

2011|2012

Test Date: _____

Test Room: _____

Room Supervisor: _____

City, State: _____

WorkKeys[®]



Supervisor's Manual for State Testing

ACT[®]

How to Contact ACT

For questions regarding test administration, additional materials, report forms, and 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. 2800
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 test day, staff will be available 6:00 a.m.–5:30 p.m., central time.

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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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 Back-up Test Supervisor, 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

The initial WorkKeys assessment must be administered **only** on the initial test date and at the time scheduled for State Testing.

The makeup WorkKeys assessment must be administered **only** on the makeup test date and at the time scheduled for State Testing.

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 Supervisor 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 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 Supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Type and Size of Rooms

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

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate (see pages 4–5). 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 5 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**.

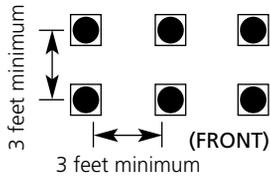
Left-handed Students

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.

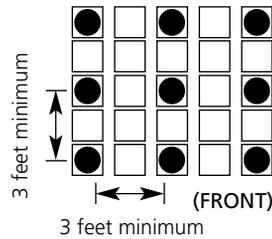
Seating Arrangement Examples

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

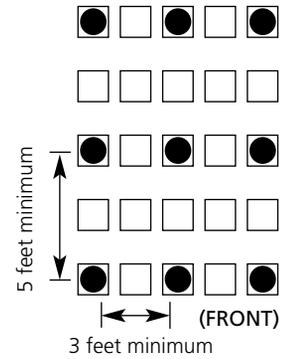
Level Seating with Movable Desks



Level Seating with Stationary Desks



Multiple-level Seating with Stationary Desks



Left-handed Students at Right-handed Desks

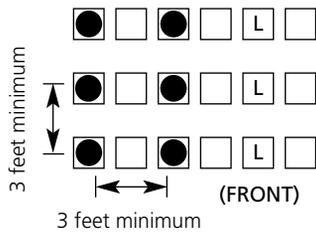
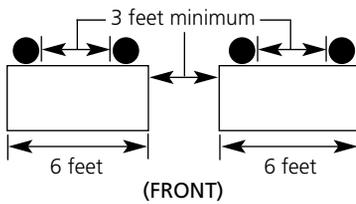
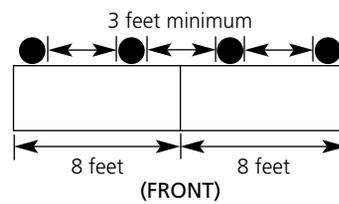


TABLE SPACING

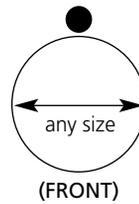
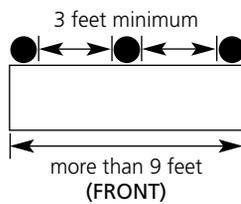
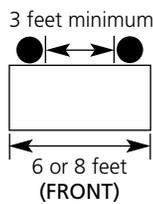
6-foot Table Spacing



8-foot Table Spacing



Other Spacing





Testing Staff Requirements

Selecting Testing Staff

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

Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and 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 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 Supervisor or Back-up Test Supervisor for the administration of WorkKeys or have access to secure test materials if any relative or ward will be testing on the same test date anywhere within the state. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

Because Test Supervisors and Back-up Test Supervisors have access to secure test materials prior to test day, for any test date (initial or makeup) a relative or ward will be testing at any school in the state, that individual must delegate all supervisory responsibilities—including the receipt and return of test materials—to a qualified colleague. Notify ACT of this action immediately and submit a Profile Change Form (pages 55–56).

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

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

- tested on the same test date on which a relative or guardian served as a Test Supervisor or Back-up Test Supervisor at **any** school in the state, or

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

Test Supervisor

In standardized testing, the Test Supervisor provides the continuity and administrative uniformity necessary to ensure that the students are tested under the same conditions and ensures 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 for 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.
- Ensuring that testing begins no later than 9:00 a.m. on 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**.
- Ordering makeup testing materials immediately after the initial test day.
- Returning all used and unused test booklets when testing is completed.
- Cooperating with ACT and the state education agency in resolving irregularities.

Back-up Test Supervisor

If the Test Supervisor cannot serve in his/her role or supervise the test administration, the Back-up Test Supervisor is expected to assume those responsibilities. Therefore, the Back-up Test Supervisor **must** contact ACT immediately and submit a Profile Change Form (page 56) indicating the replacement of the Test Supervisor.

Naming a qualified backup before an emergency occurs helps to ensure that the tests can be properly administered even if a Test Supervisor becomes ill or is otherwise unable to be present on test day. The Back-up Test Supervisor is encouraged to actively assist the Test Supervisor on test day. The Back-up Test Supervisor can serve at only one school.

Replacement Back-up Test Supervisor

If the Back-up Test Supervisor cannot serve in his/her role, you must select a *replacement* Back-up Test Supervisor. The replacement Back-up Test Supervisor must complete and sign the Profile Change Form (page 56), attend the training workshop conducted by ACT, and be trained by the Test Supervisor before test day.

Fax the profile to ACT at 319/337-1019. ACT will review the qualifications of the *replacement* Back-up Test Supervisor and will contact you or the school principal with any concerns.

Room Supervisor

Each room is required to have a room supervisor who must serve for the entire session. The Test Supervisor 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 Supervisor.
- 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 Supervisor.
- Distributing test materials, keeping test booklets in sequential serial number order.*
- Reading verbal instructions to students verbatim.
- Properly timing tests and recording the **START, FIVE-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 Supervisor immediately after testing.

* *Proctor may assist with these activities.*

Proctor

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

| | | | | | | |
|---------------------------------------|------|-------|-------|--------|---------|---|
| Number of Students Per Room: | 1-25 | 26-50 | 51-75 | 76-100 | 101-125 | each additional 25 (or portion thereof) |
| Required Number of Proctors Per Room: | 0 | 1 | 2 | 3 | 4 | +1 |

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 Supervisor.
- 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 Supervisor. 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 Supervisor with preparing the test materials for rooms.
- Give room supervisors a break during testing.
- Keep the hallways quiet during breaks if other rooms are testing.
- At the conclusion of testing, assist the Test Supervisor with counting and preparing all test materials for mailing.

Rotating Proctors

Proctors are normally expected to serve in their assigned room for the entire test session. 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 standardized testing to occur successfully, staff members must understand their responsibilities. It is critical that the same procedures are followed at every school.

Test Supervisors and Back-up Test Supervisors 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 Supervisors 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 Supervisors 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 Supervisors are required to train their 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 57–59.



Test Security Requirements

Authorized Access

Staff access to materials must be limited to only those activities necessary to prepare for test day, the test administration itself, and counting and packing materials for return to ACT. Access to test materials prior to test day is restricted to the Test Supervisor and Back-up Test Supervisor. A designated staff member may assist with materials *if* the Test Supervisor or Back-up Test Supervisor is present and *if* that individual does not have a relative or ward testing on test day (see Conflict of Interest, page 6). 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 **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 Supervisor is responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier's possession. The Test Supervisor 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. Examine the carton(s) for signs of tampering. Check the serial numbers of the test booklets against the numbers listed on the WKEYM Pack/Return Slip. Count each individual booklet; do not assume that the groups of booklets are complete. Check the rest of the shipment to be sure it is complete.

Call ACT **immediately** at 800/553-6244, ext. 2800, if any of the following occurs:

- Any items are missing from your shipment.
- You receive test booklets that do not match the serial numbers on your 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 is lost, stolen, or otherwise missing at any time while the test booklets are at your school, from receipt to return.

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

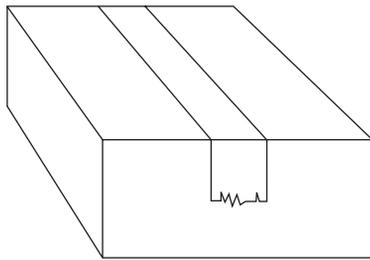
Test Materials Shipping Carton(s)

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.

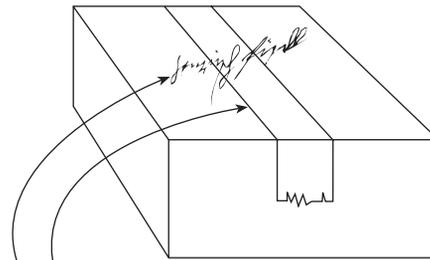
Storage Before Testing

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 Supervisor and possibly a few specifically authorized individuals have access. If a safe or vault is not available, materials may be stored inside a locked file cabinet or closet that is inside a locked room, with the following stipulations:

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

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 Supervisor. **Never leave booklets in an unattended room.**

The Test Supervisor 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 47). After the test, test booklet counts must also be reconciled and initialed using the “Post-Test Sign-Off” on the same form.

Storage After Testing

After accounting for all materials, prepare them for return after each test date (see page 41). Return **all** used **and** unused test booklets to your locked storage area immediately after **each** test administration.

In the Event of a Security Breach

Call ACT Test Administration *immediately* at 800/553-6244, ext. 2800, 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 10.

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 the initial test date is based on the enrollment your school provided to ACT, plus an appropriate overage. 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. 2800, to request a supplemental shipment. **Separate** materials will be shipped to the Test Accommodations Coordinator for students testing with accommodations, and **different** test booklets will be shipped for the makeup test date.

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 (see sample on page 61) identifies your school to the scoring system and also determines the test date to be reported. Be sure to use the correct report after each test day (initial or makeup). 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 45) 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 and cannot be used to determine which students to schedule for makeup testing.

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 (see sample answer document on pages 62–63) 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.

Providing Accommodations with Standard Time Materials

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

- Preferential seating (e.g., at the front of the room, at a table instead of a desk)
- Testing in a quiet environment (e.g., small group or individual room)
- Wheelchair access
- Permission to mark responses in the test booklet (The Test Supervisor **must** arrange to transfer the responses to the answer document after testing.)
- Permission for diabetics to eat snacks
- A written copy of the spoken instructions or a sign language interpreter for the spoken instructions (See Testing Students with Hearing Impairments, below.)

Testing Students with Hearing Impairments

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

The following arrangements for students with hearing impairments who can test with standard time can be made:

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



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.

Test Day Schedule

Administration of the WorkKeys tests must be the first activity of the morning on test day and begin by 9:00 a.m. If testing begins after 9:00 a.m., the scores for all students at your school may be cancelled.

Sample Test Day Schedule

A schedule similar to the following would allow testing to begin around 8:15 a.m. and students to be dismissed around 11:30 a.m. in most test rooms:

7:30 a.m. Arrival of testing staff

7:45 a.m. Briefing session

8:00 a.m. Arrival, identification, and seating of students

Approx. 8:15 a.m.

1. Begin reading the Verbal Instructions
2. Distribute test materials to students
3. Administer the three tests and the break as directed in the Verbal Instructions—time each test exactly
4. Collect and verify all test materials

Approx. 11:30 a.m. Dismiss students

Briefing Session

Test Supervisors must hold a briefing session each test day morning, even with experienced staff. Be sure to discuss any school-specific information (e.g., policies on the wearing of hats 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 46). 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 45). 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 17) 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 17).

- 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 49).

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, no later than 9:00 a.m. in all rooms. Testing begins when the room supervisor begins reading the Verbal Instructions. If any room starts later than 9:00 a.m., document the time and reason on the Irregularity Report. **Starting the timed tests after 9:00 a.m. in any room may result in the cancellation of scores for that room.**

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

General Announcements to Students

Before testing begins, you may 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 the *Applied Mathematics* test (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 28 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 Supervisors each test date. Each room supervisor must have a copy of the current list to refer to during test 2. You may read the list to students as a general announcement before testing begins and post the list strategically at the test site (e.g., at check-in stations, test rooms, etc.).

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

Students are responsible for ensuring their calculators meet ACT standards. They are advised 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 *Applied Mathematics* 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. Exactly observe these test times and the break schedule.

| WorkKeys Tests |
|---------------------|
| Test 1 = 45 minutes |
| Test 2 = 45 minutes |
| Break = 15 minutes |
| Test 3 = 45 minutes |

Break After Test 2

ACT **requires** that you allow a break of 15 minutes at the end of test 2 to allow students to relax or go to the restroom. 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 (see above) 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

The testing times are **45 minutes** each for *Reading for Information*, *Applied Mathematics*, and *Locating Information*. Additional time of 15–30 minutes is required for completing demographic information on the answer documents. 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.

You must provide the full 45 minutes in a room even if all students appear to have finished early.

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 49) 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.



Irregularities

Irregularity Report

Complete an Irregularity Report (page 49) 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. 2800. We will advise you regarding what actions you must take.

Mistiming

Any deviation from timing the tests exactly (see page 22) 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 28) or Refusal to Turn In Test Materials (page 28).

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 28.

Students Who Become Ill

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

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

Only one answer document will be scored for each student (either for the initial or makeup date).

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 on page 28 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 28.

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 Supervisor 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. **Students dismissed for prohibited behavior are not to be scheduled for makeup testing.**

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

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

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

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

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

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.

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

- If you are concluding a pre-test session, collect the answer documents and keep them secure until test day. Check the answer documents to be sure the name on page 1 matches the barcode label (if present).
- If you are continuing with testing, go on to Verbal Instructions for Standard Time Testing.



Verbal Instructions for Standard Time Testing

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

1. Read this section only if a separate pre-test session was conducted prior to test day. Otherwise, skip to 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....

Continue to the section below.

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

3. ACT recommends that you begin each test session with the following:

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.

4. 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....

5. Next, you will have students fill in the appropriate Form Type—Initial, Make Up, or Emergency—on the answer document, block 16. This indicates the type of testing being completed. Say:

Open your answer document to page 2 and look at block 16, Form Type. Fill in [indicate Form Type: Initial/Make Up/Emergency]....

6. Then say:

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

Hand each 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. Then, look up at me. **DO NOT OPEN THIS BOOKLET UNTIL 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 five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions?...

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

Verbal Instructions for Administering *Reading for Information*

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 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.

5. 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.

6. Begin timing.

Reading for Information **45 Minutes**

START

5 minutes remaining

STOP

Transfer to Testing Time Verification Form on page 51.

7. During Reading for Information, do the following:

- As you begin testing, enter the actual time of day you announce START on page 34 (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 52 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.
- Make sure you record the *actual* times you make your announcements.
- Walk around the room to monitor students.
- Complete the Seating Diagram on page 53. If you need to verify booklet numbers for your diagram, do so at the break. Complete **every** item on the form.

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

There are five minutes left.

9. 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....

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:

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

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

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

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 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. There will be a break after I call time on this test.

4. 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.

5. Begin timing.

Applied Mathematics

45 Minutes

—————
START

—————
5 minutes remaining

—————
STOP

Transfer to Testing Time Verification Form on page 51.

6. During *Applied Mathematics*, do the following:

- Record the actual time of day you announce **START** above and calculate the times of day for announcing 5 minutes remaining and **STOP**. See the Test Timing Chart on page 52 for help with the **STOP** time. Make sure you record the *actual* times you make your announcements.
- Staff must check all calculators periodically during the test. (See Checking Calculators During *Applied Mathematics* and Calculators, page 20.) If a student uses a prohibited calculator, follow the instructions on page 28 to void the answer document and dismiss the student. Document this dismissal on the Irregularity Report.
- **Testing Time Verification Form—Required (page 51):** Transfer the *actual* **START**, 5 minutes remaining, and **STOP** times for *Reading for Information* onto the form.
- Walk around the room to monitor students.

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

There are five minutes left.

8. When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:

Stop and put your pencil down. If you tore your formula sheet from the front of your test booklet, please place it inside your booklet. **Place your answer document inside your test booklet, close the booklet, leave it on your desk, and look up at me now....**

9. Verify everyone has stopped, then say:

Put your calculator away. You will not be permitted to use it for the remaining test. You will have a 15-minute break. Testing will resume promptly at **[give the time]**. If you return late, you will not be allowed to make up lost time. Remember, you may not have or use any electronic devices during break, and you may not 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.]**

10. During the break, do the following:

- Make sure no test materials are taken out of the room and all test booklets are closed with the answer documents inside them.
- **Do not leave the test room unattended.** If any students remain in the room, monitor them closely.
- Transfer the *actual* START, 5 minutes remaining, and STOP times for *Applied Mathematics* onto the Testing Time Verification Form.
- Check every answer document to be sure students have entered the test booklet number and test form, and filled in the corresponding ovals. Also check that test booklets have been signed.
- Verify the test booklet serial numbers you have written on your Seating Diagram against the booklet at each seat.
- You and your proctor(s) must monitor noise during the break to prevent disrupting rooms that are still testing.
- If you designate a break area, make sure staff members monitor this area to minimize noise and ensure students are not using cell phones or other electronic devices.
- Resume testing **no later than 15 minutes** after *Applied Mathematics* ends. Do not delay the start of *Locating Information* waiting for students who return late. They may be readmitted but may not make up lost time. Keep conversation with late arrivals to a minimum. If a student does not return, do not void the answer document until you decide whether to schedule the student for makeup testing (see page 40).

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 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.

5. 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.

6. Begin timing.

Locating Information

45 Minutes

—————
START

—————
5 minutes remaining

—————
STOP

Transfer to Testing Time Verification Form on page 51.

7. During *Locating Information*, do the following:

- Record the actual time of day you announce START above and calculate the times of day for announcing 5 minutes remaining and STOP. See the Test Timing Chart on page 52 for help with the STOP time. Make sure you record the *actual* times you make your announcements.
- If any students do not return from break, collect their materials shortly after testing has begun.
- Walk around the room to monitor students.

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

There are five minutes left.

9. When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:

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

10. When you have everyone's attention, say:

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

While 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. 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 room supervisor.

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

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

12. At the conclusion of testing:

- Direct students to the next activity of the day as determined by your school administration.
- Transfer the actual START, 5 minutes remaining, and STOP times for *Locating Information* onto the Testing Time Verification Form (page 51).
- Check your counts and complete the Test Booklet Count Form (page 47). The number of used and unused test booklets **must** equal the number you received for your room. Room supervisors must personally return all standard time testing materials to the Test Supervisor immediately after testing. Students may not assist with the transportation of any test materials.



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 other than those to be used for makeup testing.

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 Supervisor.

To prepare the test materials for the Test Supervisor:

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. Use the Irregularity Report form (page 49) to describe any irregularities that could affect the student's scores. Attach the Irregularity Report to the answer documents of the affected students.
4. Keep other used and unused test materials separate, including test booklets and unused answer documents.
5. Return all the materials to your Test Supervisor.

Test Supervisor Responsibilities

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

- **Used answer documents**, along with the State Testing Site Supervisor's Header sheet, will be sealed in the orange-ink envelope(s), which are returned to ACT in the plastic polmailer bag(s).
- **Test administration forms** will be sealed in the black-ink envelope and returned to ACT in the same plastic polmailer bag(s) as the answer documents.
- **All other materials** except those to be used for makeup testing, 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 except those to be used for makeup testing must be returned to ACT. Do not shred any materials.

Eligibility for Makeup Testing

You may administer makeup testing to:

- **A student who was absent or arrived too late to begin testing.** See Materials to Keep for Makeup Testing on page 41.

- **A student who began but did not complete testing (prohibited behavior excluded).** See Materials to Keep for Makeup Testing below.

You may not administer makeup testing to:

- **A student who completed the test.** You must submit his or her answer document with your other answer documents to be scored.
- **A student who was dismissed for prohibited behavior.** The answer document must be voided and attached to a completed Irregularity Report.

Materials to Keep for Makeup Testing

If you will administer makeup testing, you must hold on to some materials for the makeup test date. Before packing the initial materials for return to ACT, set aside the following:

- Unused manuals
- Unused barcode labels (if applicable)
- Answer documents for the students who will test on the makeup test date.
 - **For a student who didn't begin testing on the initial test date,** keep the original answer document. The student may use it for makeup testing.
 - **For a student who began but did not complete testing on the initial test date,** keep the original answer document. Before the makeup test date, supervise the student while he or she transfers all non-test responses to a new answer document. Test responses may not be transferred; the student will have to take all tests on the makeup test date. Mark page 1 of the original answer document VOID. After the makeup test date, attach it to an Irregularity Report to be returned with your makeup test materials.

All other materials must be returned to ACT as specified in this manual.

Ordering Makeup Testing Materials

To order makeup testing materials, you must indicate the total number of students scheduled to test on the makeup test date. This is done online or via order form, depending on your state. Based on this enrollment figure, ACT will ship you:

- Makeup test booklets
- Additional answer documents, header sheets, manuals, envelopes, and polymailers

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 44 for a diagram of this process.

Note: If you did not test, complete the information requested on the outside of the orange and black envelopes and skip to step 7.

In the Orange Envelope(s): Header Sheet and Used Answer Documents

1. Collect all used answer documents to be scored for your test center.
2. Complete the information on the State Testing Site Supervisor's Header sheet, including the total number of answer documents. Place the header sheet on top of the answer documents.
3. In an orange envelope, place:
 - The completed State Testing Site Supervisor's Header sheet
 - Up to 200 answer documents

Use additional orange envelopes for additional answer documents (up to 200 per envelope).

4. Complete the information requested on the outside of each envelope, and seal them.

In the Black Envelope: Test Administration Forms

5. Place all forms completed by room supervisors during your test administration into the black envelope. This includes:
 - Irregularity Reports
 - Voided or replaced answer documents
 - Rosters (one per room), with any school ID letters, notarized statements, transcripts, or published photos attached
 - Test Booklet Count Forms (one per room)
 - Testing Time Verification Forms (one per room)
 - Seating Diagrams (one per room)
 - Testing Staff List (one per standard time test date)
6. Complete the information requested on the outside of the envelope, and seal it.

In the Plastic Polymailer Bag(s): Orange and Black Envelopes

7. In a polymailer, place:
 - The black envelope
 - Orange envelopes (up to two)
 - Any empty envelopes

Use additional polymailers for additional envelopes (up to three per polymailer).

8. If you have any extra polymailers, insert them into one of the polymailers being returned to ACT.
9. Seal the polymailers and complete the “Polymailer __ of __” information requested on the outside of the polymailer. For example, if you have two polymailers, on the first, it should say “Polymailer 1 of 2” and on the second, “Polymailer 2 of 2.” **Note:** You will need to use a **permanent** marker to write on the polymailers and envelopes.

Your polymailers are now ready for return to ACT.

Packing All Other Materials

To prepare all other materials for return to ACT (see page 44 for a diagram of this process):

1. Place the following directly into the cartons in which you received test materials:
 - All test booklets
 - 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 plastic polmailer bag(s)
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 polymailers and cartons to secure storage.
2. On the date scheduled for pickup, place the polymailers 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

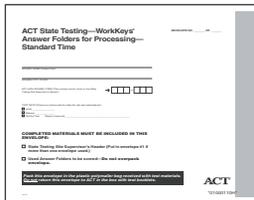
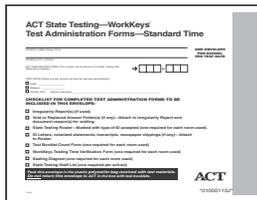
If you have any questions about returning WorkKeys materials, please call ACT at 800/553-6244, extension 2800.

Packing Diagram—STANDARD TIME ADMINISTRATIONS (Initial and Makeup)

- Test Administration Forms**
- Irregularity Report
 - VOID or REPLACED Answer Documents
 - Roster
 - School ID Letters
 - Notarized Statements, Transcripts, Published Photos
 - Test Booklet Count Form
 - Testing Time Verification Form
 - Seating Diagram
 - Testing Staff List

- State Testing Site Supervisor's Header Sheet**
(See Sample, page 61)
- Answer Documents to Be Scored**

1 Polymailer

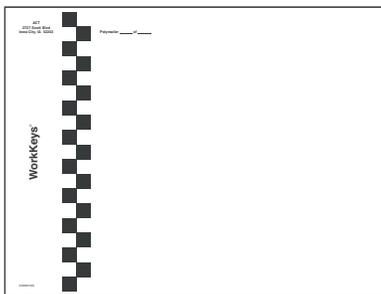
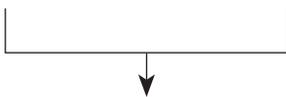


BLACK Envelope

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

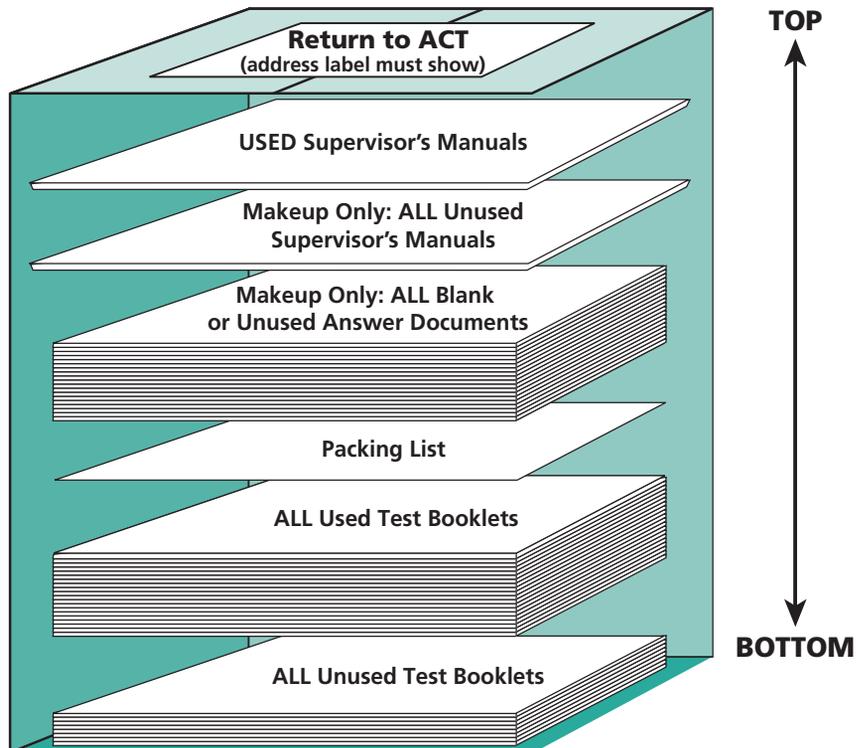
ORANGE Envelope(s)

Answer Documents to Be Scored:
≤ 200 per envelope



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

2 Carton



WorkKeys State Testing Roster

(This document may be photocopied.)

Page ____ of ____

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

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

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

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

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

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

WorkKeys State Testing Staff List

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

City, State _____ Test Date _____

Test Supervisor _____

Print the name, job title (e.g., teacher, counselor), position on the testing staff (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 Supervisor: 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 Supervisor

The Test Supervisor will give the room supervisor test booklets for administering the test. The Test Supervisor 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 Supervisor

The room supervisor will give the Test Supervisor the test booklets after administering the test. The Test Supervisor 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 Supervisor)
Room Supervisor Initials _____
Test Supervisor 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 Supervisor: 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 Supervisor's Name (print) _____

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

WorkKeys Testing Time Verification Form

Completed by room supervisor as tests are administered.

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

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Number of Students _____

Reading for Information



START

5 minutes remaining

STOP

Transfer from page 34

Applied Mathematics



START

5 minutes remaining

STOP

Transfer from page 36

Locating Information



START

5 minutes remaining

STOP

Transfer from page 38

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

Standard Time—Test Timing Chart

All times are “Minutes after the hour”

| | <i>TEST 1</i> 45 minutes | <i>TEST 2</i> 45 minutes | <i>TEST 3</i> 45 minutes |
|-------|--------------------------------|--------------------------------|--------------------------------|
| START | STOP | STOP | STOP |
| :00 | :45 | :45 | :45 |
| :01 | :46 | :46 | :46 |
| :02 | :47 | :47 | :47 |
| :03 | :48 | :48 | :48 |
| :04 | :49 | :49 | :49 |
| :05 | :50 | :50 | :50 |
| :06 | :51 | :51 | :51 |
| :07 | :52 | :52 | :52 |
| :08 | :53 | :53 | :53 |
| :09 | :54 | :54 | :54 |
| :10 | :55 | :55 | :55 |
| :11 | :56 | :56 | :56 |
| :12 | :57 | :57 | :57 |
| :13 | :58 | :58 | :58 |
| :14 | :59 | :59 | :59 |
| :15 | :00 | :00 | :00 |
| :16 | :01 | :01 | :01 |
| :17 | :02 | :02 | :02 |
| :18 | :03 | :03 | :03 |
| :19 | :04 | :04 | :04 |
| :20 | :05 | :05 | :05 |
| :21 | :06 | :06 | :06 |
| :22 | :07 | :07 | :07 |
| :23 | :08 | :08 | :08 |
| :24 | :09 | :09 | :09 |
| :25 | :10 | :10 | :10 |
| :26 | :11 | :11 | :11 |
| :27 | :12 | :12 | :12 |
| :28 | :13 | :13 | :13 |
| :29 | :14 | :14 | :14 |

| | <i>TEST 1</i> 45 minutes | <i>TEST 2</i> 45 minutes | <i>TEST 3</i> 45 minutes |
|-------|--------------------------------|--------------------------------|--------------------------------|
| START | STOP | STOP | STOP |
| :30 | :15 | :15 | :15 |
| :31 | :16 | :16 | :16 |
| :32 | :17 | :17 | :17 |
| :33 | :18 | :18 | :18 |
| :34 | :19 | :19 | :19 |
| :35 | :20 | :20 | :20 |
| :36 | :21 | :21 | :21 |
| :37 | :22 | :22 | :22 |
| :38 | :23 | :23 | :23 |
| :39 | :24 | :24 | :24 |
| :40 | :25 | :25 | :25 |
| :41 | :26 | :26 | :26 |
| :42 | :27 | :27 | :27 |
| :43 | :28 | :28 | :28 |
| :44 | :29 | :29 | :29 |
| :45 | :30 | :30 | :30 |
| :46 | :31 | :31 | :31 |
| :47 | :32 | :32 | :32 |
| :48 | :33 | :33 | :33 |
| :49 | :34 | :34 | :34 |
| :50 | :35 | :35 | :35 |
| :51 | :36 | :36 | :36 |
| :52 | :37 | :37 | :37 |
| :53 | :38 | :38 | :38 |
| :54 | :39 | :39 | :39 |
| :55 | :40 | :40 | :40 |
| :56 | :41 | :41 | :41 |
| :57 | :42 | :42 | :42 |
| :58 | :43 | :43 | :43 |
| :59 | :44 | :44 | :44 |

WorkKeys Seating Diagram

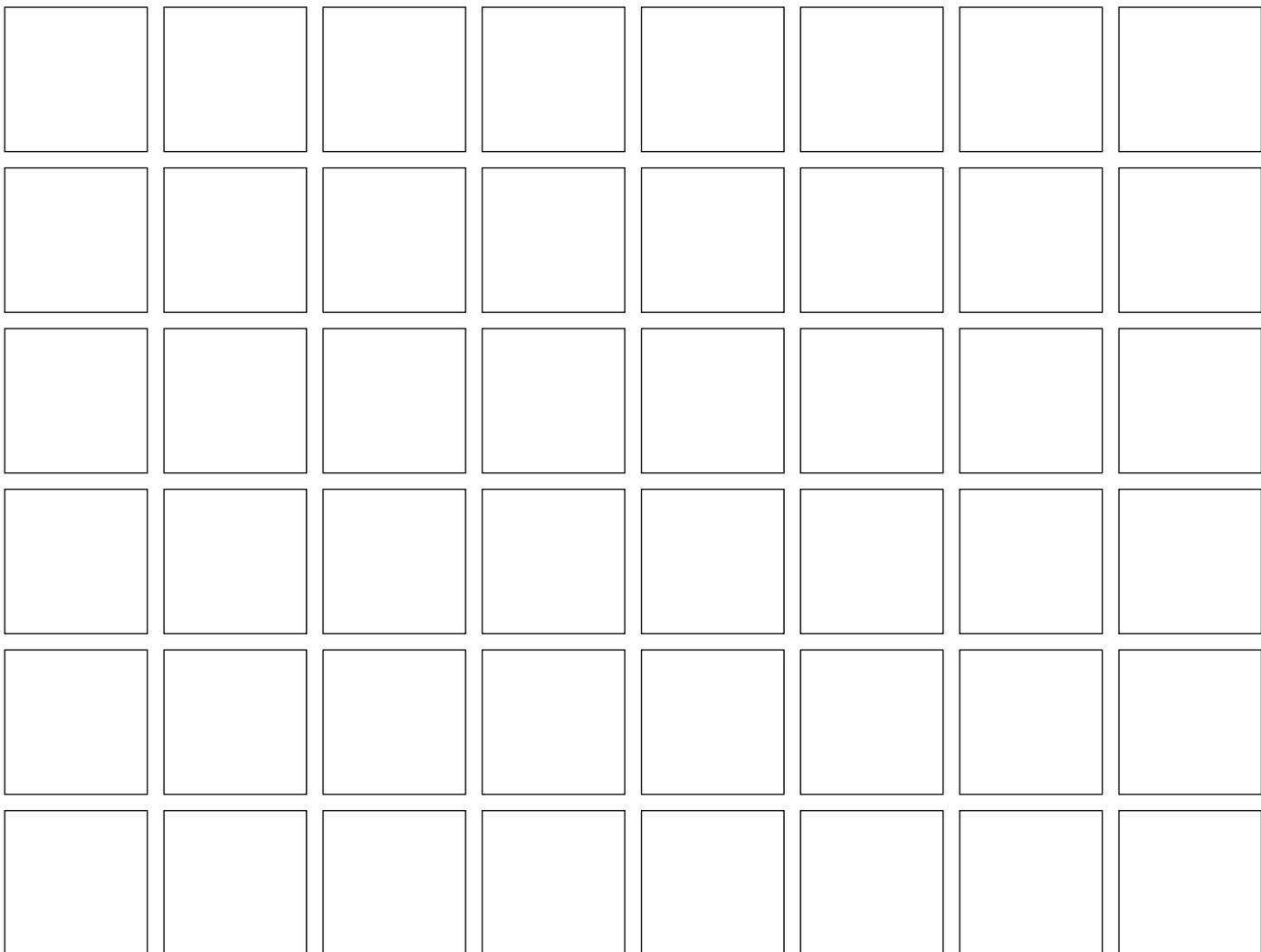
Testing School Name _____ ACT High School Code _____
(for testing school)

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Number of Staff in Room _____

| | |
|---|--|
| <input type="checkbox"/> Single-Level Room <small>OR</small> <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: | |

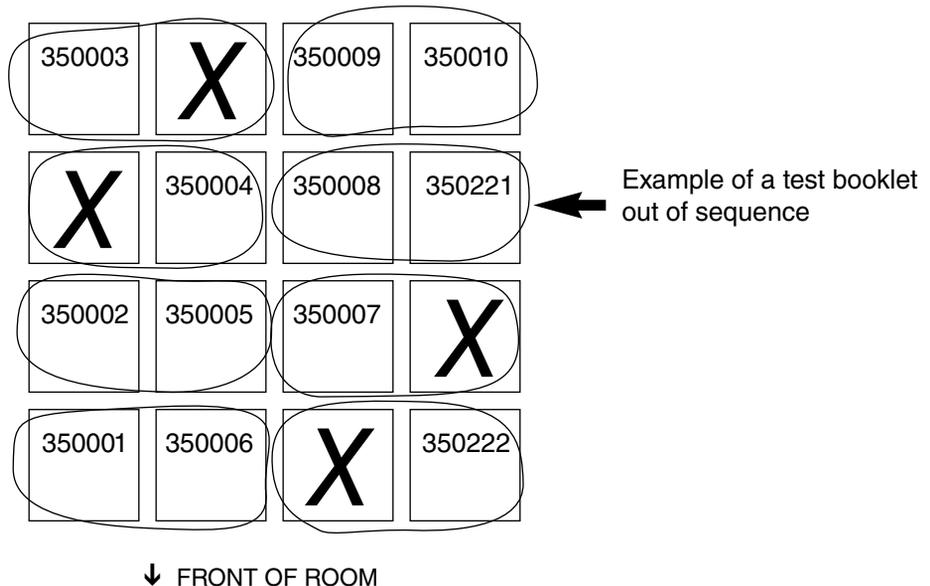


↓ FRONT OF ROOM (the direction students are facing)—ALL students in the room must face the SAME direction ↓
Test Supervisor: Return this form with your roster.

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 47).
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 53, 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 47).
7. Test Supervisor: Return this completed form with your roster.

Sample Seating Diagram



In this example, students are seated at tables with two students per table (see #3 above).

WorkKeys Test Supervisor Profile Change Form

Complete this form **ONLY** if you are **replacing** the previously named Test Supervisor. **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 SUPERVISOR 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 (TS=test supervisor, RS=room supervisor, P=proctor).

| Name of Examination | Year(s) | Position Held |
|---------------------|---------|---------------|
| _____ | | TS RS P |
| _____ | | TS RS P |
| _____ | | 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 SUPERVISOR'S AGREEMENT

I certify that I meet the required qualifications and will personally carry out the responsibilities of Test Supervisor 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 supervisor, 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 Back-up Test Supervisor Profile Change Form

Complete this form **ONLY** if you are **replacing** the previously named Back-up Test Supervisor. **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.

BACK-UP TEST SUPERVISOR INFORMATION

The Back-up Test Supervisor assumes the responsibilities when the Test Supervisor is unable to supervise the administration. The Back-up Test Supervisor is encouraged to actively assist the Test Supervisor prior to and on test day.

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 (TS=test supervisor, RS=room supervisor, P=proctor).

| Name of Examination | Year(s) | Position Held |
|---------------------|---------|---------------|
| _____ | | TS RS P |
| _____ | | TS RS P |
| _____ | | 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: _____

BACK-UP TEST SUPERVISOR'S AGREEMENT

I certify that I meet the required qualifications and will personally carry out the responsibilities of Back-up Test Supervisor 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 supervisor, neither I nor any member of my testing staff will engage in any test preparation activities for ACT testing 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

Fax this form to ACT at 319/337-1019.

Training Session **Outline** and Topics for Discussion

Test Supervisors 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 Supervisor will distribute materials to the test rooms and how room supervisors are to distribute materials inside the test rooms (page 29).
- C. Room supervisors are to count test booklets when they receive them from the Test Supervisor and again before students are dismissed (pages 11–12 and 39). Review the use of the Test Booklet Count Form on page 47.
- D. No unauthorized persons are allowed in the test rooms. This includes friends, relatives, and members of the media. ACT-authorized observers must be asked for a letter of introduction from ACT or for an ACT or state education agency ID (page 2).
- 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 (page 3).
- 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 45) and explain the information it contains and how it is to be used on test day (pages 16–17).
- D. Review acceptable and unacceptable forms of student identification (pages 17–18). 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 must begin by 9:00 a.m. in all rooms.** 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. Review the use of the Testing Time Verification Form on page 51. Discuss the consequences of a mistimed test. If a retest is necessary, a retest of **all tests** is required, not just the test that was mistimed.
- Q. The room supervisor must complete a Seating Diagram (page 53) 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 pages 20–21. 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 (page 37). 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 27–28). 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 24–25). Also, discuss potential individual irregularities and actions to take (pages 25–28).
- Z. Review the Irregularity Report on page 49.

IV. After the Test

- A. Discuss how to decide which students to schedule for makeup testing. The Test Supervisor must enter makeup enrollment in the designated online ordering system or order form no later than the day after the initial test date.
- B. Room supervisors must verify the count of used and unused test booklets, then return test materials, completed roster(s), Testing Time Verification Form(s), Test Booklet Count Form(s), and Seating Diagram(s) to the Test Supervisor immediately after testing.
- C. The number of used test booklets (seals broken) must match the number of students tested in each room.
- D. Emphasize the importance of correctly completing all required documentation and returning all answer documents to be scored immediately after testing to ensure timely and accurate scoring of the answer documents by ACT.

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

E **TEST DATE**

Month Year (4-digits)

Jan. 2 0
 Feb. 0
 March 20 0 0
 April 1 1
 May 2 2
 June 3 3
 July 4 4
 Aug. 5 5
 Sept. 6 6
 Oct. 7 7
 Nov. 8 8
 Dec. 9 9

F **ACT CONTRACT NUMBER**

| | | | |
|---|---|---|---|
| | | | |
| 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 |

Office Use Only (Do Not Mark)

| | | |
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| | | |
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| 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 |

1 (A) (B) (C) (D) (E)
2 (A) (B) (C) (D) (E)
3 (A) (B) (C) (D) (E)
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30 (A) (B) (C) (D) (E)

31 (A) (B) (C) (D) (E)
32 (A) (B) (C) (D) (E)
33 (A) (B) (C) (D) (E)

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 |

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31 (A) (B) (C) (D) (E)
32 (A) (B) (C) (D) (E)
33 (A) (B) (C) (D) (E)

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 |

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35 (A) (B) (C) (D) (E)
36 (A) (B) (C) (D) (E)
37 (A) (B) (C) (D) (E)
38 (A) (B) (C) (D) (E)

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

DO NOT WRITE IN THIS SHADED AREA.

SERIAL #

63

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 49 or calling 800/553-6244, ext. 2800. 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**.

