

2011|2012

Test Date: _____

Test Room: _____

Room Supervisor: _____

City, State: _____

WorkKeys[®]



Supervisor's Manual for State Testing

Special Testing

ACT[®]

How to Contact ACT

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

ACT State Testing

301 ACT Drive
P.O. Box 4071
Iowa City, IA 52243-4071

Testing Toll Free 800/553-6244, ext. 1788
Fax Profile Change Forms 319/337-1019

Normal office hours are 8:30 a.m.–5:00 p.m., central time, Monday through Friday. On the first day of the testing window, staff are available from 6:00 a.m.–5:30 p.m., central time.

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

State Codes

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

E-mail—use subject “State Testing” and identify your state or district.

Michigan schools MI.MME@act.org
North Dakota schools NDTest@act.org
All others WorkKeysEvent@act.org

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General Accommodations 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.

Approval of Accommodations

The Test Accommodations Coordinator is responsible for evaluating and approving requests for WorkKeys accommodations. Students 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.

Types of Accommodations

Accommodations authorized by the Test Accommodations Coordinator may include:

- the use of special testing materials provided by ACT*, such as:
 - Braille test booklets
 - audiocassettes or audio DVDs
 - reader scripts
 - large-print test booklets and answer documents
- the use of a sign language interpreter
- assistance in recording responses
- the use of word-to-word foreign language glossaries
- testing under extended testing time

**Available formats may vary.*

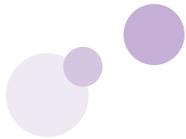
Other Responsibilities of the Test Accommodations Coordinator

The Test Accommodations Coordinator (TAC) is also responsible for:

- **Student awareness:** The TAC must make sure, prior to the test date, that students who might need and/or request special testing arrangements are aware of the accommodations available to them.
- **Staffing:** The TAC must work with the Test Supervisor and principal to assign qualified testing staff to administer accommodated tests according to the instructions specified in this manual.
- **Post-test reporting of accommodations to ACT:** The TAC is responsible for ensuring the completion and submission of all test administration rosters and reports and for coordinating with room supervisors to enter the correct test administration code(s) on answer documents.

Reporting of Accommodations

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



Accommodations Requests

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.
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.

* 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.

Extended and Multiple-day Testing Sessions

Special testing sessions may be administered under extended time alone (time-and-a-half, double time, or three hours) or in conjunction with another accommodation. Stop-the-clock breaks (administered with standard time) are also available.

Exams administered with extended time may be delivered over multiple days, but each individual test must be completed on the day it begins.

Self-paced testing is not an option for WorkKeys.

Assessment Materials for People with Severe Visual Impairments

Students with severe visual impairments may be given tests with Braille materials available from ACT. Students who are blind or partially sighted and who do not read Braille may make use of a reader or other audio format such as audiocassettes or audio DVDs, which are made from the reader script.

Note: Some assessments (e.g., *Locating Information*) use numerous graphics that do not lend themselves well to the use of audio formats. 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.

Large-print Materials

Large-print test booklets and answer documents are also available. These may be used for those with visual impairments or for students who need assistance in recording responses (see below).

Sign Language Interpreters

Sign language interpreters may be used to sign test directions and/or test items to students from a reader script. When a sign language interpreter is used, Exact English Signing (EES) must be used for test items. American Sign Language (ASL) may *only* be used for directions. 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.

Assistance in Recording Responses

When a student 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 student indicates the responses.
- The student may record the responses in the assessment booklet, with testing staff transferring responses to the answer document after time has expired.
- The student may mark responses directly on a large-print answer document, with testing staff transferring responses to the regular-print answer document after time has expired.

Accommodations for Students for Whom English Is a Second Language

Students for whom English is a second language may use a word-to-word foreign language glossary. Dictionaries with word definitions are prohibited. The student must supply the glossary. 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.

WorkKeys-ineligible Accommodations

The use of a testing aid, translation of test items, or interpretation of test items, other than those provided by ACT, is generally considered a WorkKeys-ineligible accommodation. ACT will not issue WorkKeys scores for students administered WorkKeys using such accommodations, although these students may still qualify for state-produced scores. This designation may or may not align with state designations of standard or non-standard accommodations. Refer to any ancillary state-specific materials for further guidance.

Examples of WorkKeys-ineligible accommodations include: providing translation or interpretation of test items; using electronic screen readers; allowing the use of dictionaries with word definitions; or allowing the use of manipulatives or arithmetic tables.

Note: The use of WorkKeys-ineligible accommodation must be described in detail on the Testing Time Verification Form and Administration Report on page 87.

Requesting Materials from ACT

The Test Accommodations Coordinator must request special testing formats from ACT via the appropriate means and within the appropriate timelines. Available formats may vary.

Materials Shipped for Accommodated Testing Sessions

Packages of special testing materials shipped to you will contain the alternate test formats you requested, plus other materials that will help you administer the testing. The table below shows the materials ACT ships for each type of accommodation request. When preparing for a special testing session, you can use this table to determine which of the materials from ACT you should bring to the session.

	Materials Shipped												
	Test Formats						Answer Docs		Administrative Materials				
Accommodation	Regular-print test booklet	Large-print test booklet	Audio DVDs	Audio cassettes	Reader Script	Braille test booklets	Video DVDs	Regular-print answer document**	Large-print answer document	Supervisor's Manual for State Testing—Special Testing	Audio DVD track listings	Audio DVD guidelines	Braille supplement
Extended time with regular-print materials	✓							✓		✓			
Large-print materials	✓	✓						✓	✓	✓			
Audio DVD	✓		✓					✓		✓	✓	✓	
Audiocassette*	✓			✓				✓		✓			
Reader	✓				✓			✓		✓			
Braille materials	✓					✓		✓		✓			✓
Video DVD* (including translated video DVDs)	✓						✓	✓		✓			

* If applicable

** All regular-print answer documents are sent to the Test Supervisor, so you must coordinate with him or her to receive them.



Guidelines for Accommodated Testing

Test Booklets

ACT issues test booklets that are specific to accommodated testing. The five-digit form codes on these begin with an “R.” When administering an accommodated exam, use *only* those test booklets shipped with your accommodated materials. **Test booklets may not be copied.**

Administration Codes

Every individual test administered with accommodations must have the corresponding administration code gridded on the answer document. The Test Accommodations Coordinator must coordinate with room supervisors to grid these codes on the answer documents.

Test Name: Reading for Information

TEST FORM					BOOKLET NUMBER						ADMIN. CODE		
R	1	3	A	A	1	2	3	4	5	6	1	2	3
K	0	0	0	0	0	0	0	0	0	0	0	0	0
L	1	1	1	1	1	1	1	1	1	1	1	1	1
M	2	2	2	2	2	2	2	2	2	2	2	2	2
N	3	3	3	3	3	3	3	3	3	3	3	3	3
O	4	4	4	4	4	4	4	4	4	4	4	4	4
P	5	5	5	5	5	5	5	5	5	5	5	5	5
Q	6	6	6	6	6	6	6	6	6	6	6	6	6
R	7	7	7	7	7	7	7	7	7	7	7	7	7
S	8	8	8	8	8	8	8	8	8	8	8	8	8
T	9	9	9	9	9	9	9	9	9	9	9	9	9

15 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

Administration Codes and Descriptions

The table below shows the administration code to grid for each type of accommodation.

Accommodation	Administration Codes				
	Regular Time (45 mins)	Time-and-a-half (68 mins)	Double Time (90 mins)	Three Hours	Stop-the-clock Breaks
Single-day Testing					
Regular Print Materials (including extended time)	400	150	200	300	450
Large Print	400	130	235	291	451
Audio DVDs, Cassettes, or English Video DVDs	--	--	--	294	454
Reader Script	--	--	--	293	453
Braille	--	--	--	292	452
Instructions Translated ONLY (includes ACT-provided DVD translation of <i>Reading for Information</i>)	600	610	620	630	640
ACT-provided DVD Translation of <i>Applied Mathematics</i> or <i>Locating Information</i>	--	--	--	730*	740*
WorkKeys-ineligible Accommodation	900**	910**	920**	930**	940**
Testing Over Multiple Days					
Regular Print Materials (including extended time)	500	510	520	530	--
Large Print	501	511	521	531	--
Audio DVDs, Cassettes, or English Video DVDs	--	--	--	534	--
Reader Script	--	--	--	533	--
Braille	--	--	--	532	--
Instructions Translated ONLY (includes ACT-provided DVD translation of <i>Reading for Information</i>)	550	551	552	553	--
ACT-provided DVD Translation of <i>Applied Mathematics</i> or <i>Locating Information</i>	--	--	--	732*	--
WorkKeys-ineligible Accommodation	950**	951**	952**	953**	--

* Eligible for WorkKeys scores but ineligible for the National Career Readiness Certificate

** Ineligible for WorkKeys scores and the National Career Readiness Certificate

Choosing the Correct Administration Code

It is critical that you grid the correct administration codes on the answer documents. They may affect a student's eligibility for WorkKeys scores and the National Career Readiness Certificate.

- **When more than one administration code applies to a session, grid the highest code that applies.** Example: An exam is administered with Braille materials in three-hour sessions over multiple days. A WorkKeys-ineligible accommodation is also allowed by the Test Accommodations Coordinator. Two administration codes apply—532 and 953. Administration code 953 must be gridded on the answer document because it is the higher of the two codes.
- **Administration codes are provided only for acceptable testing times.** For instance, some accommodations may be administered under standard testing time, while others must be administered under extended testing time.
- **For sign language interpreters signing test items with Exact English Signing from the reader script, grid the reader script code.** This would be 293 for single-day testing or 533 for testing over multiple days. If American Sign Language is used for the instructions, grid the code for translated instructions instead.
- **Grid a code for every individual test administered with an accommodation.** Every student testing with an accommodated test form must have administration code(s) gridded on the answer document. This means you will likely grid three codes per student. You will often grid the same code for all three tests. However, there may be circumstances (such as the use of ACT-provided translations) when you will grid different codes.

Policies for Administering Accommodated Testing

When you are administering an accommodated testing session, the following policies apply:

- **Braille:** Students may not write in the Braille materials.
- **Readers:** If a student uses a reader, the assessment must be administered one-on-one in a separate room to avoid disturbing other students. Prior to the exam, the reader must sign the WorkKeys State Special Testing Reader's Agreement on page 91. Readers must read from the reader script exactly as it is printed, with no interpretation or additional information provided.
- **Audiocassettes and Audio DVDs:** Students using audiocassettes or audio DVDs may all test in the same room as long as they wear earphones and as long as each is in control of his or her materials and machine. *As with all testing materials, DVDs and cassettes may not be copied.*
- **Large-print Materials:** If the student is marking responses on a large-print answer document, then testing staff must, in the student's presence, transfer responses to a standard answer document for scoring. This must be done after all tests are completed.
- **Sign Language Interpreters:** As previously stated, Exact English Signing from the reader script must be used for test items. American Sign Language may only be used for directions. Prior to the exam, the interpreter must sign the WorkKeys State Special Testing Interpreter's Agreement on page 93.
- **Assistance in Recording Responses:** If the student is giving verbal responses, the assessment must be administered in a separate room. If the student is marking responses in the test book or on a large-print answer document, then testing staff must, in the student's presence, transfer responses to a standard answer document for scoring. This must be done after all tests are completed.
- **Dictionaries/Glossaries:** The Test Accommodations Coordinator must check the dictionary, both before and after testing, to ensure that it does not contain notes or other unauthorized testing aids.

Policies for Administering Extended and Multiple-day Sessions

When you are administering an extended and/or multiple-day testing session, the following policies apply:

- **Testing with Extended Time:** All students testing in the same room must test with the same timing and begin each test at the same time. Students must sit quietly until everyone has completed each test or until STOP is called—if all students in a room complete a test before time is called, you may begin the next test or dismiss them if it is the last test of the day. In addition, any students being tested with any of the administration codes may NOT test in a standard time room. If they do, the answer documents from that room will not be scored or scores will be cancelled.
- **Testing with Stop-the-clock Breaks:** Any students given stop-the-clock breaks must test individually, each in a separate room.
- **Testing Over Multiple Days or During Separate Sessions:** If a student is testing over multiple days, each test must be completed in a single session, and the student may not return to a test after being dismissed from that test session. The days do not have to be consecutive, but all tests must be completed in sequence within the designated two-week window or the answer documents will not be scored.

Testing with standard time materials on any day other than the initial or makeup test date will result in cancelled scores.



WorkKeys State Testing Policies and Procedures

Introduction

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. 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.

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.

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.

Confidentiality

Information about students is confidential, including their names. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information to use 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.

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.

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 observer cannot provide either, deny admission and call ACT immediately. If the observer provides appropriate authorization, you are expected to cooperate fully. If you have any concerns about the observer's visit, call ACT immediately.

Unauthorized Observers and Media

To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms.

Media coverage must be limited to meeting with students, with their consent, after the test administration and away from the test rooms. Please inform ACT 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.

State-specific Materials

Some states have supplemental materials (e.g., answer document supplements, workshop training materials) to be used in the administration of the tests. If your state has state-specific supplements, refer to them for additional policies and procedures.



Testing Facility Requirements

Introduction

This section focuses on how to arrange for and set up 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 students. Test Accommodations Coordinators should select test facilities and rooms accessible to persons with disabilities whenever possible.

Type and Size of Rooms

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

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate (see pages 11–12). ACT prefers single-level classrooms seating 15 to 30 students and recommends no more than 100 students test in one room.

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

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 are not allowed under any circumstances.

Bulletin Boards

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

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

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

Proper Use of Tables

If tables are used, see page 12 for the arrangement and maximum number of students allowed per table. Tables must be arranged so that all spacing requirements are met. Students must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat a student where the tables join. Use the following rules to seat students:

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

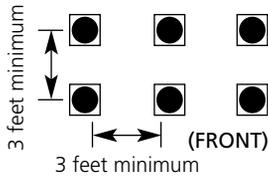
Left-handed Students

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

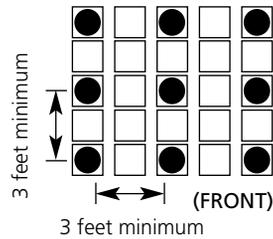
Seating Arrangement Examples

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

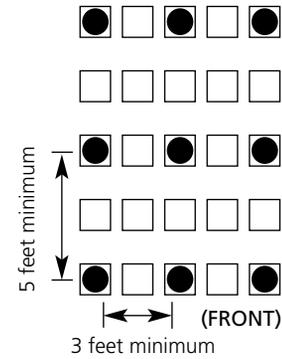
Level Seating with Movable Desks



Level Seating with Stationary Desks



Multiple-level Seating with Stationary Desks



Left-handed Students at Right-handed Desks

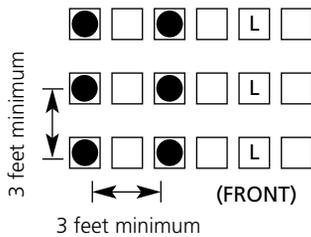
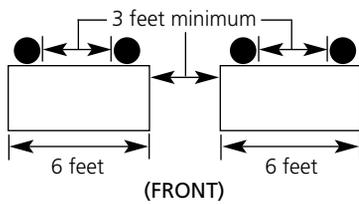
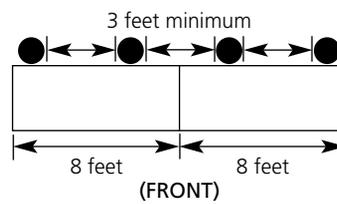


TABLE SPACING

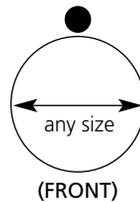
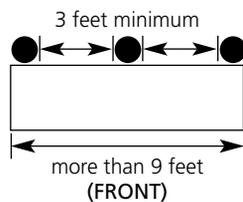
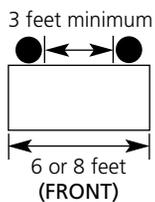
6-foot Table Spacing



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, staff cell phones must be turned off.

You must walk around the test room to ensure students 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 a 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 avoid the appearance of a conflict of interest and to protect you and your relatives or wards from allegations of impropriety, you may not serve as Test Accommodations Coordinator for the administration of WorkKeys or have access to secure test materials if any relative or ward will be testing with accommodations at any school during the state testing accommodations window. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

For the testing window in which a relative or ward will be testing with accommodations, the Test Accommodations Coordinator 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 a student is testing at a school where a relative or guardian is serving as a room supervisor or proctor, that student must not be assigned to test in a room where his or her relative or guardian is working. The relative or guardian must not have access to that student's answer document or test materials.

Scores for a student will be cancelled if that student:

- tested with accommodations during the same testing window in which a relative or guardian served as a Test Accommodations Coordinator at any school in your state participating in ACT State Testing, or
- tested during the same testing window in which a relative or guardian had access to secure test materials, or
- tested in a room in which a relative or guardian served as a room supervisor or proctor or had access to that student's answer document or test materials.

Test Accommodations Coordinator

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

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

Specific responsibilities include:

- Reading this manual and complying with the policies and procedures it describes.
- Arranging for application of barcode labels.
- Selecting and training qualified room supervisors and proctors before test day.
- Selecting and reserving test rooms.
- Planning seating arrangements.
- Receiving, counting, and securing test materials.
- Preparing test rooms prior to test day.
- Arranging a phone for calling ACT on test day.
- Creating a roster of students for each test room.
- Conducting a pre-test briefing session for testing staff on each test day.
- Documenting any irregularities that occur during testing and, as required, voiding students' tests.
- Distributing to staff, collecting, and accounting for all materials.
- Ensuring completeness and accuracy of all test date documentation, including rosters, Seating Diagrams, forms, and reports.
- Returning all required reports, forms, Seating Diagrams, and answer documents **immediately after testing**.
- Returning all used and unused test booklets when testing is completed.
- Cooperating 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:

- Reading this manual and complying with the policies and procedures it describes.
- Attending both the training and briefing sessions conducted locally by the Test Accommodations Coordinator.
- Being responsible for the test room and providing an environment conducive to testing.

- Checking ID or personally recognizing and admitting students.*
- Marking attendance/ID on the roster.*
- Directing students to seats.*
- Counting test booklets upon receipt from Test Accommodations Coordinator.
- Distributing test materials, keeping test booklets in sequential serial number order.*
- Reading verbal instructions to students verbatim.
- Properly timing tests and recording the **START, 5-MINUTES-REMAINING, and STOP** times in the manual using two timepieces.
- Completing all information on the Seating Diagram and Test Booklet Count Form.
- Being attentive to students and materials at all times.*
- Walking around the test room during testing to be sure students are working on the correct sections of the test booklet and answer document.*
- Paying strict attention to monitoring students during the entire test session to discourage and detect prohibited behavior.*
- Collecting and accounting for all answer documents and test booklets before dismissing students.*
- Completing detailed documentation of any irregularities and, as required, voiding students' tests.
- Returning 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 students are testing. A proctor is **required** (*in addition to the room supervisor*) for every 10 students (or portion thereof) after the first 10 in the room.

A proctor's responsibilities include:

- Reading this manual and complying with the policies and procedures it describes.
- Attending both the training and briefing sessions conducted locally by the Test Accommodations Coordinator.
- Helping admit students and marking attendance/ID on the roster.
- Directing students to seats.
- Helping distribute test materials, keeping test booklets in sequential serial number order.
- Verifying the timing of the tests using a different timepiece than the room supervisor.
- Being attentive to students and materials at all times.
- Walking around the room during testing to replace defective materials, to be sure all students are working on the correct test, and to observe student behavior.
- Reporting any irregularities to the room supervisor immediately.
- Accompanying students to the restroom if more than one is allowed to leave during the timed tests.
- Paying strict attention to monitoring students during the entire test session to discourage and detect prohibited behavior.
- Helping 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 students to rooms and seats.
- Assist the Test Accommodations Coordinator 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 Proctors

Proctors are normally expected to serve for the entire test session in the room to which they are assigned. However, if schedules require, proctors may be “rotated” or replaced at the 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 95–97.



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 with accommodations during the state testing window (see Relatives Testing, page 13). Do not permit unauthorized personnel to access the materials. Students 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

Secure test materials include **all** WorkKeys test booklets and alternate formats and **all** answer documents with student identifying information (even if the student completed only the non-test portions or if only a barcode label was applied).

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 student on test day. Testing staff and students are prohibited from disclosing test questions or response choices to anyone. Scores earned by students who may have had advance access to test content will be cancelled, will not be reported to students or educational institutions, and will be ineligible for career readiness certificates.

Receipt and Check-in of Test Booklets

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

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

- Any items are missing from your shipment.
- You receive test booklets or alternate formats that do not match the serial numbers on your WKEYM Pack/Return Slip.
- Any test booklet seals are broken at any time except by students as instructed on test day.
- The cartons appear to have been tampered with in any way.
- A test booklet or alternate format is lost, stolen, or otherwise missing at any time while the test booklets are at your school, from receipt to return.

Even if a secure item was missing only temporarily and then found, do **not** begin testing without calling ACT for instructions. If a secure item is discovered missing during testing, do **not** permit students to leave without calling ACT for instructions.

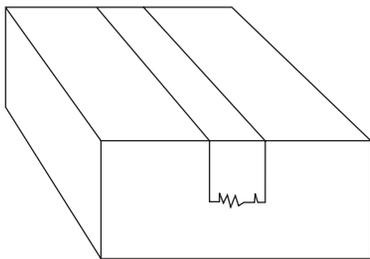
Test Materials Shipping Carton(s)

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.

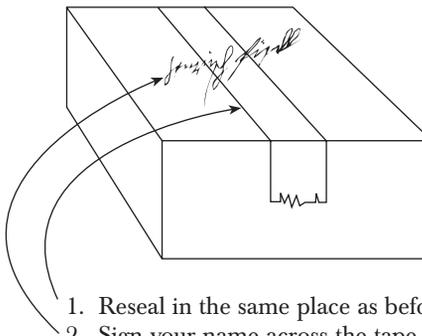
Storage Before Testing

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.

Secure Storage

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

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

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 student 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 79). 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

Return **all** used **and** unused test booklets to your locked storage area immediately after **each** test administration. Once all accommodated testing is completed, you will prepare materials for return to ACT (see pages 71–73).

In the Event of a Security Breach

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

- You do not receive your entire shipment.
- The cartons or materials appear to have been tampered with in any way.
- You have reason to believe someone has had unauthorized access to the materials.

Also see Receipt and Check-in of Test Booklets, page 17.

Security During the Administration

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

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

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



Preparing for Test Day

Test Materials from ACT

The quantity of test materials shipped for accommodated testing is based on the enrollment your school provided to ACT. No overage is included. If, after receiving and checking in your materials, you find that the number of students scheduled to test exceeds the number of materials you have received, call ACT immediately at 800/553-6244, ext. 1788, to request a supplemental shipment.

Materials Provided by Your School

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

- A supply of soft-lead No. 2 pencils with erasers to lend to students who do not bring 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 students 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 students that no cell phones will be allowed in the test rooms.

Roster

Create one roster (blank form provided on page 75) for each test room **prior** to the initial test day. Write on the roster the name of each student **scheduled** to test. 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.

Barcode Labels

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 unless otherwise instructed in an answer document supplement.



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 students under stress.

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

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). Remind staff that their cell phones must be turned off before testing begins.

State Testing Staff List

A complete State Testing Staff List is **required** for each test day. A blank State Testing Staff List is included in this manual (see page 77). 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 75). 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 Students to the Test Room

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

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

Verifying Student Identification

All students are required to present an acceptable form of identification (see below and page 23) or be personally recognized (face-to-face) by a school faculty member *before* being admitted to the test room. (If a student without acceptable ID is permitted to test, the student 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 the type of ID accepted.

Indicate the form of identification accepted for admitting each student:

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 a student was not present.)

Identification to Be Collected

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 23).

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

* *Must be signed by the student 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	Current Official Photo ID	<ul style="list-style-type: none"> ● Current (valid); AND ● Issued by a school or city/state/federal government agency; AND ● Show the student's first and last names; AND ● Current photo clearly recognizable as the student. ● Signature not required. ● <i>Examples: driver's license, passport, school ID</i>
	Recent Published Individual Photo	<ul style="list-style-type: none"> ● Must be original, not a photocopy or reproduction; AND ● Published within the last two years; AND ● An individual (not a group) photo, clearly recognizable as the student; AND ● Student's first and last names in the caption. ● Signature not required. ● <i>Examples: newspaper, school yearbook</i>
L	Identification Letter	<ul style="list-style-type: none"> ● 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 ● Individually completed and signed, in ink, by a school counselor or other school official who may not be a relative; AND ● Signed by the student, in ink, in the presence of that school official; AND ● Student's name and a full description including age, gender, height, weight, race, hair and eye color, OR ● Attached, recent (within two years), recognizable photograph with a school seal or the school official's ink signature across a portion of the photo.
	Notarized Statement with Photo	<ul style="list-style-type: none"> ● Sworn statement by a notary public—who may not be a relative—identifying the student by name; AND ● Attached, recent (within two years), recognizable photograph with the notary seal or stamp across a portion of the photo; AND ● Signed by the student, in ink, in the presence of the notary public.
	Transcript with Photo	<ul style="list-style-type: none"> ● Signed in ink by a school counselor or other school official—who may not be a relative; AND ● Attached, recent (within two years), recognizable photograph with the school official's signature or school seal across a portion of the photo; AND ● Signed by the student, in ink, in the presence of that school official.
R	Staff Recognition	<ul style="list-style-type: none"> ● Students 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 student; AND ● That staff member's initials <i>must</i> be printed legibly beside the student's name on the roster (without staff initials, personal recognition is invalid). <p>If all students 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 printed on the photo
- Fishing or hunting license
- ID issued by an employer
- 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 student's name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Report card
- Social Security card
- Telephone calls to the school to identify the student
- Traffic ticket, even with a physical description and signature
- Web page with photo

Students Without Identification

Do not admit students without identification to the test room. If students can arrange for the ID to be presented **before the test booklets have been distributed**, or if the student is personally recognized by a 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 students.

Under **no** circumstances may a student be admitted after test booklets have been distributed. Dismiss students without ID and explain why on the Irregularity Report (page 81).

Prohibited Items in the Test Room

Students' personal belongings must be placed under the seats, and students are not permitted to access them during testing.

Students may not be in possession of or use cell phones 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 student is not working on that test.

Students must not use or access the following items at any time while in the test room:

- Textbooks, foreign language or other dictionaries, scratch paper, notes, or other aids
- Highlight pens, colored pens or pencils, correction fluid/tape
- Communication devices (including cell phones)
- Computers (including handhelds)
- Recording devices (including cameras, scanners, tape recorders)
- Media devices (including games, music, video, headphones)
- Reading material
- Food and drink (including water)
- Tobacco in any form

Directing Students to Seats

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

Proctors can direct the students by standing beside the desks to be used or at the front of rows to be filled. If you are using tables large enough for more than one student, direct the first student to the first table, the second to the second table, and so on. After one student has been seated at each table, seat a second student at each table.

Left-handed Students

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



Administering the Tests

Test Room Starting Time

Testing may begin as soon as all students 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 students admitted late will not be scored.

General Announcements to Students

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

- Calculators: If desired, read a current list of prohibited calculators. You can find a list at www.actstudent.org.
- Electronic devices: Other than permitted calculators, students are not allowed to have or use any electronic devices in the test room or during breaks.
- Hats: Some hats may obstruct your view of students' eyes. Because not all hats may hinder your ability to monitor the students, the announcement to remove hats is left to your discretion.
- Institutional requirements: You may dismiss a student who purposefully disregards a posted regulation of your site or school policy and mark the answer document VOID. Some schools, for example, do not allow smoking on school grounds. Explain to the student the reason for the dismissal and document in full on the Irregularity Report.
- Nervous noise: Some students relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- Restrooms: Describe the location of restrooms and drinking fountains available during the break.

Checking Calculators During *Applied Mathematics*

You must check for prohibited calculators during *Applied Mathematics* (test 2). Check periodically to make sure students did not switch calculators after the first check. If you discover a student using a prohibited calculator, follow the procedures on page 34 to dismiss the student and void the answer document. Document this dismissal on the Irregularity Report.

Calculators

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

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

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

Students are responsible for ensuring their calculators meet ACT standards. They are advised to check www.actstudent.org or call toll free 800/498-6481 for a recorded message about the latest list of prohibited calculators.

Students are responsible for bringing a permitted calculator and making sure it works properly. You are not expected to provide calculators or batteries. Students may not share calculators. They may use a backup calculator if it is first checked by a member of the testing staff, but may not use or have on the desk more than one calculator at a time.

When the student is not working on the *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 students are attempting to use their calculators' memory to store test items. In such cases, clear the memory and document your suspicions on the Irregularity Report.

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. Students 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 students 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 students 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 (Not applicable for testing over multiple days)
Test 3, <i>Locating Information</i>

Break After Test 2

If you are administering all three WorkKeys tests in one session, ACT **requires** that you allow a break of 15 minutes at the end of test 2 to allow students to relax or go to the restroom. It is advisable for each room supervisor to schedule the break at the end of test 2 as dictated by individual testing activity in the room. You may wish to designate a break area. Do not attempt to preset an exact schedule for all test rooms. **The break may not include lunch. If it does, scores for all students may be cancelled.**

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

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

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

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

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

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

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.

Announcement of Time Remaining

A verbal announcement of time remaining should be read five 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 students ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**

Student Questions about Test Items

If a student has a question or concern about a particular test item, instruct the student to “just do the best you can.” Do not comment on or add in any way to the assessment. Avoid discussing student concerns during the assessment because this takes up testing time and may distract other students. After the assessment, include an explanation of the student’s question, the test name, and the Test Form Number on the Irregularity Report (page 81) and return it with other required administration forms. If the student wants a response, be sure to include the name and address to which the response should be directed.

Avoiding Common Errors in Completing Answer Documents

Room supervisors and proctors should be alert to the types of errors students commonly make when completing their answer documents. When reading the instructions, test personnel should emphasize the correct procedures to avoid these errors and walk around the test room to observe students as they complete these steps.

When completing the demographic information:

- Grid only one oval per column.
- Start with the first box and first column of ovals in the block.
- Grid name and address in addition to writing them in the spaces.

When completing each assessment section:

- Grid the appropriate Test Form Number in addition to writing the number in the boxes.
- Grid administration codes in addition to writing them in the designated spaces.
- Emphasize that students must mark their responses on the answer document, not in the test booklet. No additional time will be allowed for transferring answers marked in test booklets unless an accommodation is used.

The image shows two examples of answer document grids. The first grid, labeled '1', is for 'SITE NAME AND ADDRESS' and contains handwritten information: 'City High School' (School/Company), 'Anytown Comm. School Dist.' (District/Institution), 'Anytown Iowa 11111' (City, State, Zip Code). The second grid, labeled '2', is for 'NAME' and contains handwritten information: 'ADAMS' (Last Name), 'JOHN' (First Name), and 'Q' (MI). The grids are filled with ovals for marking responses.

Note: It is very important that all testing personnel be familiar with the instructions on completing the personal demographic information, Test Form Numbers, and Booklet Numbers on the answer documents. The Test Form Numbers indicate which answer key ACT will use in scoring the assessment. Therefore, **if a Test Form Number is not entered correctly, ACT may not be able to score the answer document correctly.**



Irregularities

Irregularity Report

Complete an Irregularity Report (page 81) 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 students 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 students (e.g., one room or the entire site). If this occurs, follow the instructions below and call ACT as soon as possible. Carefully note the amount of testing time elapsed, and remember to safeguard the security of the test materials at all times.

Disturbances and Distractions

If a disturbance or distraction occurs that affects students' concentration and it cannot be stopped, or the students cannot be moved to a quieter location, immediately call ACT. Do not dismiss students until you have received instructions. If you do not have a proctor to assist you, stop 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 student illness), on your Irregularity Report.

Emergency Evacuation

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

Collect the test booklets only if time permits. Instruct the students and staff to leave the building. If it is safe to do so, lock the test room. Call ACT as soon as you can safely reach a telephone.

Inclement Weather

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

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 students 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

Any deviation from timing the tests exactly is a mistiming. A mistimed test constitutes 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 retest is necessary, students must transfer all non-test information to new answer documents and **must** retake **all tests**, not just the one that was mistimed.

- If **more** than the time allowed is given on a test, notify ACT immediately.
- If **less** than the time allowed is given on a test, allow students to make up the shortage before dismissal. If a shortage on a previous test is discovered after students have

begun work on the next test, do not interrupt their work. Wait until that test has been completed, then make up the additional time on the previous test. Document the problem and its resolution on the Irregularity Report.

- If a mistiming is discovered **after** students have been dismissed, call ACT immediately. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please attach **only** the affected answer documents to your Irregularity Report so the situation can be resolved as expeditiously as possible.

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

Power Failure

If a power failure occurs and students cannot be moved to another location with adequate heat, ventilation, light, and adequate student spacing, collect the test booklets and answer documents, then 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 student 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 student does not lose time.

- Be sure the replacement test booklet is the **same test form** as the defective test 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 student 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 students 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 students.

If you observe a student using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in Dismissal for Prohibited Behavior (page 34) or Refusal to Turn In Test Materials (page 34).

In all cases, students 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 student 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 student 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 a student, without authorization, has mistakenly marked responses in the test booklet and has not transferred them to the answer document, follow these instructions:
 1. If time remains on the current test, instruct the student to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers may be transferred.
 2. The student may then continue testing by marking 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 student to transfer responses from tests for which time has already been called, and do **NOT** allow the student 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 student a new, blank answer document and:
 1. If time remains on the current test, instruct the student to begin marking responses in the correct section of the answer document, beginning with the next item.
 2. If time has been called on that test, instruct the student to begin marking responses in the correct section of the new answer document, beginning with the next test.
 3. After testing is completed, supervise the student as he/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 34.

Students Who Become Ill

A student approved to test over multiple days who becomes ill during a test and must leave the test site may come back and finish the **remaining** tests at any time within the designated two-week testing window. All tests must be completed within the window or the answer document will not be scored. It is in the student's best interest to either complete a test before leaving or not begin the next test if he or she is ill. When testing resumes on the next scheduled test day, the student may not return to the test that was being administered at the time of departure, even if that test was not completed. The student must resume testing with the **next** test in the sequence.

All tests attempted will be scored. Complete the Testing Time Verification Form and Administration Report (page 87) to reflect the tests taken.

Irrational Behavior

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

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

Prohibited Behavior

If a student is engaging in prohibited behavior, proceed in a way that does not cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in Dismissal for Prohibited Behavior (page 34) exactly and continue testing.

Prohibited behaviors include:

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

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 34.

Have a colleague verify your observation, if possible. However, if you are **certain** a student is engaging in prohibited behavior and are supervising a room without assistance, dismiss the student 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** a student 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 student to another seat. If you suspect a student has filled in ovals 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 left unfilled at the end of a test section were filled in after time was called, you may dismiss the student. **You must inform the student that the answer document will not be scored.**

Dismissal for Prohibited Behavior

If you dismiss a student 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 student and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the student. Do not return the device to the student without ACT's approval.
4. Tell the student 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 student's presence, if possible.
6. Complete a detailed Irregularity Report that includes:
 - a. The time of the incident and the name(s) of the student(s).
 - b. The number of ovals the student(s) had filled in at the time of the incident, if relevant.
 - c. The test room and seating location(s) of the student(s).
 - d. The details of what you observed.
 - e. The statements you and the student(s) made.
 - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the voided answer document to the Irregularity Report and return it 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

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.

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

- A student has been dismissed for prohibited behavior **and has been told the answer document will not be scored**.
- An answer document is defective or a student marked in a future section and the answer document has been replaced.

Students may not request that their answer documents not be scored.

Refusal to Turn In Test Materials

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



Verbal Instructions for Completing Demographics on the Answer Document

Instructions for this Section

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

- Practice reading these instructions before test day.
- Read aloud all instructions in the shaded boxes. **Do not depart from this text.** (Text in parentheses is intended for the testing staff only and should not be read aloud.)
- Where a series of dots appears, pause to let students follow instructions.
- Do not distribute test materials until you have completed the demographic verbal instructions below.

Completing Demographics on the Answer Document

1. 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....

2. Hand each student 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 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.

There are five match criteria used to match student records to create a transcript of scores or to create a National Career Readiness Certificate.

The five match criteria are:

First Name

Last Name

Month of Birth

Day of Birth

ID Number

Remember what these are and always use the same five match criteria when taking a WorkKeys test.

Additionally, if you are taking these tests to receive the National Career Readiness Certificate or a local career readiness certificate, your name will be printed on the certificate exactly as it appears on the barcode label on page 4 of the answer document, or if you do not have a barcode label, exactly as you print it on page 1. Names on certificates are all capital letters and do not include hyphens. It is best not to put spaces in the last name as they tend to look out of place on the certificate.

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 beneath each letter and the blank oval 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 in each column....

In block 4, fill in the oval 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. Be sure to fill in the leading zeroes if necessary....

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

In block 6, fill in the ovals that best describe your racial or ethnic group as generally recognized by your family and friends. Be sure to answer both questions....

Now, look at block 7. Fill in the oval 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. For the 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.

3. Use the following to determine your next step:
 - If you are concluding a pre-test session, collect the answer documents and keep them secure until test day. Check each answer document to be sure the name on page 1 matches the barcode label (if present).
 - If you are continuing with testing, continue to the Introductory Instructions for All Timings.

Introductory Instructions for All Timings

Recommendation

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 a student comes forward, it is your responsibility to determine if the student should proceed with testing at this time.

General Verbal Instructions

1. If you conducted a separate pre-test session prior to test day, start with step 2. Otherwise, start with step 3.
2. Hand each student his or her answer document individually. Then say:

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....

3. 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 timer, cell phone, media player, or electronic device of any kind in the test room other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a timer, cell phone, media player, or any other electronic device into the test room or if you have or use one during break(s), you will be dismissed, the device may be confiscated, and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the *Applied Mathematics* test. Word-to-word foreign language glossaries 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.

4. Say:

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

5. 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....

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

7. When all students 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....

8. When all students 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....

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

Now, turn your test booklet so the front cover faces up. Read the directions silently. (Students using a reader may have the directions read to them here. Students using DVDs or cassettes will hear these instructions when they begin the *Reading for Information* DVD or cassette.) Then, look up at me. **DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO....**

10. When all students have read the directions, 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?...

11. 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 student'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 student
- 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 on a test after time has been called. Filling in ovals on a previous test during a later test or filling in ovals 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....

12. Use the following to determine your next step:

- For standard-time testing or for testing with stop-the-clock breaks, go to page 41.
- For time-and-a-half testing, go to page 49.
- For double-time testing, go to page 56.
- For three-hour testing, go to page 63.



Verbal Instructions for Testing

with Standard Time or Stop-the-clock Breaks

Stop-the-clock Breaks

If a student is testing with stop-the-clock breaks, adjust these instructions accordingly.

Readers, DVDs, and Cassettes

If a student is testing with a reader, DVDs, or cassettes, you must read these verbal instructions except where you are directed otherwise. These verbal instructions are not included in the reader script or on the DVDs or cassettes.

Verbal Instructions for Administering *Reading for Information*

1. 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 in each column....

2. Walk around the room to be sure students 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 in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure students are entering the Test Form Number correctly on their answer documents.

4. Use the following to determine your next step:

- For testing with a reader script, instruct the reader to begin reading the *Reading for Information* test instructions from the reader script. Skip to step 8 to begin timing the test when the reader begins the text for question 1.
- For testing with DVDs or cassettes, instruct the student(s) to begin playing the *Reading for Information* test. Then skip to step 8 to begin timing the test.
- For other formats, continue with step 5.

5. Say:

Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....

6. When all students have read the directions, 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.

7. 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.

8. Begin timing.

9. 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). See the Test Timing Chart on page 89 for help with 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

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 students during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

10. During the test, do the following:
- Make sure to record the actual times you make your announcements.
 - Walk around the room to monitor students.
 - Complete the Seating Diagram on page 83. If you need to verify booklet numbers for your diagram, do so at the break. Complete **every** item on the form.
11. When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:
- There are 5 minutes left.
12. When your watch or timer indicates **exactly 45 minutes** have passed, and you have checked the time, say:
- Stop please. Put down your pencils, close your test booklets, and look up.... (Also instruct any students using DVDs or cassettes to stop the test playback.)
13. If students are scheduled to take the next test on a later day, continue with steps 14–15. Otherwise, skip to *Verbal Instructions for Administering Applied Mathematics*, step 1.

14. Collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

15. Direct students to the next activity as determined by your school administration.

When students report for the next day of testing, be sure students receive their own materials. Individually hand students the answer documents and test booklets.

Verbal Instructions for Administering *Applied Mathematics*

1. 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 in each column....

Leave the Admin. Code column blank.

2. Walk around the room to be sure students are entering the Test Form Number correctly on their answer documents.
3. Use the following to determine your next step:
- For testing with a reader script, instruct the reader to begin reading the *Applied Mathematics* test instructions from the reader script. Skip to step 7 to begin timing the test when the reader begins the text for question 1.
 - For testing with DVDs or cassettes, instruct the student(s) to begin playing the *Applied Mathematics* test. Then skip to step 7 to begin timing the test.
 - For other formats, continue with step 4.

4. Say:

Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

5. When all students have read the directions, 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 for the previous test. Please remember to close your calculator quietly in consideration of others.

6. Set your stopwatch or interval timer to 45 minutes, then 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.

14. Direct students to the next activity as determined by your school administration. (Do not read steps 15 or 16.)

When students report for the next day of testing, be sure students receive their own materials. Individually hand students the answer documents and test booklets.

15. Verify everyone has stopped, then say:

Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now.... 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 eat or drink in the test room. **[If testing or classes are in progress in other rooms, remind students to be quiet in the halls.]**

16. During the 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 students remain in the room, monitor them closely.
- You may allow students to eat or drink **outside** the test room during break (if school or site regulations permit).
- Do not delay the start of the last test waiting for students to return late from the break. If students 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 a student does not return, **do not** mark the answer document void unless the student requests you to do so.

Verbal Instructions for Administering *Locating Information*

1. 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....

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 in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure students are entering the Test Form Number correctly on their answer documents.

4. Use the following to determine your next step:
 - For testing with a reader script, instruct the reader to begin reading the *Locating Information* test instructions from the reader script. Skip to step 8 to begin timing the test when the reader begins the text for question 1.
 - For testing with DVDs or cassettes, instruct the student(s) to begin playing the *Locating Information* test. Then skip to step 8 to begin timing the test.
 - For other formats, continue with step 5.

5. Say:

Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

6. When all students have read the directions, 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 for previous tests. Remember that filling in or altering ovals 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.

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

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

8. Begin timing.
9. As you begin testing, write down below the **START** time, 5-minutes-remaining time, and the **STOP** time for this test. See the Test Timing Chart on page 89 for help with the **STOP** time. 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

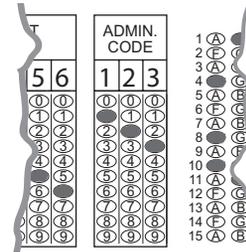
STOP

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 students during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

10. During the test, do the following:
- Make sure to record the actual times you make your announcements.
 - Walk around the room to monitor students.
11. When your watch or timer indicates **exactly 40 minutes** have passed, and you have checked the time, say:
- There are 5 minutes left.
12. 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.... (Also instruct any students using DVDs or cassettes to stop the test playback.)
13. 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....
14. **While students remain in their seats:**
- Collect and count the answer documents **individually** from each student. Turn all the answer documents one way, and make certain you have a signed answer document for each student.
 - Collect the test booklets **individually** from each student, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you 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 students until you have verified that you collected all the test booklets you distributed and that you have an answer document for each student.**
15. Make certain that students do not have access to the test 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.
16. After all answer documents and test booklets have been collected and counted, say:
- Thank you for your cooperation. This ends today's testing.

17. At the conclusion of testing:
 - Direct students to the next activity of the day as determined by your school administration.
 - Check your counts and complete the Test Booklet Count Form (page 79). The number of used and unused test booklets **must** equal the number you received for your room. Room supervisors must personally return all accommodations testing materials to the Test Accommodations Coordinator immediately after testing. Students may not assist with the transportation of any test materials.
 - Complete the Testing Time Verification Form and Administration Report (page 87).
18. Grid the appropriate administration codes (see page 5) on page 3 of every answer document for every test administered. Then continue with “After the Tests” on page 71.

Example





Verbal Instructions for Time-and-a-half Testing

Verbal Instructions for Administering *Reading for Information*

1. 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 in each column....

2. Walk around the room to be sure students 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 in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure students 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. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

4. When all students have read the directions, say:

You will have up to 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.

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

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

6. Begin timing.

7. As you begin testing, enter the *actual* time of day you announce **START** on the next page (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). See the Test Timing Chart on page 89 for help with 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

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 students during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

8. During the test, do the following:
 - Make sure to record the actual times you make your announcements.
 - Walk around the room to monitor students.
 - Complete the Seating Diagram on page 83. If you need to verify booklet numbers for your diagram, do so at the break. Complete **every** item on the form.

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

There are 5 minutes left.

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

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

11. If students are scheduled to take the next test on a later day, continue with steps 12–13. Otherwise, skip to *Verbal Instructions for Administering Applied Mathematics*, step 1.

12. Collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

13. Direct students to the next activity as determined by your school administration.

When students report for the next day of testing, be sure students receive their own materials. Individually hand students the answer documents and test booklets.

Verbal Instructions for Administering *Applied Mathematics*

1. 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 in each column....

Leave the Admin. Code column blank.

- Walk around the room to be sure students 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. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

- When all students have read the directions, say:

You will have up to 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 for the previous test. Please remember to close your calculator quietly in consideration of others.

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

You have up to 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, 5-minutes-remaining time, and the **STOP** time for this test. See the Test Timing Chart on page 89 for help with the **STOP** time. 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
--------------	----------------------------	-------------

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 students during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

- During the test, do the following:
 - Make sure to record the actual times you make your announcements.
 - Walk around the room to monitor students.
 - Check all calculators periodically. (See page 26 for calculator policies.) If a student uses a prohibited calculator, follow the instructions on page 34 to void the answer document and dismiss the student. 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.

9. 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.... If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.

10. Use the following to determine your next step:
- If students are scheduled to take the next test on a later day, continue to step 11.
 - If you will be moving on to the second test of the day, skip to *Verbal Instructions for Administering Locating Information*, step 2.
 - If you are continuing to the third test of the day, skip to step 13 to administer the break.
11. Collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

12. Direct students to the next activity as determined by your school administration. (Do not read steps 13 or 14.)

When students report for the next day of testing, be sure students receive their own materials. Individually hand students the answer documents and test booklets.

13. Verify everyone has stopped, then say:

Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now.... 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 eat or drink in the test room. **[If testing or classes are in progress in other rooms, remind students to be quiet in the halls.]**

14. During the 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 students remain in the room, monitor them closely.
 - You may allow students to eat or drink **outside** the test room during break (if school or site regulations permit).
 - Do not delay the start of the last test waiting for students to return late from the break. If students 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 a student does not return, **do not** mark the answer document void unless the student asks you to do so.

Verbal Instructions for Administering *Locating Information*

1. 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....

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 in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure students 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. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

4. When all students have read the directions, say:

You will have up to 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 for previous tests. Remember that filling in or altering ovals 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.

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

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

6. Begin timing.

7. As you begin testing, write down on the next page the START time, 5-minutes-remaining time, and the STOP time for this test. See the Test Timing Chart on page 89 for help with the STOP time. 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

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 students during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

8. During the test, do the following:

- Make sure to record the actual times you make your announcements.
- Walk around the room to monitor students.

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

There are 5 minutes left.

10. 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....

11. 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....

12. **While students remain in their seats:**

- Collect and count the answer documents **individually** from each student. Turn all the answer documents one way, and make certain you have a signed answer document for each student.
- Collect the test booklets **individually** from each student, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you 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 students until you have verified that you collected all the test booklets you distributed and that you have an answer document for each student.

13. Make certain that students do not have access to the test 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.



Verbal Instructions for Double-time Testing

Verbal Instructions for Administering *Reading for Information*

1. 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 in each column....

2. Walk around the room to be sure students 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 in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure students 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. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

4. When all students have read the directions, say:

You will have up to 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.

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

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

6. Begin timing.

7. As you begin testing, enter the *actual* time of day you announce START on the next page (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). See the Test Timing Chart on page 89 for help with 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

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 students during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

8. During the test, do the following:
 - Make sure to record the actual times you make your announcements.
 - Walk around the room to monitor students.
 - Complete the Seating Diagram on page 83. If you need to verify booklet numbers for your diagram, do so at the break. Complete **every** item on the form.
9. When your watch or timer indicates **exactly 85 minutes** have passed, and you have checked the time, say:

There are 5 minutes left.

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

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

11. If students are scheduled to take the next test on a later day, continue with steps 12–13. Otherwise, skip to *Verbal Instructions for Administering Applied Mathematics*, step 1.
12. Collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

13. Direct students to the next activity as determined by your school administration.

When students report for the next day of testing, be sure students receive their own materials. Individually hand students the answer documents and test booklets.

Verbal Instructions for Administering *Applied Mathematics*

1. 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 in each column....

Leave the Admin. Code column blank.

2. Walk around the room to be sure students 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. Then, look up at me. DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....

3. When all students have read the directions, say:

You will have up to 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 for the previous test. Please remember to close your calculator quietly in consideration of others.

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

You have up to 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.

5. Begin timing.

6. As you begin testing, write down below the START time, 5-minutes-remaining time, and the STOP time for this test. See the Test Timing Chart on page 89 for help with the STOP time. 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

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 students during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

7. During the test, do the following:

- Make sure to record the actual times you make your announcements.
- Walk around the room to monitor students.
- Check all calculators periodically. (See page 26 for calculator policies.) If a student uses a prohibited calculator, follow the instructions on page 34 to void the answer document and dismiss the student. Document this dismissal on the Irregularity Report.

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

There are 5 minutes left.

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

Stop please. Put down your pencils, close your test booklets, and look up.... If you tore your formula sheet from the front of your test booklet, please place it inside your booklet.

10. Use the following to determine your next step:
- If students are scheduled to take the next test on a later day, continue to step 11.
 - If you will be moving on to the second test of the day, skip to *Verbal Instructions for Administering Locating Information*, step 2.
 - If you are continuing to the third test of the day, skip to step 13 to administer the break.
11. Collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

12. Direct students to the next activity as determined by your school administration. (Do not read steps 13 or 14.)

When students report for the next day of testing, be sure students receive their own materials. Individually hand students the answer documents and test booklets.

13. Verify everyone has stopped, then say:

Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now.... 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 eat or drink in the test room. **[If testing or classes are in progress in other rooms, remind students to be quiet in the halls.]**

14. During the 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 students remain in the room, monitor them closely.
 - You may allow students to eat or drink **outside** the test room during break (if school or site regulations permit).
 - Do not delay the start of the last test waiting for students to return late from the break. If students 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 a student does not return, **do not** mark the answer document void unless the student asks you to do so.

Verbal Instructions for Administering *Locating Information*

1. 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....

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 in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure students 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. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

4. When all students have read the directions, say:

You will have up to 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 for previous tests. Remember that filling in or altering ovals 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.

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

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

6. Begin timing.

7. As you begin testing, write down on the next page the **START** time, 5-minutes-remaining time, and the **STOP** time for this test. See the Test Timing Chart on page 89 for help with the **STOP** time. 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

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 students during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

8. During the test, do the following:

- Make sure to record the actual times you make your announcements.
- Walk around the room to monitor students.

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

There are 5 minutes left.

10. 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....

11. 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....

12. While students remain in their seats:

- Collect and count the answer documents **individually** from each student. Turn all the answer documents one way, and make certain you have a signed answer document for each student.
- Collect the test booklets **individually** from each student, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you 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 students until you have verified that you collected all the test booklets you distributed and that you have an answer document for each student.

13. Make certain that students do not have access to the test 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.

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

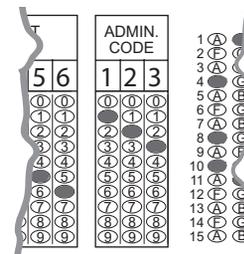
Thank you for your cooperation. This ends today's testing.

15. At the conclusion of testing:

- Direct students to the next activity of the day as determined by your school administration.
- Check your counts and complete the Test Booklet Count Form (page 79). The number of used and unused test booklets **must** equal the number you received for your room. Room supervisors must personally return all accommodations testing materials to the Test Accommodations Coordinator immediately after testing. Students may not assist with the transportation of any test materials.
- Complete the Testing Time Verification Form and Administration Report (page 87).

16. Grid the appropriate administration codes (see page 5) on page 3 of every answer document for every test administered. Then continue with "After the Tests" on page 71.

Example





Verbal Instructions for Three-hour Testing

Readers, DVDs, and Cassettes

If a student is testing with a reader, DVDs, or cassettes, you must read these verbal instructions except where you are directed otherwise. These verbal instructions are not included in the reader script or on the DVDs or cassettes.

Verbal Instructions for Administering *Reading for Information*

1. 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 in each column....

2. Walk around the room to be sure students 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 in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure students are entering the Test Form Number correctly on their answer documents.

4. Use the following to determine your next step:

- For testing with a reader script, instruct the reader to begin reading the *Reading for Information* test instructions from the reader script. Skip to step 8 to begin timing the test when the reader begins the text for question 1.
- For testing with DVDs or cassettes, instruct the student(s) to begin playing the *Reading for Information* test. Then skip to step 8 to begin timing the test.
- For other formats, continue with step 5.

5. Say:

Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

6. When all students have read the directions, say:

You will have up to 180 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.

Verbal Instructions for Administering *Applied Mathematics*

1. 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 in each column....

Leave the Admin. Code column blank.

2. Walk around the room to be sure students are entering the Test Form Number correctly on their answer documents.

3. Use the following to determine your next step:

- For testing with a reader script, instruct the reader to begin reading the *Applied Mathematics* test instructions from the reader script. Skip to step 7 to begin timing the test when the reader begins the text for question 1.
- For testing with DVDs or cassettes, instruct the student(s) to begin playing the *Applied Mathematics* test. Then skip to step 7 to begin timing the test.
- For other formats, continue with step 4.

4. Say:

Now turn to the next page in your test booklet and read the directions silently. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

5. When all students have read the directions, say:

You will have up to 180 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 for the previous test. Please remember to close your calculator quietly in consideration of others.

6. Set your stopwatch or interval timer to 180 minutes, then say:

You have up to 180 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.

7. Begin timing.

8. As you begin testing, write down on the next page the START time, 5-minutes-remaining time, and the STOP time for this test. See the Test Timing Chart on page 89 for help with the STOP time. 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

180 Minutes

START

5 minutes remaining

STOP

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 students during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

9. During the test, do the following:
- Make sure to record the actual times you make your announcements.
 - Walk around the room to monitor students.
 - Check all calculators periodically. (See page 26 for calculator policies.) If a student uses a prohibited calculator, follow the instructions on page 34 to void the answer document and dismiss the student. Document this dismissal on the Irregularity Report.

10. When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are 5 minutes left.

11. When your watch or timer indicates **exactly 180 minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up.... If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. (Also instruct any students using DVDs or cassettes to stop the test playback.)

12. Use the following to determine your next step:

- If students are scheduled to take the next test on a later day, continue to step 13.
- If you will be moving on to the second test of the day, skip to *Verbal Instructions for Locating Information*, step 2.
- If you are continuing to the third test of the day, skip to step 15 to administer the break.

13. Collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

14. Direct students to the next activity as determined by your school administration. (Do not read steps 15 or 16.)

When students report for the next day of testing, be sure students receive their own materials. Individually hand students the answer documents and test booklets.

15. Verify everyone has stopped, then say:

Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now.... 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 eat or drink in the test room. **[If testing or classes are in progress in other rooms, remind students to be quiet in the halls.]**

16. During the 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 students remain in the room, monitor them closely.
- You may allow students to eat or drink **outside** the test room during break (if school or site regulations permit).
- Do not delay the start of the last test waiting for students to return late from the break. If students 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 a student does not return, **do not** mark the answer document void unless the student requests you to do so.

Verbal Instructions for Administering *Locating Information*

1. 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....

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 in each column....

Leave the Admin. Code column blank.

3. Walk around the room to be sure students are entering the Test Form Number correctly on their answer documents.

4. Use the following to determine your next step:
 - For testing with a reader script, instruct the reader to begin reading the *Locating Information* test instructions from the reader script. Skip to step 8 to begin timing the test when the reader begins the text for question 1.
 - For testing with DVDs or cassettes, instruct the student(s) to begin playing the *Locating Information* test. Then skip to step 8 to begin timing the test.
 - For other formats, continue with step 5.

5. Say:

Now turn to the next page in your test booklet, and read the directions silently. Then, look up at me. **DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO....**

6. When all examinees have read the directions, say:

You will have up to 180 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 for previous tests. Remember that filling in or altering ovals 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.

7. Set your stopwatch or interval timer to 180 minutes, and then say:

You have up to 180 minutes to work on this test. Open your booklet to *Locating Information* and begin work.

8. Begin timing.

9. As you begin testing, write down below the **START** time, 5-minutes-remaining time, and the **STOP** time for this test. See the Test Timing Chart on page 89 for help with the **STOP** time. 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

180 Minutes

START

5 minutes remaining

STOP

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 students during the test session with additional oral or written announcements of time remaining. Do **NOT** post the time remaining.

10. During the test, do the following:
 - Make sure to record the actual times you make your announcements.
 - Walk around the room to monitor students.
11. When your watch or timer indicates **exactly 175 minutes** have passed, and you have checked the time, say:

There are 5 minutes left.
12. When your watch or timer indicates **exactly 180 minutes** have passed, and you have double-checked the time, say:

Stop, close your test booklet, and look up at me now.... (Also instruct any students using DVDs or cassettes to stop the test playback.)
13. When you have everyone's attention, say:

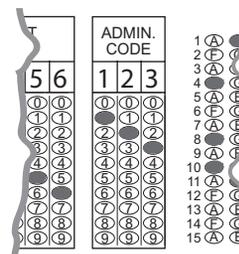
Now, refold your answer document so that page 1 faces up, and leave it on your desk next to your test booklet. Do not open, alter, or mark on your answer document and do not place it inside your test booklet. I will first collect and check the answer documents, and then I will collect and check the test 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....
14. **While students remain in their seats:**
 - Collect and count the answer documents **individually** from each student. Turn all the answer documents one way and make certain you have a signed answer document for each student.
 - Collect the test booklets **individually** from each student, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you 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 students until you have verified that you collected all the test booklets you distributed and that you have an answer document for each student.
15. Make certain that students do not have access to the test 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.
16. After all answer documents and test booklets have been collected and counted, say:

Thank you for your cooperation. This ends today's testing.
17. At the conclusion of testing:
 - Direct students to the next activity of the day as determined by your school administration.
 - Check your counts and complete the Test Booklet Count Form (page 79). The number of used and unused test booklets **must** equal the number you received for your room. Room supervisors must personally return all accommodations testing materials to the Test Accommodations Coordinator immediately after testing. Students may not assist with the transportation of any test materials.
 - Complete the Testing Time Verification Form and Administration Report (page 87).

18. Grid the appropriate administration codes (see page 5) on page 3 of every answer document for every test administered. Then continue with “After the Tests” on page 71.

Example





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 student'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 student who took a test and that the number of answer documents matches the number of students.
2. Check each answer document to note the following:
 - The name is printed and gridded properly, and it matches the name on the barcode label (if present).
 - All other required information (e.g., State Assigned Student ID, date of birth, gender) is complete and accurate.
 - The Test Booklet number and Test Form Number are complete and accurate for each test.
 - Test responses are marked with a soft-lead pencil. If a student used a pen or marker, use a soft-lead No. 2 pencil to grid over the ink marks.
 - All stray marks or doodles have been erased.
 - All marks are neat, dark, and gridded properly.
3. Make sure the Admin. Code fields on page 3 of the answer documents are filled in and gridded. See page 5 in this manual for the Admin. Codes.
4. Use the Irregularity Report form (page 81) to describe any irregularities that could affect the student's scores. Attach the Irregularity Report to the answer documents of the affected students.
5. Keep other used and unused test materials separate, including test booklets and unused answer documents.
6. Return all the materials to your Test Accommodations Coordinator.

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 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 cartons 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. See page 73 for a diagram of this process.

1. Collect all used answer documents to be scored for your test center. **Be sure that the Admin. Code fields on page 3 of every answer document are gridded.**
2. Complete the information on the State Testing Site Supervisor's Header sheet, including the total number of answer documents. Place the header sheet on top of the answer documents.
3. Place the header sheet and answer documents on top of all test administration forms and voided answer documents, and seal them in the purple envelope.
4. Complete the information requested on the outside of the envelope.
5. Place the sealed envelope into a polmailer.
6. If you have any extra polymailers, insert them into the polmailer being returned to ACT. Do the same for any extra envelopes.
7. Seal the polymailers.
8. Complete the "Polmailer __ of __" information requested on the outside of the polmailer. For example, if you have one polmailer, it would say "Polmailer 1 of 1."
Note: You will need to use a permanent marker to write on the polmailer.

Your polymailers are now ready for return to ACT.

Packing All Other Materials

To prepare all other materials for return to ACT:

1. Place the following directly into the cartons in which you received test materials:
 - All secure materials: test booklets, reader scripts, audio DVDs, video DVDs, audiocassettes, Braille test booklets, etc.
 - Unused answer documents
 - Used answer documents without test responses
 - Manuals
 - Packing list (you do not need to fill in the blanks on the packing list)
 - All other materials, excluding those being returned in the polmailer
2. Reverse the flaps on the cartons and number each carton 1 of X, 2 of X, etc.
3. Make sure your six-digit ACT High School Code, institution name, and return address are on the outside of the cartons.
4. Seal each carton so the shipping label is visible.

Your cartons are now ready for return to ACT.

Storage and Pickup

After your materials are packaged for return to ACT:

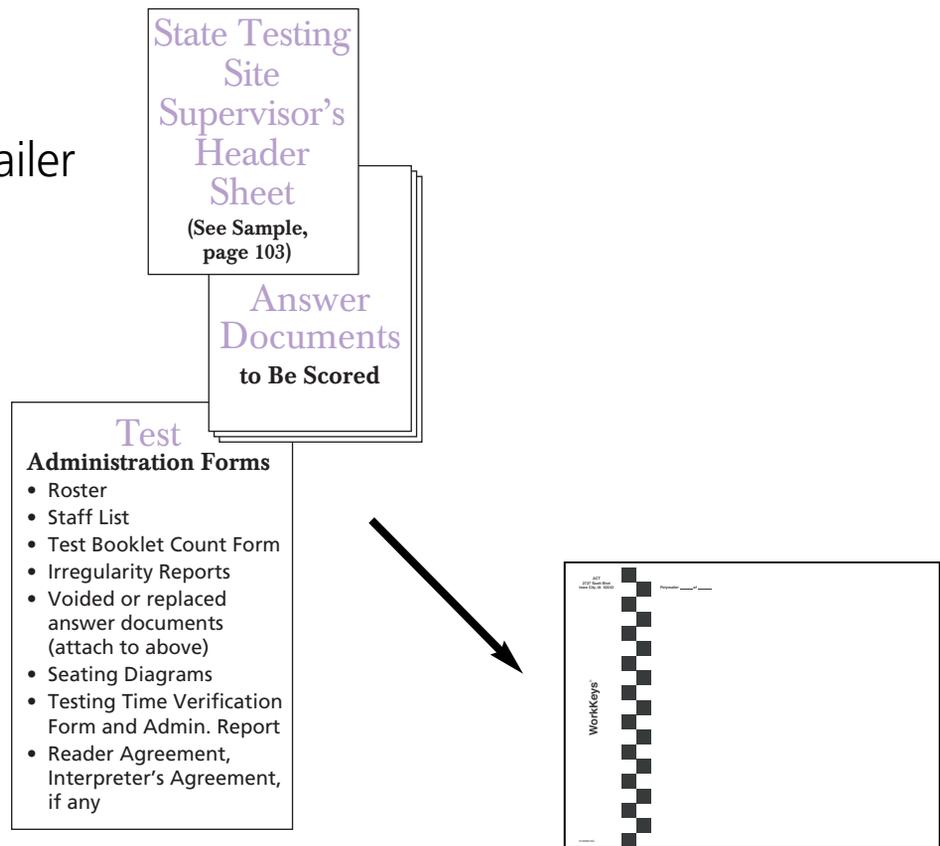
1. Return the polmailer and cartons to secure storage.
2. On the date scheduled for pickup, place the polmailer and cartons in a location where the designated carrier will be able to pick them up. If your school's normal pickup point is secure or constantly monitored, you may leave them there. If it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

Questions

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

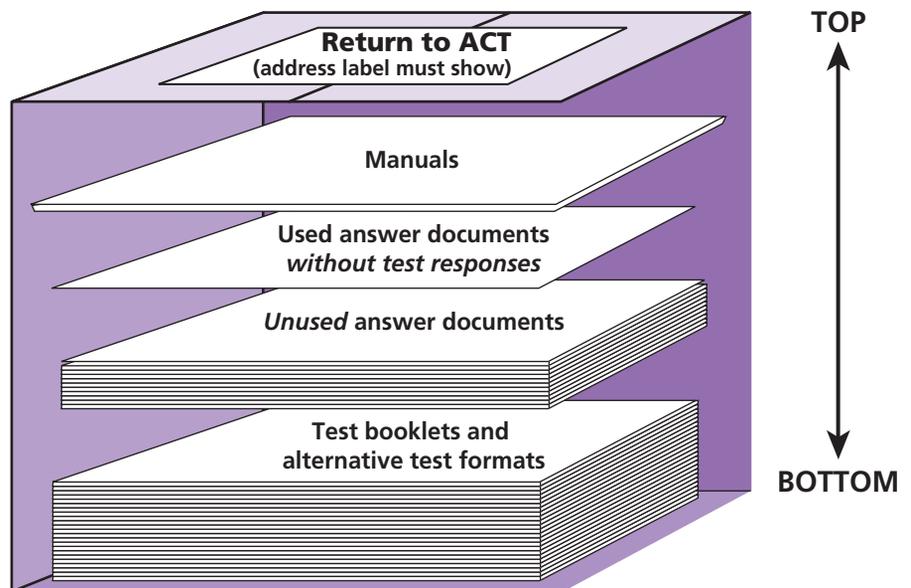
Packing Diagram–Accommodated Test Materials

1 Polymailer



Above is a graphic of the polymailer. Clearly label it 1 of X, etc.

2 Carton



WorkKeys State Testing Accommodations Roster

(This document may be photocopied.)

Page ____ of ____

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

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

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Type of ID	
P = Photo ID	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 5 for Admin. Codes and descriptions.

WorkKeys State Testing Staff List

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

City, State _____ Test Date _____

Test Accommodations Coordinator _____

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 WorkKeys administration. 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

Testing School Name _____ ACT High School Code _____
(for testing school)
City, State _____ Test Date _____
Room Supervisor _____ 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 *Supervisor's Manual* for complete information about irregularities. Copy this form as needed.)

Test Site _____ Room #/Location _____ ACT High School Code _____

City, State _____ Test Date _____

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.*)

Student Name and ID Number	Form Code/ Test Booklet Number	Description of Irregularity (include time the irregularity occurred)	Action Taken by Test Center Personnel (including any notification given to students)	Answer Document Voided? (Y/N)
Name:	Form Code:			
ID Number:	Booklet Number:			
Name:	Form Code:			
ID Number:	Booklet Number:			
Name:	Form Code:			
ID Number:	Booklet Number:			

Group Irregularities (attach names of students 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 Students 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 Seating Diagram

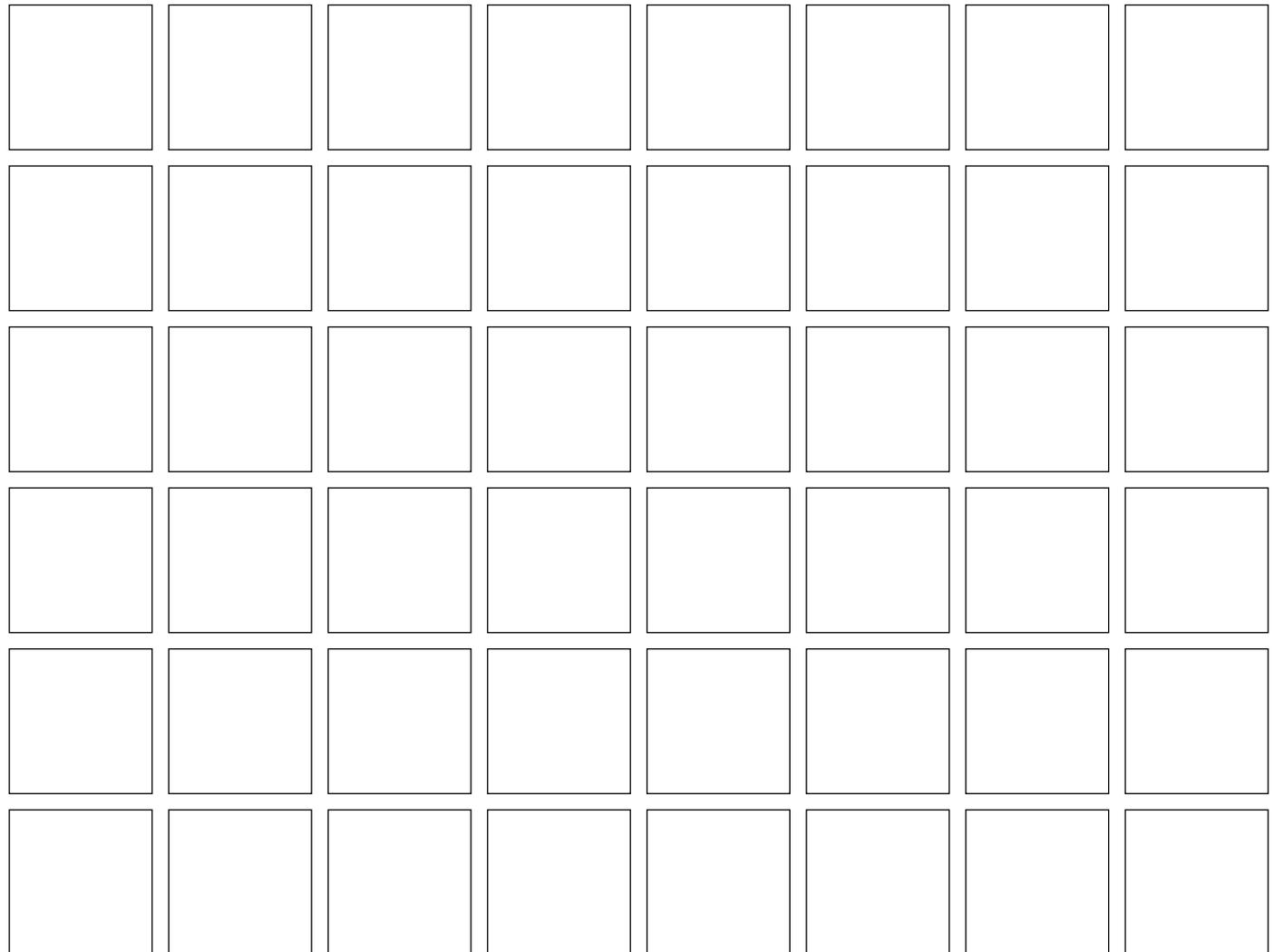
Testing School Name _____ ACT High School Code _____
(for testing school)

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Number of Staff in Room _____

<input type="checkbox"/> Single-Level Room OR <input type="checkbox"/> Multiple-Level Room	<input type="checkbox"/> Desks: WRITING SURFACE SIZE _____ INCHES BY _____ INCHES <input type="checkbox"/> Tables: SIZE _____ FT BY _____ FT Number of students per table _____
Distance between students: side-to-side (shoulder-to-shoulder) _____ FT front-to-back (head-to-head) _____ FT	
During test 1: On the diagram, enter the serial number of the test booklet distributed to each student.	Count students in the room for test 1 _____ Count the test booklets handed out _____
Explain any discrepancies:	

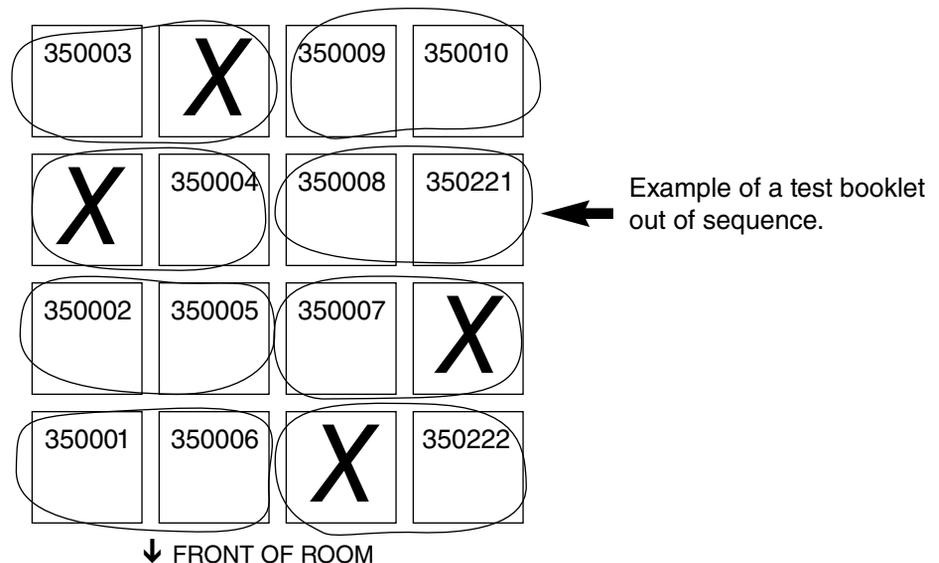


↓ FRONT OF ROOM (the direction students are facing)—ALL students in the room must face the SAME direction ↓
Test Accommodations Coordinator: Return this form with your roster.

WorkKeys State Testing Seating Diagram Instructions/Sample

1. Room supervisor: You must complete this form even if only one student is in the room. Complete all information accurately.
2. Hand a test booklet individually to each student in the room in sequential, serial number order. Do not skip serial numbers, and do not assign a test booklet to an empty seat. If your room has a broken sequence of booklet numbers, distribute all booklets of the first sequence (A) before distributing booklets from the second (B) sequence (see example below and Test Booklet Count Form, page 79).
3. On the Seating Diagram, show where students are seated in relation to each other in the room. Each square represents ONE seat—one student per square. If using tables, draw a circle around all seats at the same table. Stand at the front of the room (facing the students) and draw the diagram from that perspective. For test security, all students in the room must face the same direction. If this diagram does not reasonably fit your room, complete the top half of page 83, draw your own diagram on a separate sheet of paper, and attach it to this form.
4. During test 1:
 - Record the number of students in the room.
 - Record the quantity of multiple-choice test booklets distributed to students.
 - On the Seating Diagram, indicate each occupied seat by writing the student's test booklet serial number in the square that corresponds to the student's seat in the room. The number of occupied squares on the Seating Diagram must equal the number of students in the room for test 1.
 - Show unoccupied seats by drawing an X through them.
5. Students must remain in their assigned seats for the entire session. If you have to move a student to another seat after test booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the reason for the move on the Irregularity Report.
6. Cross-check the booklet numbers and student counts you entered on this form with the numbers entered on your Test Booklet Count Form (page 79).
7. Test Accommodations Coordinator: Return this completed form with your roster.

Sample Seating Diagram



In this example, students are seated at tables with two students per table (see No. 3 above).

WorkKeys Test Accommodations Coordinator Profile Change Form

Complete this form **ONLY** if you are **replacing** the previously named Test Accommodations Coordinator. **Do NOT complete this form if you are a room supervisor or proctor.**

ACT HIGH SCHOOL CODE: -
 (for testing school)

Please complete every item on this profile and sign below.

TEST ACCOMMODATIONS COORDINATOR INFORMATION

Name: _____

Job Title: _____

School Name: _____

Address: _____

City, State: _____

Work Phone: _____

Home Phone: _____
 (Will be used for follow-up on missing test materials, if needed)

Cell Phone: _____

Fax Number: _____

E-mail Address: _____
 (Required)

Highest Education Level/Degree Attained (check one):

- High School Master's
 Associate Doctorate
 Bachelor's Professional

Current Job Responsibilities (check all that apply):

- Teaching Academic Administration
 Athletic Coaching Clerical Support
 Counseling/Advising Standardized Testing
 Test Preparation Classes Other _____

Prior Standardized Testing Experience (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 your position (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: _____

SECURE STORAGE

Describe the secure, locked storage facility where test materials will be stored at all times while in your possession. Attach a separate sheet if additional space is needed.

Description (e.g., locked cabinet): _____

Location (e.g., locked office): _____

Who has keys to the locked storage? (list names/titles)

What else is this location used for?

Name and title of person responsible for this location:

TEST ACCOMMODATIONS COORDINATOR'S AGREEMENT

I certify that I meet the required qualifications and will personally carry out the responsibilities of Test Accommodations Coordinator at this school.

I agree to take all steps necessary to arrange for appropriate testing facilities and test material security. I also agree to provide test administration services in accordance with all policies and procedures provided by ACT. I understand and agree that during my term as coordinator, neither I nor any member of my testing staff will engage in any test preparation activities for ACT beyond our specifically defined school responsibilities. I agree to read and comply with all policies and procedures provided at any time by ACT that are relevant to the ACT testing program(s) that I am supervising, including all those listed in the *Supervisor's Manual for State Testing*.

SIGNATURE

DATE

WorkKeys Testing Time Verification Form and Administration Report

WorkKeys Testing Time Verification Form and Administration Report

This form must be completed for ALL administration(s) and returned with the answer documents 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)

On page 3 of each student's answer document, you must indicate the student's accommodation by marking the boxes labeled Admin. Code with the appropriate Administration Codes (as described on the back of this form). You must do this for each assessment for which accommodation was provided. Below, for each WorkKeys assessment administered, give the test date and the code describing the accommodation provided exactly as it was marked on the student's answer document. Also note any accommodations provided not directly related to the test.

Did more than one student test in this room? Yes No If yes, how many? _____ Complete the Seating Diagram on page 83.

Student Names List all students tested in this room	All Admin. Codes															
	Accommodations Provided (describe all)				Reading for Information				Applied Mathematics				Locating Information			
	Admin code	Date	Start	Stop	Admin code	Date	Start	Stop	Admin code	Date	Start	Stop	Admin code	Date	Start	Stop
1.																
2.																
3.																
4.																
5.																
6.																

Administration Codes and Descriptions

The table below shows the administration code to grid for each type of accommodation.

Administration Codes						
Accommodation	Regular Time (45 mins)	Time-and-a-half (68 mins)	Double Time (90 mins)	Three Hours	Stop-the-clock Breaks	
Single-day Testing						
Regular Print Materials (including extended time)	400	150	200	300	450	
Large Print	400	130	235	291	451	
Audio DVDs, Cassettes, or English Video DVDs	--	--	--	294	454	
Reader Script	--	--	--	293	453	
Braille	--	--	--	292	452	
Instructions Translated ONLY (includes ACT-provided DVD translation of <i>Reading for Information</i>)	600	610	620	630	640	
ACT-provided DVD Translation of <i>Applied Mathematics or Locating Information</i>	--	--	--	730*	740*	
WorkKeys-ineligible Accommodation	900**	910**	920**	930**	940**	
Testing Over Multiple Days						
Regular Print Materials (including extended time)	500	510	520	530	--	
Large Print	501	511	521	531	--	
Audio DVDs, Cassettes, or English Video DVDs	--	--	--	534	--	
Reader Script	--	--	--	533	--	
Braille	--	--	--	532	--	
Instructions Translated ONLY (includes ACT-provided DVD translation of <i>Reading for Information</i>)	550	551	552	553	--	
ACT-Provided DVD Translation of <i>Applied Mathematics or Locating Information</i>	--	--	--	732*	--	
WorkKeys-ineligible Accommodation	950**	951**	952**	953**	--	

* Eligible for WorkKeys scores but ineligible for the National Career Readiness Certificate

** Ineligible for WorkKeys scores and the National Career Readiness Certificate

Test Timing Chart

All times are “minutes after the hour”

START	TEST 1, 2, OR 3 Regular Time (45 minutes)	TEST 1, 2, OR 3 Up to Time- and-a-half (68 minutes)	TEST 1, 2, OR 3 Up to Double Time (90 minutes)	TEST 1, 2, OR 3 Up to Three Hours
	STOP	STOP	STOP	STOP
:30	:15	:38	:00	:30
:31	:16	:39	:01	:31
:32	:17	:40	:02	:32
:33	:18	:41	:03	:33
:34	:19	:42	:04	:34
:35	:20	:43	:05	:35
:36	:21	:44	:06	:36
:37	:22	:45	:07	:37
:38	:23	:46	:08	:38
:39	:24	:47	:09	:39
:40	:25	:48	:10	:40
:41	:26	:49	:11	:41
:42	:27	:50	:12	:42
:43	:28	:51	:13	:43
:44	:29	:52	:14	:44
:45	:30	:53	:15	:45
:46	:31	:54	:16	:46
:47	:32	:55	:17	:47
:48	:33	:56	:18	:48
:49	:34	:57	:19	:49
:50	:35	:58	:20	:50
:51	:36	:59	:21	:51
:52	:37	:00	:22	:52
:53	:38	:01	:23	:53
:54	:39	:02	:24	:54
:55	:40	:03	:25	:55
:56	:41	:04	:26	:56
:57	:42	:05	:27	:57
:58	:43	:06	:28	:58
:59	:44	:07	:29	:59

START	TEST 1, 2, OR 3 Regular Time (45 minutes)	TEST 1, 2, OR 3 Up to Time- and-a-half (68 minutes)	TEST 1, 2, OR 3 Up to Double Time (90 minutes)	TEST 1, 2, OR 3 Up to Three Hours
	STOP	STOP	STOP	STOP
:00	:45	:08	:30	:00
:01	:46	:09	:31	:01
:02	:47	:10	:32	:02
:03	:48	:11	:33	:03
:04	:49	:12	:34	:04
:05	:50	:13	:35	:05
:06	:51	:14	:36	:06
:07	:52	:15	:37	:07
:08	:53	:16	:38	:08
:09	:54	:17	:39	:09
:10	:55	:18	:40	:10
:11	:56	:19	:41	:11
:12	:57	:20	:42	:12
:13	:58	:21	:43	:13
:14	:59	:22	:44	:14
:15	:00	:23	:45	:15
:16	:01	:24	:46	:16
:17	:02	:25	:47	:17
:18	:03	:26	:48	:18
:19	:04	:27	:49	:19
:20	:05	:28	:50	:20
:21	:06	:29	:51	:21
:22	:07	:30	:52	:22
:23	:08	:31	:53	:23
:24	:09	:32	:54	:24
:25	:10	:33	:55	:25
:26	:11	:34	:56	:26
:27	:12	:35	:57	:27
:28	:13	:36	:58	:28
:29	:14	:37	:59	:29

WorkKeys State Special Testing Reader's Agreement

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

Note: Students using this accommodation must test individually.

Test Date(s) _____

Testing School Name _____

Test Accommodations Coordinator _____

Reader's Name _____
Last Name First Name MI

Student'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 3 and 92).

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 student 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 student 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 a student, that any test materials were not read verbatim, or that the reader did not meet ACT's qualifications for testing personnel, the student'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 91.

To protect both the student 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 student.
7. Not be a private consultant or individual tutor whose fees are paid by the student or student's family.
8. Not be engaged in test preparation activities for WorkKeys during the current academic year. (See Conflict of Interest on page 13.)

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: Students 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 student may test with other students.

Testing School Name _____

Test Date(s) _____ Test Accommodations Coordinator _____

Interpreter's Name _____
Last Name First Name MI

Student's Name _____
Last Name First Name MI

The interpreter must meet the qualifications specified by ACT (see pages 3 and 94).

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 student through the signing. All test questions rely on the student 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 student 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 93.

To protect both the student 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 student.
7. Not be a private consultant or individual tutor whose fees are paid by the student or student's family.
8. Not be engaged in test preparation activities for WorkKeys during the current academic year. (See Conflict of Interest on page 13.)

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 students 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 38–39).
- C. Room supervisors are to count test booklets when they receive them from the Test Accommodations Coordinator, and again before students are dismissed (page 18 and 47, 54, 61, 69). Review the use of the Test Booklet Count Form on page 79.
- 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 an ACT or state education agency ID (page 9).
- E. Staff members must NEVER leave a test room unattended.

II. Room Preparation

- A. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed students, ease of staff movement, and inappropriate posted materials (pages 10–12).
- B. Describe any items that will be supplied by the school (e.g., pencils, timepieces) and how they will be distributed and returned.
- C. Discuss how to handle students who bring cell phones or electronic devices into the test room.

III. 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 for first name, last name, month and day of birth, and ID number.
- C. Review a roster of students (page 20) and explain the information it contains and how it is to be used on test day (page 21).
- D. Review acceptable and unacceptable forms of student identification (pages 23–24). 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 students who arrive late or delay testing for those attempting to produce an acceptable form of identification.
- F. Students 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.

- H. Discuss when and where staff members are to report on test day.
- I. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, perfumes, or other items that may distract students.
- J. 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.
- K. Discuss procedures for prohibiting cell phones and other electronic devices in the test rooms and during breaks.
- L. Testing begins when the room supervisor starts reading the Verbal Instructions on each test date.
- M. Verbal Instructions must be read verbatim to students.
- N. To protect the security of the tests, test booklets and answer documents may not be distributed prior to admitting students and only as directed in the Verbal Instructions.
- O. Only students may break the test booklet seals. Testing staff are not authorized to open any test booklets.
- P. Accurate timing of each test is critical. Room supervisors must record the actual START, 5-minutes-remaining, and STOP times in their manuals. Discuss the consequences of a mistimed test.
- Q. The room supervisor must complete a Seating Diagram (page 83) showing where students 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 students in the room (serial numbers on Seating Diagram) must be the same.
- R. 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.
- S. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to students.
- T. Calculators must be checked during test 2 (*Applied Mathematics*) to ensure they do not violate ACT standards. Review permitted and prohibited calculator guidelines on page 26. Stress that students using a prohibited calculator must be dismissed.
- U. 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 students are working on the correct test. Advise staff not to pause near a student long enough to be a distraction.
- V. Stress the importance of ensuring that the correct test form is entered AND the ovals filled in by every student.

- W. Discuss how to handle the 15-minute break between tests 2 and 3 (pages 45, 52, 59, 67). 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 a student does not return after break. Also discuss procedures for leaving during testing to go to the restroom.
- X. Discuss what actions to take if staff members observe prohibited behavior (pages 33–34). Review plans for dismissing students (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
- Y. 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 30–31). Also, discuss potential individual irregularities and actions to take (pages 31–34).
- Z. Review the Irregularity Report on page 81.

IV. After the Test

- A. Discuss the importance of gridding administration codes on page 3 of every answer document.
- B. 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 Diagrams to the Test Accommodations Coordinator immediately after testing.
- C. The number of used test booklets (seals broken) must match the number of students tested in each room.
- D. Emphasize the importance of correctly completing all required documentation and returning all answer documents to be scored immediately after testing to ensure timely and accurate scoring of the answer documents by ACT.

Appendix A: Sample Site Supervisor's Header Sheet

WorkKeys®

State Testing Site Supervisor's Header

ACT®

P.O. Box 168, Iowa City, IA 52243-0168

If a barcode is not already present, carefully place your pre-identification label (if provided with this shipment) inside the four corner brackets.

DIRECTIONS: A Site Supervisor's Header is required for all answer folders being returned to ACT for scoring. Please complete **only** blocks A, B, and C following the instructions listed below. Leave blocks D, E, and F blank.

A **SCHOOL NAME, ADDRESS, AND TELEPHONE**
Use a soft lead No. 2 pencil only.

School Name _____

City _____ State _____ ZIP Code _____

Telephone Number _____

INSTRUCTIONS: Use a soft lead No. 2 pencil only. Enter the information requested and fill in the appropriate ovals below each box. Erase any errors completely. Place this completed form on the top of your answer folders and return in your first return envelope. Follow the directions below or refer to the manual of instructions.

BLOCK A: Please print the information requested on the lines provided.

BLOCK B: Enter the number of answer folders to be scored. DO NOT include unused answer folders or this form in your count. If the number is less than 1000, enter the appropriate number of zeros (e.g., 0020).

BLOCK C: Read the statement, then sign and date.

BLOCK D: Leave this block blank.

BLOCK E: Leave this block blank.

BLOCK F: Leave this block blank.

B **NUMBER OF ANSWER FOLDERS**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

C I supervised the administration of the WorkKeys® tests. I hereby certify that all examinees tested at this center were positively identified from photo-bearing documents, a counselor's letter of identification, or were personally recognized by a member of the testing staff. The WorkKeys tests were administered according to the procedures outlined in the manual of instructions. All test materials were stored in a secure location and all test booklets are being returned without delay.

Signature (Do not print) _____

Date _____

DO NOT COMPLETE BLOCKS D, E, AND F BELOW.

D **ACT HIGH SCHOOL CODE**

			-		
0	0	0		0	0
1	1	1		1	1
2	2	2		2	2
3	3	3		3	3
4	4	4		4	4
5	5	5		5	5
6	6	6		6	6
7	7	7		7	7
8	8	8		8	8
9	9	9		9	9

E **TEST DATE**

Month	Year (4-digits)
<input type="radio"/> Jan.	20
<input type="radio"/> Feb.	
<input type="radio"/> March	
<input type="radio"/> April	
<input type="radio"/> May	
<input type="radio"/> June	
<input type="radio"/> July	
<input type="radio"/> Aug.	
<input type="radio"/> Sept.	
<input type="radio"/> Oct.	
<input type="radio"/> Nov.	
<input type="radio"/> Dec.	

F **ACT CONTRACT NUMBER**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Office Use Only (Do Not Mark)

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Appendix B: Sample Answer Document (continued)

Test 1: Reading for Information

TEST FORM	BOOKLET NUMBER	ADMIN. CODE
01	01	01
02	02	02
03	03	03
04	04	04
05	05	05
06	06	06
07	07	07
08	08	08
09	09	09
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
31	31	31
32	32	32
33	33	33

Test 2: Applied Mathematics

TEST FORM	ADMIN. CODE
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33

Test 3: Locating Information

TEST FORM	ADMIN. CODE
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38

PAGE 3

BARCODE LABEL PLACEMENT

↑

If a pre-identification barcode is not present, carefully affix the label provided inside the four corner brackets.

PAGE 4

SERIAL #

Anonymous Security Hotline

Test center staff are expected to report test administration irregularities and security issues to ACT Test Administration by completing the Irregularity Report on page 81 or calling 800/553-6244, ext. 1788. Immediate reporting to ACT Test Administration is critical to the standardized administration of WorkKeys state testing.

In exceptional situations, test center staff may wish to file an anonymous report about concerns that WorkKeys tests may have been compromised. If you wish to report such concerns anonymously, you may do so by calling 877/777-7296 or reporting it online at **act.alertline.com**.



* 0 4 1 0 F H 1 2 0 *

Rev 1