ of \_\_" information requested on the outside of the plastic polymailer bag(s). For example, if you have one bag, it would say, "Polymailer 1 of 1."  
Note: You will need to use a permanent marker to write on the bag.

► Result: You should have one plastic polymailer bag sealed and ready for return to ACT, containing the purple-ink envelope and any extra plastic polymailer bags.

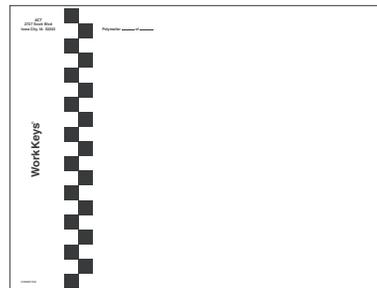
### Purple-Ink Envelope



#### Contents:

- Site Supervisor's Header sheet
- used answer documents to be scored
- all test administration forms, including Irregularity Reports
- voided answer documents

### Plastic Polymailer Bag

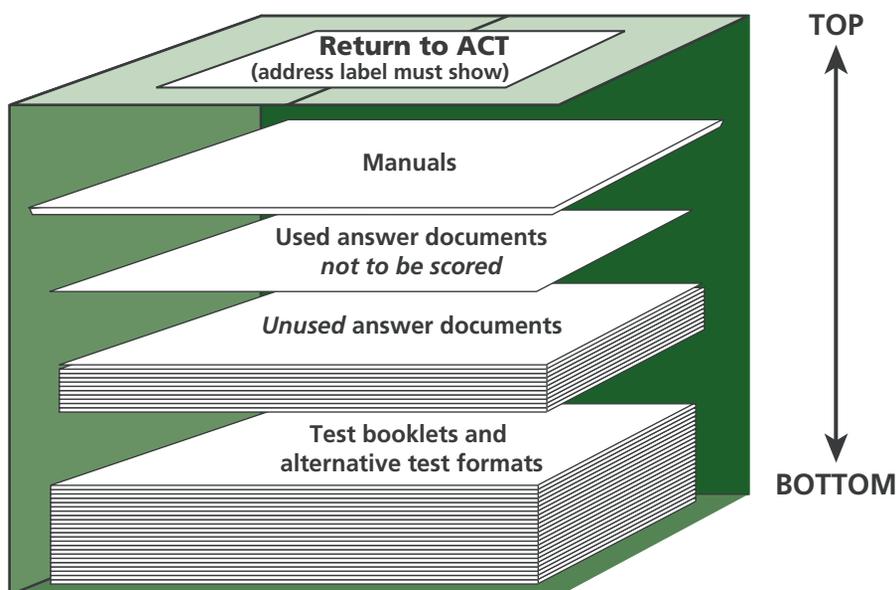


## Packing All Other Materials

Take the following steps to prepare all other materials for return to ACT. These materials include, but are not limited to: test booklets, unused answer documents, used answer documents not to be scored, and supervisor's manuals.

- Place the following directly into the specially designed boxes in which you received test materials:
  - all test booklets, audio DVDs, audiocassettes, Braille test booklets, etc.
  - unused answer documents
  - used answer documents not to be scored
  - manuals
- Reverse the flap(s) on the box(es) and number each box 1 of X, 2 of X, etc.
- Make sure your six-digit ACT High School Code, institution name, and return address are on the outside of the box(es).
- Make certain each box is sealed so that the shipping label is visible.

► Result: You should have one or more boxes sealed and ready for return to ACT, containing the test booklets and alternative formats, unused answer documents, used answer documents not to be scored, and supervisor's manuals.



## Storage and Pickup

After your materials are packaged for return to ACT, take the following steps.

- Return the plastic polymailer bag and box(es) to secure storage.
- On the date scheduled for pickup, place the bag and boxes 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.**

## Questions

If you have any questions about returning WorkKeys materials, please call ACT at 800/553-6244, extension 1788.



# WorkKeys State Testing Accommodations Roster

(This document may be photocopied.)

Page \_\_\_\_ of \_\_\_\_

**Note:** Your school may provide a readable list of students, by test room, in lieu of this roster. Test date, testing staff, and room number/name must appear on the list and the type of ID accepted must be marked on the list on test day.

Name of School \_\_\_\_\_  
 Where Students Tested \_\_\_\_\_ Test Date \_\_\_\_\_

City, State \_\_\_\_\_ Room Name \_\_\_\_\_

Room Supervisor's Name \_\_\_\_\_ Room Number \_\_\_\_\_

ACT High School Code \_\_\_\_ \_  
 (where tests were administered)

Type of ID	
P = Photo ID	R and initials = Recognized
L = ID Letter	- = Absent

Student's Name (please print or type) List all students scheduled to test in this room	Admin. Code*	Accommodation Description*	Mark attendance by noting type of ID
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

**Test Accommodations Coordinator:** Return one completed form for each test room with your other reports. Retain a copy for your files.

\*See page 3 for Admin. Codes and descriptions.



# WorkKeys State Testing Staff List

(This document may be photocopied.)

ACT High School Code    -

Test Date (check one)  INITIAL  
 MAKEUP  
 SPECIAL

Testing School Name \_\_\_\_\_

City/State \_\_\_\_\_

Print the name, job title (e.g., teacher, counselor), position on the testing staff (RS–Room Supervisor, P–Proctor), and room name/number or other assignment for all personnel who assisted with the administration of the WorkKeys State Test. Also list those individuals who assisted with or handled test booklets in any way.

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.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

**Test Accommodations Coordinator: Return this form with your roster.**



# WorkKeys Test Booklet Count Form

ACT High School Code           Institution Name \_\_\_\_\_

Test Date (mm/dd/yy)   /   /   Room Supervisor Name \_\_\_\_\_

Number of Staff in Room     Room Name/Number \_\_\_\_\_

## Complete on Test Date Upon Receipt of Test Booklets from Test Accommodations Coordinator

The Test Accommodations Coordinator will give the room supervisor test booklets for administering the test. The Test Accommodations Coordinator and room supervisor must record the number of test booklets received for this room and their serial number sequence(s).

Quantity of Test Booklets Received

First Booklet #

Last Booklet #

**Pre-Test Sign-Off**  
Room Supervisor Initials \_\_\_\_\_

---

## Complete on Test Date Upon Return of Test Booklets to Test Accommodations Coordinator

The room supervisor will give the Test Accommodations Coordinator the test booklets after administering the test. The Test Accommodations Coordinator and room supervisor must record the number of test booklets received for this room and their serial number sequence(s).

Quantity of Test Booklets Received

First Booklet #

Last Booklet #

**Post-Test Sign-Off**  
(Initial when materials are returned to and count is verified by Test Accommodations Coordinator)

**Room Supervisor Initials** \_\_\_\_\_

**Test Accommodations Coordinator Initials** \_\_\_\_\_

*By completing this form accurately and completely, you help ensure the security of the administration and reduce the likelihood that test-date follow-up will be required. Thank you for your assistance.*

**Test Accommodations Coordinator: Return this form with your roster. Keep a copy for your records.**



# WorkKeys Irregularity Report

## WorkKeys Testing Irregularity Report **INDIVIDUAL AND GROUP IRREGULARITIES**

(See *Irregularities* section of administration manual for complete information about irregularities. Copy this form as needed.)

**Test Site** \_\_\_\_\_ **Room #/Location** \_\_\_\_\_ **ACT High School Code** \_\_\_\_\_  
**City, State** \_\_\_\_\_ **Test Date** \_\_\_\_\_

For paper-and-pencil, staple any voided answer documents or defective test materials to this form. Return in envelope with other test administration forms.

### Individual Irregularities

Examples of individual irregularities include: • defective materials/equipment • failure to follow directions • illness • prohibited behavior (e.g., giving/receiving assistance; unauthorized calculator use; marking previous/future test sections) • challenged item/time (See complete explanation of irregularities in manual.)

Examinee Name and ID Number	Test Title/ Test Booklet Number	Description of Irregularity (include time the irregularity occurred)	Action Taken by Test Center Personnel (including any notification given to examinees or test relaunch)	Answer Document Voided? (Y/N)
Name: ID Number:	Test Title: Booklet Number:			
Name: ID Number:	Test Title: Booklet Number:			
Name: ID Number:	Test Title: Booklet Number:			

### Group Irregularities (attach names of examinees in room)

Examples of group irregularities include: • mistiming • disturbances/distractions • emergency evacuation • power failure • missing/stolen test materials • inclement weather (See complete explanation of irregularities in manual.) **Call ACT immediately if there has been a mistiming.**

Number of Examinees Affected	Test Title	Time of Irregularity	Description of Irregularity	Action Taken by Test Center Personnel

**Room Supervisor's Name (print)** \_\_\_\_\_ **Test Accommodations Coordinator's Name (print)** \_\_\_\_\_

**Room Supervisor's Signature** \_\_\_\_\_ **Test Accommodations Coordinator's Signature** \_\_\_\_\_



# WorkKeys Testing Time Verification Form

Completed by Room Supervisor as tests are administered.

Testing School Name: \_\_\_\_\_

Test Date: \_\_\_\_\_

Room Supervisor: \_\_\_\_\_

--	--	--	--	--	--

Room Name/Number: \_\_\_\_\_

ACT High School Code

## ***Reading for Information***

(45 minutes, 68 minutes, 90 minutes, or 135 minutes)

**START**

**5 minutes remaining**

**STOP**

Transfer from page 39, 49, 59, or 69

## ***Applied Mathematics***

(45 minutes, 68 minutes, 90 minutes, or 135 minutes)

**START**

**5 minutes remaining**

**STOP**

Transfer from page 41, 51, 61, or 71

## ***Locating Information***

(45 minutes, 68 minutes, 90 minutes, or 135 minutes)

**START**

**5 minutes remaining**

**STOP**

Transfer from page 43, 53, 63, or 73

Test Accommodations Coordinator: Return this form with your roster. Keep a copy for your records.



# WorkKeys Seating Diagram

ACT High School Code           Institution Name \_\_\_\_\_

Test Date (mm/dd/yy)    /    /    Room Supervisor Name \_\_\_\_\_

Number of Staff in Room     Room Name/Number \_\_\_\_\_

Room Supervisors: You **must** direct examinees to assigned seats and examinees **must** face the same direction. Hand your test booklets to examinees in strict serial number order. Do not skip booklets to allow for absent examinees.

## During Test 1—Describe the Room

Single-Level  or Multiple-Level  If tables: Table size   ft. by   ft.

Desks  or Tables  Number seated per table

Distance between examinees:

Side-to-side (shoulder-to-shoulder)   ft.

Number of Examinees in this room:

Front-to-back (head-to-head)   ft.

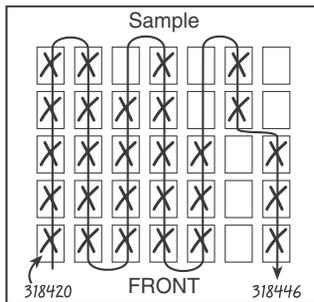
## During Test 1—Diagram the Seating and Show Where Test Booklets Were Used

**You must complete a Seating Diagram for each room regardless of the number tested in the room.**

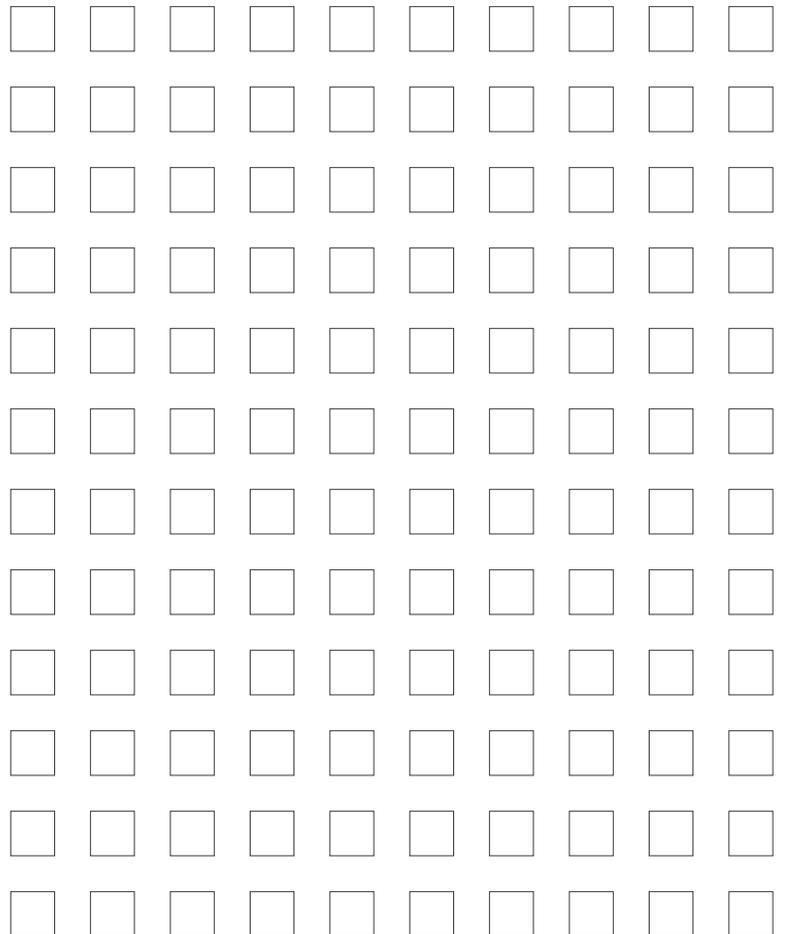
- Enter Xs in the boxes to represent seats actually occupied on test day. Do not write examinees' names on the diagram.
- Indicate on the diagram where the first and the last booklet in each sequence were used (see sample).
- Draw arrows to show the direction the booklets were handed out.

First Booklet #

Last Booklet #            
(Used booklets only)



Complete This Diagram



Front of Room (direction examinees are facing)

*By completing this form accurately and completely, you help ensure the security of the administration and reduce the likelihood that test-date follow-up will be required. Thank you for your assistance.*

**Test Accommodations Coordinator: Return this form with your roster. Keep a copy for your records.**

## Alternative Seating Diagram

90

**A Seating Diagram must be completed for each test room.** If the Seating Diagram on page 89 does not fit your room:

1. Complete the **test center information** on page 89.
  2. Draw your own diagram in the space below or on a separate sheet of paper.
  3. Complete your diagram **according to the directions** on page 89.
- If you used a separate sheet to complete your alternative Seating Diagram, **staple** it to page 89 before returning it to ACT.

**REMEMBER:** Complete the test center information on page 89.

# WorkKeys Test Accommodations Coordinator Profile

(Please complete every item on this profile.)

## TEST ACCOMMODATIONS COORDINATOR INFORMATION

(ACT may need to contact you regarding special circumstances.)

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Do we need to call before sending a fax?  YES  NO

E-mail Address: \_\_\_\_\_

### Mailing Address for Correspondence:

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_

### Shipping Address for Receipt of Test Materials:

(Do NOT enter a P.O. Box address)

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Are you a U.S. Citizen?  YES  NO

If you are not a U.S. Citizen, does your employer have your I-9 form on file?  YES  NO

Highest Education Level/Degree Attained (check one):

High School

Master's

Associate

Doctorate

Bachelor's

Professional

Job Responsibilities (check all that apply):

Teaching

Academic Administration

Athletic Coaching

Clerical Support

Counseling/Advising

Standardized Testing

Test Preparation Classes

Other \_\_\_\_\_

## ACT HIGH SCHOOL CODE:

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Prior Experience with Standardized Testing (check all that apply):

Primary/Secondary School Assessments

College Admissions/Assessments

Professional/Graduate School Admissions

Professional Certification/Licensure

Computer-Based Testing

List the standardized examinations you have administered most recently and the year(s) of administration. Circle the position you held (TAC=test accommodations coordinator, TS=test supervisor, RS=room supervisor, P=proctor).

Name of Examination	Year(s)	Position Held
_____	_____	TAC TS RS P
_____	_____	TAC TS RS P
_____	_____	TAC TS RS P

Number of test administrations you conduct per year:

1-2

3-5

6-10

More than 10

Total number of years testing experience: \_\_\_\_\_

Date of your first test administration for ACT: \_\_\_\_\_

## TEST ACCOMMODATIONS COORDINATOR'S AGREEMENT

I agree to take all steps necessary to arrange for appropriate testing facilities including obtaining permission from the individual with authority over those facilities. I also agree to provide test administration services according to the prevailing payment schedule and in accordance with all policies and procedures. I understand and agree that during my term as supervisor, neither I nor any member of my testing staff will engage in any test preparation activities beyond our specifically defined job responsibilities. I agree to read and comply with all ACT test administration policies, including all those listed in this manual. I also understand and agree that ACT has the right to terminate its relationship with any test center or test center personnel without advance notice if ACT determines, in its sole discretion and for any reason, that such termination is appropriate.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

Will you be serving as Test Accommodations Coordinator on a  permanent or a  temporary (one test date) basis?

Effective date(s)? \_\_\_\_\_



# WorkKeys Administration Report

## WorkKeys Administration Report

This form must be completed for ALL administration(s) and returned with the answer folders to be scored. **Please print or type.**

Testing School Name \_\_\_\_\_ ACT High School Code \_\_\_\_\_ - \_\_\_\_\_  
(for testing school)

City, State \_\_\_\_\_ Room Name/Number \_\_\_\_\_

Name(s) of Testing Personnel/Staff \_\_\_\_\_  
(list all staff who assisted with this administration)

Accommodation Description	Standard Time (45 minutes) Admin. Code	Time-and-a-half (68 minutes) Admin. Code	Double Time (90 minutes) Admin. Code	Triple Time (135 minutes) Admin. Code
Regular-print materials	400	150	200	300
Large-print materials	400	130	235	291
Braille	—	—	—	292
Reader script	—	—	—	293
Audio DVD or cassette	—	—	—	294

On each examinee's answer document, indicate the examinee's accommodation by marking the box labeled Admin. Code with the appropriate Accommodation Code (as described above) for each assessment for which accommodation was provided.

For each WorkKeys assessment administered, give the test date and the code describing the accommodation provided exactly as it was marked on the examinee's answer document. A code list is provided above. Also note any accommodations provided not directly related to the test.

Did more than one examinee test in this room? Yes  No  If yes, how many? \_\_\_\_\_ Complete the Seating Diagram on page 89.

Examinee Names List all students tested in this room	Accommodation Description	Other Accommodations Provided	Admin. Code	All Admin. Codes		
				Reading for Information	Applied Mathematics	Location Information
			Date	Date	Date	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						



# WorkKeys State Special Testing Reader's Agreement

(This document may be photocopied as needed if different readers are used for different tests.)

**Note:** Examinees using this accommodation must test individually.

Test Date(s) \_\_\_\_\_

\_\_\_\_\_

Testing School Name \_\_\_\_\_

Test Accommodations Coordinator \_\_\_\_\_

Reader's Name \_\_\_\_\_  
Last Name First Name MI

Examinee's Name \_\_\_\_\_  
Last Name First Name MI

ACT has prepared a script for readers to use in administering WorkKeys to students who need to have the test questions read to them. The tests must be read **verbatim** by a reader who meets the qualifications specified by ACT (see pages 4–5 and 96).

As the reader, you are required to review and comply with the "Instructions to the Reader" printed in the reader's script and the procedures documented in this manual.

The examinee may ask you to read any portion of a test as often as necessary within the time allowed for that test. Each time you read them, you must read the test directions, test passages, and test questions **exactly** as

they are presented, with no explanation and no additional information provided to the examinee through the reading.

All test questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect that which the tests are designed to measure.

If ACT determines that any explanation or additional information has been provided to an examinee, that any test materials were not read verbatim, or that the reader did not meet ACT's qualifications for testing personnel, the examinee's scores will be cancelled.

"I certify that I have read, understand, and agree to administer the test in compliance with this manual and assure ACT that the test items will be read verbatim with no explanation and no additional information provided to the student through the reading."

Reader's Signature \_\_\_\_\_ Date \_\_\_\_\_

Indicate the tests read by this reader:

Reading for Information     Applied Mathematics     Locating Information\*

**Sign and return this agreement with the completed answer document.  
Scores will not be released until this form is received.**

\*For *Locating Information*, a reader can only be used for directions and test items. No graphics can be read or interpreted in any way.

## Reader Qualifications

The reader must meet all of the following criteria:

1. Be proficient in English.
2. Be experienced in testing.
3. Be employed by the school district where the student attends school.
4. Agree to administer the tests in compliance with the policies and procedures in this manual.
5. Read and sign the agreement on page 95.

To protect both the examinee and the reader from questions of possible conflict of interest, the following conditions must also be met. The reader must:

6. Not be a relative or guardian of the examinee.
7. Not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.
8. Not be engaged in test preparation activities for WorkKeys during the current academic year. (See Conflict of Interest on page 11.)

Test scores achieved under the supervision of an individual who does not satisfy **ALL** the requirements listed in the section above will be cancelled.

# WorkKeys State Special Testing Interpreter's Agreement

(This document may be photocopied if different interpreters are used for different tests.)

**Note:** Examinees using this accommodation must test individually if the interpreter uses Exact English Signing for the test items and directions. If the interpreter interprets directions and supervisor announcements only, he or she may use either American Sign Language (ASL) or Exact English Signing, and the examinee may test with other examinees.

Testing School Name \_\_\_\_\_

Test Date(s) \_\_\_\_\_ Test Accommodations Coordinator \_\_\_\_\_  
\_\_\_\_\_

Interpreter's Name \_\_\_\_\_  
Last Name First Name MI

Examinee's Name \_\_\_\_\_  
Last Name First Name MI

The interpreter must meet the qualifications specified by ACT (see page 5).

The Exact English Signing of the test must be a direct transcription of the passages and items with no explanation and no additional information provided to the examinee through the signing. All test questions rely on the examinee being able to comprehend and respond to the materials as written. Any explanation or translation of the questions or passages would affect that which the tests are designed to measure.

ACT requires both the Test Accommodations Coordinator and the interpreter to provide signatures to the following statement:

"I certify that I have read, understand, and agree to administer the test in compliance with this manual and I further assure ACT that the Exact English Signing of the tests is a direct transcription of the passages and items from the reader's script with no explanation and no additional information provided to the examinee through the signing."

\_\_\_\_\_  
Test Accommodations Coordinator's Signature Date

\_\_\_\_\_  
Interpreter's Signature Date

Indicate the tests read by this interpreter:

Reading for Information     Applied Mathematics     Locating Information\*

**Sign and return this agreement with the completed answer document.  
Scores will not be released until this form is received.**

\*For *Locating Information*, an interpreter can only be used for directions and test items. No graphics can be read or interpreted in any way.

## **Interpreter Qualifications**

The interpreter must meet all of the following criteria:

1. Be proficient in English and Exact English Signing.
2. Be experienced in testing.
3. Be employed by the school district where the student attends school.
4. Agree to administer the tests in compliance with the policies and procedures in this manual.
5. Read and sign the agreement on page 97.

To protect both the examinee and the interpreter from questions of possible conflict of interest, the following conditions must also be met. The interpreter must:

6. Not be a relative or guardian of the examinee.
7. Not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.
8. Not be engaged in test preparation activities for WorkKeys during the current academic year. (See Conflict of Interest on page 11.)

Test scores achieved under the supervision of an individual who does not satisfy **ALL** the requirements listed in the section above will be cancelled.

# Training Session **Outline** and Topics for Discussion

Test Accommodations Coordinators are expected to discuss the following topics with their staff during their training sessions:

## 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 examinees in the test room before and after testing.
- B. Describe how the Test Accommodations Coordinator will distribute materials to the test rooms, and how room supervisors are to distribute materials inside the test rooms (pages 36, 46, 56, 66).
- C. Room supervisors are to count test booklets when they receive them from the Test Accommodations Coordinator, and again before examinees are dismissed (pages 15–16 and 44, 54, 64, 74). Review the use of the Test Booklet Count Form on page 83.
- D. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. ACT-authorized observers must be asked for a letter of introduction from ACT or for ACT or state education agency ID (page 6).
- 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 examinees, ease of staff movement, and inappropriate posted materials (pages 8–10).
- B. Describe any items that will be supplied by the school (e.g., pencils, timepieces) and how they will be distributed and returned.

## III. Pre-Test Activities

- A. Discuss when barcode labels will be applied to answer documents.
- B. Stress the importance of ensuring that all students fill in the ovals or circles for name, mailing address, city, state, and ZIP code in order for them to receive their score reports.
- C. Review a roster of students (page 18) and explain the information it contains and how it is to be used on test day (pages 21–22).
- D. Review acceptable and unacceptable forms of student identification (pages 21–23). Emphasize the importance of properly marking the roster. If a student is personally recognized by a member of the testing staff, enter “R” and the staff member’s initials on the roster. If a student cannot be recognized by any of the testing or school staff who are present, a government or school-issued photo ID is required.
- E. Room supervisors are not to wait for examinees who arrive late or delay testing for those attempting to produce an acceptable form of identification.
- F. Examinees must not be allowed to select their own seats. **Instead, direct them to specific, assigned seats** and pay particular attention to separating known friends.
- G. No one may be admitted to the test room after test booklets have been distributed. Determine how to handle late arrivals.

#### IV. Test Day

- A. Discuss when and where staff members are to report on test day.
- B. 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 examinees.
- C. 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.
- D. Discuss procedures for prohibiting cell phones and other electronic devices in the test rooms and during breaks.
- E. Testing begins when the room supervisor starts reading the Verbal Instructions on each test date.
- F. Verbal Instructions must be read verbatim to examinees.
- G. To protect the security of the tests, test booklets and answer documents may not be distributed prior to admitting examinees and only as directed in the Verbal Instructions.
- H. Only examinees may break the test booklet seals. Testing staff are not authorized to open any test booklets.
- I. 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 use of the Testing Time Verification Form on page 87. Discuss the consequences of a mistimed test.
- J. The room supervisor must complete a Seating Diagram (page 89) showing where examinees were seated and how test booklets were distributed. Stress the importance of providing complete and accurate information, which assists in keeping tests secure. The number of test booklets handed out (used) and number of examinees in the room (serial numbers on Seating Diagram) must be the same.
- K. Staff members must not read (other than this manual), correct papers, use a computer, talk casually with other staff, or do anything not related to administering the tests. They must not eat, drink, smoke in the test room, or use a cell phone, unless calling ACT.
- L. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees.
- M. Calculators must be checked during Test 2 (*Applied Mathematics*) to ensure they do not violate ACT standards. Review permitted and prohibited calculators on pages 24–25. Stress that examinees using a prohibited calculator must be dismissed.
- N. During testing, staff members are to walk quietly around the room, be available to respond to questions, assist in the case of illness, replace defective test booklets or answer documents, and check that examinees are working on the correct test. Advise staff not to pause near an examinee long enough to be a distraction.
- O. Stress the importance of ensuring that the correct test form is entered AND the oval or circle filled in by every examinee.

- P. Discuss how to handle the 15-minute break between Tests 2 and 3 (pages 42, 52, 62, 72). Stress that the break begins **immediately** after Test 2 ends. This 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 an examinee does not return after break. Also discuss procedures for leaving during testing to go to the restroom.
- Q. Discuss what actions to take if staff members observe prohibited behavior (pages 31–32). Review plans for dismissing students (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
- R. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency (pages 28–29).
- S. Discuss potential individual irregularities and actions to take (pages 29–32).
- T. Review the Irregularity Report on page 85.

#### V. After the Test

- A. Room supervisors must verify the count of used and unused test booklets, then return test materials, completed roster(s), Testing Time Verification Form(s), Test Booklet Count Form(s), and Seating Diagram to the Test Accommodations Coordinator immediately after testing.
- B. The number of used test booklets (seals broken) must match the number of students tested in each room.













