

Spring 2025

Test Date(s): _____

Test Room: _____

Room Supervisor: _____

High School Name: _____



The ACT[®] Test

Administration Manual

State Testing | District Testing

- Standard Time
- Paper Testing

The **ACT**[®]

www.act.org



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CONTACTING ACT

Business Hours

Days	Times
Monday–Friday:	7:00 a.m.–5:00 p.m. Central time
First day of the testing window:	6:00 a.m.–6:00 p.m. Central time

Contact Information for Testing Staff

Type of Question	Phone	Contact Form / Email
General, technical, standard time	800.553.6244, ext. 2800	act.org/stateanddistrict/contactus
Accommodations, English learner supports	800.553.6244, ext. 1788	ACTStateAccoms@act.org

*Note: The toll-free numbers are for testing staff only. **Please do not give these numbers to examinees or parents.** Examinees and parents can be directed to <https://www.act.org/content/act/en/contact-act.html>.*

The Test Coordinator Information Manual includes information for test coordinators on how to return materials. Materials can be returned to the following addresses:

Polymailer with Processing Envelope:

ACT Processing Center
9200 Earhart Lane
Cedar Rapids, IA, 52404

Boxes:

ACT Processing Center
7405 Irish Drive SW
Cedar Rapids, IA, 52404

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POLICIES

General Testing

Standardized Procedures

Uniformly administering tests ensures examinees' academic skills are accurately measured. Testing staff assume a vital role in carrying out standardized testing procedures.

As with all standardized testing, it is critical that the procedures you employ are identical to those at other test locations. ACT provides policies, requirements, and administration instructions to help create a fair testing environment for all examinees. All testing staff are required to read the digital and paper materials provided by ACT. Adherence to the standardized policies and procedures outlined in the materials is mandatory.

Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code. You may locate copies of these codes through the following organizations:

- *Code of Fair Testing Practices in Education*: American Psychological Association (<https://www.apa.org/science/programs/testing/fair-testing.pdf>)
- *Code of Professional Responsibilities in Educational Measurement*: National Council on Measurement in Education (<https://www.ncme.org/resources-publications/professional-learning/library>)

Test Dates

Tests must be administered only on the published test dates. Tests administered on any other date, without prior approval from ACT, will not be scored.

Equal Treatment

All staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act.

Confidentiality

Information about examinees, including their names, is confidential. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information or use such information for any purpose other than administering the tests. Questions concerning attendance or test day procedures from parents or examinees can be answered within the normal confines of student confidentiality policies at your school.

All forms and information contained in administration manuals and other ACT-provided documentation are the property of ACT and must not be shared with any person who is

not part of the testing staff. Requests for copies of test date documentation (e.g., Rosters, Irregularity Reports, etc.) are to be referred directly to ACT or the state agency.

Safety

The safety of staff and examinees at the test site is of utmost importance. If an examinee or other person becomes confrontational or disruptive, take reasonable steps to defuse the situation. Contact security personnel at your institution or local law enforcement if you need assistance. Do not put yourself or others at risk. Report the incident to ACT immediately. Document the details as an irregularity.

Investigations

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

In cases where examinees dispute an ACT decision or communication regarding the administration, the examinees and/or their representatives may contact you directly and request information. In such cases, you should not become involved in the situation. Staff cannot provide test administration information to anyone, including (but not limited to) the examinee, legal representation, and law enforcement. Such requests must be directed to ACT Test Administration.

Right to Terminate

ACT reserves the right to terminate its relationship with any testing personnel without advance notice if ACT determines, in its sole discretion and for any reason, that termination is appropriate.

Authorized Observers

An observer authorized by ACT or from your state education agency or district assessment office may visit your test site. Such a visit is normally not announced in advance.

If an observer arrives, take the following steps before allowing access to the testing area or test materials.

1. Check credentials.

Observers must have the following:

- Photo ID (driver's license, employee ID, etc.)
- Employee ID, business card, etc. showing company/agency affiliation
- Written authorization from ACT (if observer is not from a state education agency or district assessment office)

Note: If an observer has an employee ID with a photo, a separate photo ID is not needed.

2. If the observer provides the necessary credentials, give the observer your full cooperation. If not, deny access to the testing area and test materials.
3. Include the observer's name and company/agency and whether or not the observer was admitted in an irregularity report.
4. Call ACT if you have concerns about an observer.

Note: The visit may include conducting enhanced test security procedures on test day.

Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, school board members, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. They must stay away from the test location until after the administration. Under no circumstances are cameras of any type allowed in the test rooms. Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms. Please inform ACT Media Relations (**publicrelations@act.org**) 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 uniformly answered.

Testing with Accessibility Supports

Types of Accessibility Supports

The ACT accessibility supports apply to all examinees. Although the ACT is a standardized test and we design the experience to be the same for all examinees, ACT does provide adjustments for examinees with diagnosed, documented disabilities and English learner examinees to provide equitable access during the assessment without compromising the validity of assessment results. Accessibility supports emphasize an individualized approach to implementing assessment practices for examinees with diverse needs who participate in large scale standardized assessments.

Please refer to the *Accessibility Supports Guide for the ACT - State and District Testing (ASG)* for more information related to available supports.

Qualification for Accessibility Supports

Authorization

For the ACT test administered under a state or district contract, the test accommodations coordinator (TAC) identifies and authorizes the use of universal supports and designated supports.

Designated supports must be authorized by ACT prior to use during National test events; however, for State and District testing the TAC can allow designated supports without ACT approval.

Examinees using universal or designated supports with standard time testing should use a standard time test booklet, testing must be completed in one session using standard timing, and testing must occur only on the test date designated for standard time testing. Use this manual to administer tests with designated supports.

Universal Supports

A universal support is an aid made available to all examinees to foster greater inclusion in the assessment. Universal supports are embedded into testing and do not require ACT approval.

Examples of universal supports include but are not limited to:

- Test booklets used as scratch paper (paper testing only)
- Standard calculator for the mathematics section
- General administration directions repeated if requested
- Asking for clarification of verbal instructions

Designated Supports

Designated supports are available to any examinee for whom a need has been identified and are approved by the TAC. Most require advance planning to deliver.

Testing with Designated Supports

You may provide select arrangements and supports for any administration if all of the following conditions are met:

- Arrangements will not disrupt testing or provide an advantage to the examinee over other examinees
- Breaks are provided as outlined in the verbal instructions
- Timing is provided as outlined in the verbal instructions
- Test Security is not compromised

Refer to the *Accessibility Supports Guide for the ACT - State and District Testing* for a complete list of designated supports.

Testing Examinees with a Disability

Examinees testing with ACT-authorized accommodations must test in an accommodations testing room with accommodations testing materials. The *ACT State and District Testing Accommodations Paper Manual* should be used in arranging to test these examinees.

TEST FACILITIES

Facility Requirements

Introduction

The test coordinator must select the test site and reserve rooms for the test administration. Test sites and rooms must meet several requirements that help ensure a fair and secure test environment.

Principles of Accessibility

Under the Americans with Disabilities Act (ADA), tests must be offered in locations accessible to individuals with disabilities, or in rare cases, in accessible alternative locations.

Video Monitoring Systems

ACT does not allow closed-circuit television (CCTV) in the test site. Please disable or cover CCTV cameras in the testing room. If your test site must use CCTV cameras in the testing room, and they cannot be removed, you must take steps to ensure the cameras are not positioned to capture test content during testing. The test site's use of video monitoring and storage of recordings must fully comply with the laws of your jurisdiction, and you agree that the recording is not done at ACT's request. As a reminder, no other cameras—for example, from the school or external media—are ever to be allowed in the testing room.

Room Type, Size, and Setup

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.

ACT recommends:

- Using single-level classrooms
- Avoiding multiple-level seating (it makes it easier to see another examinee's test)
- Seating 15 to 30 examinees in a room for standard time administrations
- Seating no more than 100 examinees in one room

To ensure a fair and secure testing environment:

- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Make sure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Examinees testing with extended time must be tested in a separate room from examinees testing with standard time.



- Arrange the room so that:
 - ~ The room supervisor will be facing the examinees during testing.
 - ~ Testing staff can freely circulate the room and have a clear view of all examinees and materials.
 - ~ Seating minimizes the possibility of prohibited behavior.

Seating Arrangements

Seating arrangements must minimize any possibility of prohibited behavior. Examinees must be:

- Facing the same direction
- Spaced as far apart as possible
- Seated no closer than is specified in the following table:

Required Minimum Space Between Examinees

Room Type	Required Space from Side-to-Side	Required Space from Front-to-Back
		
Single-Level	3 feet (measured shoulder-to-shoulder)	3 feet (measured head-to-head)
Multiple-Level	3 feet (measured shoulder-to-shoulder)	5 feet (measured head-to-head)

- Seated in straight rows and columns, directly in line with each other
- Seated so that aisle space allows room for staff to circulate throughout the room without disturbing examinees
- Able to see the room supervisor without difficulty
- Able to see the room clock, if there is one, without looking around

Seating at Tables

Requirements for the Use of Tables

Table Shape	Table Size	Number of Examinees Per Table
Round	Any size	1
Rectangular	Less than 6 ft. long	1
Rectangular	6–9 ft. long	2
Rectangular	More than 9 ft. long	3

Note:

- *Do not seat examinees where two tables join.*
- *If 6-foot tables are used to seat two examinees, a 3-foot space is required between tables.*
- *Examinees must be seated on the same side of the table, and minimum spacing requirements must be met.*

Writing Surfaces

Writing surfaces must be smooth, hard surfaces large enough for all of an examinee’s test materials. Temporary surfaces that rest on the chair arms or the back of the row in front must be approved in advance by ACT. Lapboards are not allowed.

Note: For left-handed examinees, use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so left-handed examinees can use both surfaces.

Seating Arrangement Examples

Acceptable Seating Arrangement Examples

"min." = minimum "ft." = feet

↔ indicates distance between examinees

Side-to-side distances are measured from shoulder-to-shoulder

Front-to-back distances are measured from head-to-head



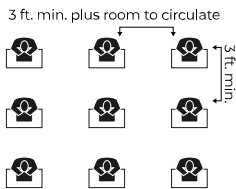
Side View



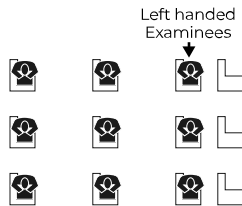
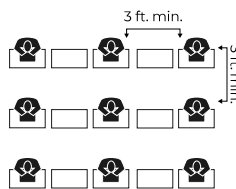
Overhead View

Examinee Spacing

Level Seating with Movable Desks

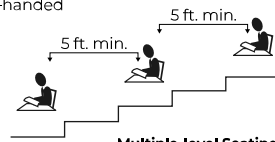


Level Seating with Stationary Desks



Left-handed Examinees at Right-handed Desks

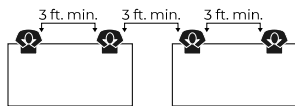
Extra Right-handed Desk



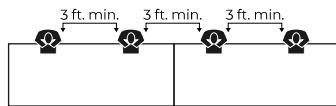
Multiple-level Seating

Table Spacing

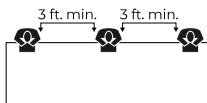
6-Foot Tables



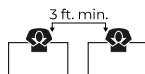
8-Foot Tables



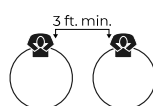
Tables more than 9 feet



Tables under 6 feet



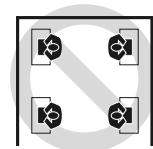
Round tables any size



Unacceptable Seating Arrangement Examples



Examinees Facing the Wall or Each Other



Dividers, Study Carrels, and Partitions



Desk Surface Too Small



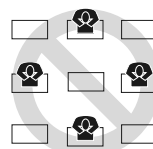
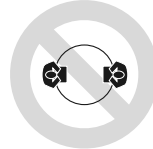
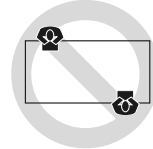
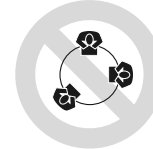
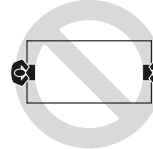
Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



Examinees Not in Straight Rows and Columns Directly in Line with Each Other



TEST STAFF

Staff Requirements

Selecting Testing Staff

The test coordinator is responsible for selecting testing staff.

Who May Act as Testing Staff

The test coordinator is responsible for identifying people of integrity when selecting their testing staff. Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals.

All testing staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws.

Who May Not Act as Testing Staff

- High school students, volunteers, and lower-division undergraduates
- Anyone who intends to take the same tests within the next 12 months
- Anyone involved in test preparation activities for the same tests at any time during the current testing year (September 1–August 31)

Note: ACT recognizes that the normal duties of a counselor or teacher may involve some responsibilities for test preparation. These activities 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

To protect you and your relatives or wards from allegations of impropriety, if you have any relative or ward who will be testing under a state or district contract anywhere in the US during the same testing window for which you are a test coordinator:

- You must not serve as test coordinator or substitute test coordinator. You must delegate all supervisory responsibilities—including the receipt and return of test materials—to a qualified colleague.
- You may serve as a room supervisor or proctor for a test administration, but you must not have access to the secure test materials before or after these testing sessions, and any relative or ward must not be testing in a room in which you are working. If you do serve as a room supervisor, you must not have access to any of the relative or ward's test materials at any time.

Relatives and wards include children, stepchildren, siblings, spouses, parents, and persons under your guardianship or anyone who resides in your household. Scores for an examinee will be canceled if any of these policies are violated.

Note: If your state testing program ships materials to the district office, the district test coordinator must comply with this relatives policy. If your state has a stricter relatives policy, you should abide by that policy.

Athletic Coaches

To protect athletic coaches and student-athletes from the appearance of a conflict of interest, an athletic coach:

- May not serve as test coordinator
- May not have access to secure test materials before or after testing
- May serve as a room supervisor, but may not supervise one-to-one testing for a student-athlete

This policy applies to any head or assistant coach of any high school or college athletics program, whether or not the sport is in season at the time of testing.

Attentiveness

Staff must remain attentive to their testing responsibilities throughout the administration. Reading (except the manuals or supplements), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is not allowed.

Staff Roles and Responsibilities

Room Supervisor Role

Each room must have a room supervisor responsible for all testing activities in that room. Each room supervisor must be present for the entire test session. The test coordinator may assume the role of room supervisor if only one room is used.

Number required: One per test room

Room Supervisor Responsibilities

Before test day:

- Assist the test coordinator, as needed
- Attend the training and briefing sessions conducted by the test coordinator

Check-in activities on test day:

- Individually identify and admit examinees to rooms; verify ID and mark the roster
- Direct examinees to seats once admitted
- Ensure all examinees admitted to a room are assigned the same timing

Administer the test:

- Prepare the room for testing
- Take responsibility for a test room and provide an environment conducive to testing
- Count test booklets upon receipt from the test coordinator
- Distribute test materials, keeping test booklets in sequential serial number order
- Read verbal instructions verbatim to examinees
- Properly time tests
- Monitor testing progress

Maintain security:

- Keep test materials secure during testing and breaks
- Monitor for prohibited behavior during testing and breaks
- Collect and account for all test materials before dismissing examinees

Ensure complete documentation:

- Complete all information on the appropriate administration forms
- Record detailed documentation of any irregularities and, as required, void examinees' tests
- Return all test materials and forms to the test coordinator after testing

Proctor Role

As test rooms increase in size, proctors are required to assist the room supervisors.

Number required: The following table describes the minimum number of required proctors. If your state or district has a stricter proctor policy, you should abide by that policy.

Number of Proctors Needed for Standard Time Paper Administrations

Number of Standard Time Examinees	Proctors Needed
1–30	0
31–60	1
61–100	2
101–150	3
151–200	4

Proctor Responsibilities

Before test day:

- Assist the test coordinator as needed
- Attend the training and briefing sessions conducted by the test coordinator

Check-in activities on test day:

- Help room supervisors individually identify and admit examinees
- Direct examinees to their seats

Administer the test:

- Prepare the room for testing
- Distribute test materials, keeping test booklets in sequential serial number order
- Verify proper timing of the tests, using a different timepiece than the room supervisor
- Monitor testing progress

Maintain security:

- Monitor for prohibited behavior during testing and breaks
- Report any irregularities to the room supervisor immediately
- Accompany examinees to the restroom if more than one leaves during the timed portion of the test
- Collect and account for all test materials before examinees are dismissed

Roving Proctor Role

Schools that use multiple rooms, floors, or buildings are encouraged to appoint roving proctors to assist the test coordinator.

Number required: Optional

Roving Proctor Responsibilities

- Assist with check-in and/or directing examinees to test rooms and seats
- Help the test coordinator prepare the test materials for test rooms
- Monitor hallways or escort examinees
- Give room supervisors a break during testing
- Keep the hallways quiet if other rooms are still testing
- Count and prepare test materials for return to ACT

Rotating Proctor Role

Proctors are normally expected to serve in a single assigned room for the entire test session. However, if schedules require, proctors may be “rotated” or replaced at the break, provided no room is ever left unattended.

Number required: Optional

Rotating Proctor Responsibilities

Rotating proctors are responsible for all proctor tasks once they have replaced the existing proctor.

Staff Training

Staff Training Requirements

The test coordinator is responsible for providing manuals, supplements, and training to all test site staff before test day.

Training Session Outline

The test coordinator is expected to discuss the following topics with staff during the training session. A separate session may be held with accommodations testing staff to cover topics relevant to accommodations. All training sessions must occur before test day and include information from training conducted by ACT.

Facilities Requirements and Setup:

- Demonstrate proper seating arrangements and test room preparation, including:
 - ~ Ease of staff observation and movement
 - ~ Seating left-handed examinees
 - ~ Timepieces
 - ~ Any items in the room that need to be covered/removed for testing

Test Materials:

- Discuss the difference between secure and non-secure materials
- Discuss the difference between standard materials and accommodations materials and highlight that using the wrong test materials can result in the cancellation of scores
- Explain materials that will be supplied by:
 - ~ ACT
 - ~ Your site
 - ~ Examinees
- Describe the process for how materials will be distributed to and from room supervisors on test day and how room supervisors will distribute materials to examinees in the test room
- Outline the importance of:
 - ~ Never leaving materials unattended
 - ~ Verifying counts of materials before and after testing
 - ~ Not allowing unauthorized individuals access to test rooms or materials

Non-Test Activities:

- Discuss when and where all examinees will complete non-test activities. This includes answer document demographics and MyACT non-test information.
- Discuss the sections that must be completed and the importance these sections play in score reporting
- Remind staff to read and follow the *Verbal Instructions for Answer Document Demographics* as written in the manual.

Test Administration:

- Discuss when and where staff members are to report on test day
- Explain how to use the Roster
- Review acceptable forms of identification
- Explain the process for seating examinees and the rules to follow when choosing where to seat an examinee
- Discuss start times and when to stop admitting examinees to the test room

- Discuss the policy for watches, cell phones and other electronic devices for both examinees and staff
- Explain how to use the manual on test day, stressing the importance of following instructions exactly and reading verbal instructions verbatim
- Explain how to use any supplemental materials
- Discuss timing procedures and administering breaks for all types of administrations
- Discuss monitoring the test room and expected staff behavior, including:
 - ~ Handling prohibited behavior
 - ~ Handling testing irregularities
 - ~ Checking calculators
 - ~ Checking authorized bilingual dictionaries
- Review how to fill out the Test Administration Forms and submit Irregularity Reports

Note: If there are additional rules or policies specific to your state, district, or test site, be sure to also cover those items with testing staff. Staff should have a comprehensive understanding of all expectations and procedures before test day.

Test Day Briefing Session

A staff briefing session is required each test day morning, even with experienced staff. During this session, ensure all staff are present and make necessary adjustments to staff assignments. Ensure all staff understand their responsibilities and answer questions with the group so everyone has the same information.

In particular, discuss the following:

- Information in any ACT notice
- Cell phone and prohibited devices policy and procedures
- Calculator policy and procedures
- Test site specific information
- How staff are to communicate with the test coordinator during testing
- Arrangements for left-handed examinees
- How to handle breaks
- What to do with examinees dismissed for prohibited behavior

TEST MATERIALS

Materials Overview

Quantity of Materials

ACT will provide separate quantities of materials for each test date.

The quantity of materials shipped for the school's first test date is based on the student enrollment in PearsonAccess^{next}, plus an additional overage.

The quantity of materials shipped for subsequent test dates is based on the additional order(s) placed by the test coordinator in PearsonAccess^{next}.

Test Materials are Specific to a Test Date and Administration

Test materials are sent for specific test dates (Test Window 1, Test Window 2) and administration types (standard, accommodated). Failure to use the correct test materials will result in a misadministration and cancellation of scores.

A test date flyer stating the specific date or window for the administration type is included in your materials shipment. If you are unsure whether materials can be used for a test date, contact ACT before using the materials.

Standard time test booklets have a triangle symbol on the cover.



Materials Provided by ACT

Secure Materials

Test Booklets

- Regular print (10 pt.)

Non-Test Materials

- *MyACT Non-Test Instructions for Student* (one personalized for every examinee registered)
- Barcode labels

Non-Secure Materials

Non-Test Materials

- *Administration Supplement State Use Questions* (if applicable)
- *Taking the ACT State Testing and District Testing*

Test Administration Materials

- Administration manual(s)
- Answer documents

- Site Header

The site header is pregridded by machine and identifies your site in the scoring system. It also determines the test date represented on score reports.

Check the header for accuracy. If the pregridded information is not accurate for your site, or if you are unable to locate the pregridded site header, use the Replacement Site Header located in the *Test Coordinator Information Manual*.
- Test Administration Forms (forms are separate from the manual)
 - ~ One set of forms is required for each test room
 - ~ Do not separate the pages (use and submit it as a single sheet)
 - ~ Make a photocopy of each completed form and keep for at least six months

Each contains the following forms:

 - ~ Test Room Report (completed by the test coordinator and room supervisor)
 - ~ Roster (completed by the test coordinator and room supervisor)
 - ~ Seating Diagram (completed by the room supervisor)
 - ~ Timing Report (completed by the room supervisor)

Note: Administration manuals and test administration forms can also be found on your ACT-hosted web page.

Return Materials

- Processing envelopes
- Polymailer return envelope
- Shipping boxes
- Colored return stickers

Materials Provided by Your Site

Your site is responsible for providing the following in each test room:

- No. 2 pencils with erasers to lend to examinees who do not bring them
- Pencil sharpener
- Reliable timepieces: watch, stopwatch, interval timer, or accurate wall clock
- Signs, cards, or other materials used in admissions procedures
- Permitted calculators (if your site chooses to provide them to examinees)

Materials Provided by Examinees

Examinees are asked to bring No. 2 pencils with good erasers (examinees must not use mechanical pencils or ink pens) and a permitted calculator (if desired). Students should check the current calculator policy at act.org/calculator-policy.html.

Security of Materials

Secure Test Materials

Secure test materials include all test booklets and answer documents with an examinee's identifying information (even if the examinee completed only the demographic portions or only a barcode label was applied), barcode labels, and *MyACT Non-Test Information: Instructions for Students* forms.

Copyrighted Test Materials

Tests are copyrighted and cannot be reproduced nor used for any purpose other than testing. They may not be opened or accessed by any person other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test content to anyone.

Scores earned by examinees who may have had advance access to test content will be canceled, and scores will not be reported.

Security Breach

A security breach constitutes any of the following:

- Items are missing from your shipment.
- You receive test booklets that do not match the serial numbers on your packing list.
- Test booklet seals are broken at any time (except by examinees as instructed on test day).
- A test booklet is lost, stolen, or otherwise missing (even if only temporarily) at any time.
- The materials appear to have been tampered with in any way.
- You have reason to believe someone had unauthorized access to the materials.

Report a security breach to ACT immediately. If it occurs during testing, do not allow examinees to leave the building before calling ACT for instructions.

Handling Materials on Test Day

Distribute Test Materials to Examinees

The verbal instructions tell you when to distribute test materials. To ensure security of test materials, distribute to examinees only when directed to do so in the instructions, not before.

Answer Documents

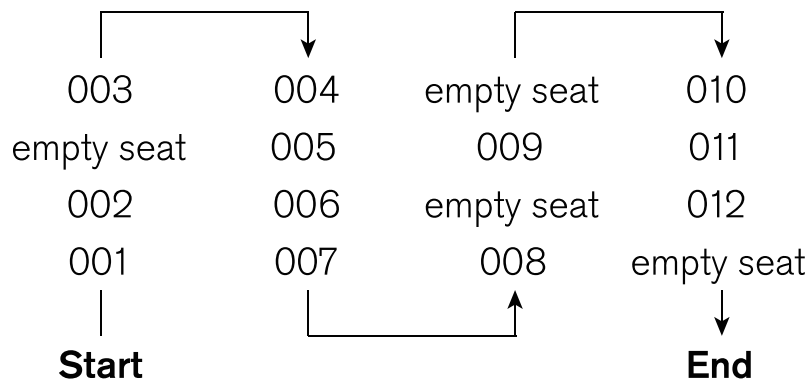
As answer documents are distributed, be sure each examinee receives the answer document with the examinee's name on the barcode label or the student code gridded in Block J.

Test Booklets

Personally hand one test booklet individually to each examinee, in sequential serial number order.

- The multiple-choice test booklets are distributed when directed in the verbal instructions. All examinees seated in the room receive a multiple-choice test booklet.
- The writing test booklets are distributed just prior to the writing test—when directed in the verbal instructions.
- Do not allow examinees to handle any booklet except their own. For example, do not allow booklets to be passed down rows or across aisles.
- Make sure each examinee receives only one booklet.
- Keep track of how you distributed booklets so you can document the serial number given to each examinee on the Seating Diagram.

Begin with the first serial number of your series and move down the rows handing them in sequential order to each examinee in a seat (as shown below). Do not skip serial numbers, do not leave booklets at empty seats, and do not assign or hold booklets for absent examinees. Any leftover (unused) booklets will be the last serial numbers of your series. For example, if you have 15 booklets but only 12 examinees are in the room, hand out only the first 12 serial numbers. Keep the unused booklets (with the last three serial numbers) secure during testing.



Test Security during the Administration

- Guarantee the security of test materials throughout the administration.
- Keep test materials in a secure location as examinees enter and exit the test room.

- Account for all materials before testing, at break, and before dismissing examinees.
- Never leave a test room unattended, even momentarily, if examinees or materials are present.
- Ensure that each test room has sufficient staff for the number of examinees present.
- Actively monitor examinees throughout the administration.
- Pay close attention for cell phone and electronic device use.

Verify Test Materials after Testing

After testing and before dismissing examinees, room supervisors must verify all materials.

1. Individually collect and check answer documents.
 - a. Confirm the Certification is copied.
 - b. Confirm the answer document is signed.
 - c. Confirm legal name in Block B and date of birth in Block G are gridded.
 - d. Confirm all answer documents, even those with a barcode label, have blocks A-G completed. Missing information will cause a delay in scoring.
 - e. Confirm the form code is gridded.
 - f. Stack all answer documents so they face the same direction.
 - g. Verify the number of answer documents collected equals the number of examinees.
2. Individually collect the test booklet from each examinee.
 - a. Confirm the Certification is copied.
 - b. Confirm the test booklet is signed.
 - c. Verify the number of booklets collected equals the number distributed.
 - d. Arrange the test booklets in sequential serial number order.

Note: Use your Test Room Report to reconcile test booklet counts after the test.

3. Place the collected test materials where examinees do not have access.

Once examinees are dismissed, review your set of Test Administration Forms and check that all pages are complete. If you used any additional forms (e.g., Irregularity Report), ensure those forms also contain all necessary information.

Return Materials to the Test Coordinator after Testing

After accounting for all test materials and verifying complete documentation, room supervisors must return materials to the test coordinator immediately after testing.

TEST ADMINISTRATION

Admitting Examinees

Check-In Location

Examinees must be identified and checked in at the test room, individually, even if checked in previously at a central checkpoint. The marked roster must reflect the examinees present in the test room, not simply those who were assigned to the room.

Make the Electronic Devices Announcement

If possible, make the following announcement to examinees before admitting them to the test room:

Attention. Please listen carefully.

You may have a watch, timer, or stopwatch to pace yourself, however:

Cell phones, smart watches, fitness bands, and any other devices with recording, Wi-Fi, internet, or communication capabilities are prohibited.

All such devices must be powered off and placed out of sight. You may not handle or access your devices until you leave the test site.

If you have a cell phone or other prohibited electronic device, power it off now and store it away in a backpack, purse, pocket, or other area where it will remain out of sight.

Acceptable Identification

An examinee must have an acceptable form of identification, or be personally recognized by testing staff, to be admitted for testing.

Keep in mind:

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

IMPORTANT: School ID must be in hard plastic card format only. Paper or electronic formats are not acceptable.

If the *ACT Student Identification Form* is needed, it can be found at www.act.org/content/dam/act/unsecured/documents/Identification-Letter-Form.pdf.

Acceptable Forms of Identification and Identification Criteria by Roster

Roster Notation	Type of ID	Criteria for Acceptance
P	Current Official Photo ID	<p>Must include all of the following:</p> <ul style="list-style-type: none"> • Current (valid) • Issued by a city/state/federal government agency or school • Examinee’s first and last names • Photo clearly recognizable as the examinee <p>Signature is not required.</p> <p>Examples: Driver’s license, passport, school ID, state ID.</p>
F	ACT Student Identification Form	<p>Examinees must present the <i>ACT Student Identification Form</i> if they do not have a current official photo ID as described above. All items must be completed and include:</p> <ul style="list-style-type: none"> • Individually completed in English—and signed in ink—by an official at the examinee’s school or notary public (official or notary cannot be a relative) • Recent, recognizable, individual (not group), photo of the examinee attached to the form • School or notary seal/stamp or school official/notary ink signature overlapping a portion of the photo • Examinee’s first and last names • Examinee’s date of birth, gender, school name, and location • Signed by the examinee, in ink, in the presence of the school official or notary • Signed by the examinee on test day, in the presence of testing staff <p>Collect and return to ACT with the roster.</p>
R Plus Staff Initials	Staff Recognition	<ul style="list-style-type: none"> • Examinees without acceptable ID may be admitted only if they are personally recognized, face-to-face, by a staff member (staff member cannot be a relative). • That staff member’s initials must be printed legibly beside the examinee’s name on the roster (without staff initials, personal recognition is invalid). • If all examinees in a room were recognized by the same staff member, state that on the roster, indicating the name of the staff member along with his or her initials (e.g., “all examinees in this room were recognized by _____”).

Unacceptable Identification

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is imprinted on the photo
- Fishing or hunting license
- ID issued by an employer
- ID letter that is not an official ACT identification form
- Any electronic ID (e.g., LA Wallet)
- Learner’s driving permit, temporary or replacement driver’s license, if it does not include a photograph
- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified

- Personal recognition by anyone not employed by your school, or not a member of testing staff
- Photo ID of parents
- Photo with examinee's name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Published photo, including in a yearbook or newspaper
- Report card
- Social Security card
- Telephone calls to the school to identify the examinee
- Traffic ticket, even with a physical description and signature
- Transcript, even with photo
- Web page with photo

Admit Examinees to the Test Room

Control who enters and leaves the test room at all times. Do not allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the room supervisor is ready to admit examinees. Then follow these steps:

1. Admit examinees by checking them in, one-by-one, at the door of the test room.
2. Verify that the identification is acceptable per ACT requirements.

If the ID is ...	Then ...
Not presented, not acceptable, and/or examinee cannot be recognized by school staff	<ol style="list-style-type: none"> Do not admit the examinee. Write "denied" on the roster beside the examinee's name, using the following notation: D = Denied Complete an Irregularity Report. Determine if the examinee is eligible for makeup testing.
Acceptable or examinee can be recognized by staff	<ol style="list-style-type: none"> Compare the photo on the ID to the examinee. Mark on the roster the type of ID accepted, using the following notations as a guide: P = Photo ID F = <i>ACT Student Identification Form</i> R plus staff initials = Personal recognition by staff — = Absent (Absence must be indicated so you can decide which examinees to schedule for makeup testing.) Direct the examinee to a seat in the test room and instruct the examinee to wait patiently until testing begins.

Late Arrivals and Examinees without Identification

If an examinee can present acceptable ID or be personally recognized before the test booklets are distributed in the test room, admit the examinee and submit an Irregularity Report.

IMPORTANT: Absolutely no one may be admitted to the test room after test booklets are distributed. If this policy is violated, scores for the examinees admitted late will be canceled.

Direct Examinees to Their Seats

After an examinee has been identified and the roster marked, direct the examinee to a specific, assigned seat using the following guidelines. **Never allow examinees to choose their own seats.**

- Examinees can be seated alphabetically.
- Separate friends and relatives or examinees who arrive together.
- You can direct the first examinee to the left side of the room, the second examinee to the middle, the third examinee to the right side, and so on.
- If you are using tables large enough for more than one examinee, direct the first examinee to the first table, the second to the second table, and so on. After one examinee has been seated at each table, seat a second examinee at each table.

Seat Left-Handed Examinees

Determine who will need a left-handed work surface. If you are not using tables, do one of the following:

- a. Ask examinees as they are admitted to the test room if they require left-handed desks.
- b. Write a statement on the board telling left-handed examinees to report to testing staff for their seating assignments.

Sequence and Timing of the Tests

Sequence of Tests

The tests must be administered in the order listed: Test 1—English (first), Test 2—mathematics (second), Test 3—reading (third), Test 4—science (fourth). For the ACT with writing, the writing test is always administered last. If this order is altered, tests will not be scored.

Note: The writing test may not be taken without first taking all multiple-choice tests.

Start Time

Verbal instructions may begin as soon as all examinees have been identified and seated. It is recommended that the verbal instructions start no later than 9:00 a.m. in all rooms to ensure adequate testing time.

Late Start

If you are able to begin the standard time test administration **before 10:30 a.m.**, you may test as planned, but follow these rules:

- Do not alter the sequence or timing of tests.
- Administer all breaks as outlined in the verbal instructions.
 - ~ Do not shorten or skip any breaks to make up for the late start.
 - ~ Do not lengthen the 15-minute break after Test 2 to accommodate lunch service.
- Submit an Irregularity Report that includes the reason for the late start.

If you will not be able to complete the tests in accordance with the outlined timing and break requirements, do not begin testing. Instead, follow the **If You Did Not Test** procedures. These are found in the Test Coordinator Information Manual.

Time Allowed for Each Test

Each test has a set time allowance based on the timing authorized by ACT. The times specified in the verbal instructions for each test must be followed exactly as stated.

If you are administering the ACT (no writing), ignore the writing test section. In the verbal instructions, you will receive clear instructions on how to continue or conclude your administration.

Timing the Tests

Room supervisors are responsible for timing the tests in their rooms. Timing or reading the verbal instructions is not to be controlled from a central location for multiple rooms (for example, using bells, a PA system, or loudspeaker). Each room supervisor must be able to react to any problems or questions that occur in a particular room and adjust timing if necessary. This procedure minimizes the effects of any mistimings by isolating it to the room.

For standard time administrations, the full time for each test must be given, regardless of the number of examinees in the room. **Take extreme care to ensure the exact time is allowed for each test.**

Timepieces

Each room needs two timepieces as a precaution, in the event one fails. ACT recommends that one of these be an interval timer or stopwatch. Do not use a cell phone or smartwatch as one of your timepieces.

Accurately Time the Tests

1. As you begin timing each test, enter the actual START time (e.g., 8:26) on the Timing Report.
2. Calculate the STOP time, then the time for the verbal announcement of 5 MINUTES REMAINING (subtract 5 minutes from the STOP time), and enter those times.
3. Before you announce 5 minutes remaining, and before you call stop, check your timepiece carefully against the time you have written down and verify it with the other timepiece. If a proctor is in the room, the proctor is to double-check the room supervisor's timing. Make sure you record the actual times you made your announcements on the Timing Report.

Posting Start and Stop Times

You may post the START and STOP times or time allowed for each test on the board if one is available. Verify your calculations before writing the time on the board. Do not write time remaining on the board as it can be confusing depending on when examinees check it.

Announcing Time Remaining

Verbal announcement of time remaining must be made before the end of each test. It is important to give the time remaining announcement accurately as examinees rely on it to pace themselves.

Breaks

Breaks are given based on the guidelines in the verbal instructions for each test administration. Test security procedures must continue to be maintained during any breaks.

Break after Test 2

For standard time test rooms, ACT requires that you allow a 10–15-minute break at the end of Test 2 so examinees can relax or go to the restroom. Each room supervisor is to begin the break at the end of Test 2 as dictated by testing activity in the individual room. Do not attempt to preset an exact break schedule for all test rooms.

Make sure security and noise precautions are taken:

- Before the break begins, all test booklets must be closed with the answer documents inside.
- If examinees remain in the room, collect the materials or otherwise ensure that examinees do not tamper with them.
- Do not leave the test room unattended at any time.
- Be attentive to examinees trying to access cell phones or electronic devices. Dismiss any examinees who violate the cell phone and electronic device policy.
- Designate a break area away from test rooms or assign staff to control noise if some rooms are still testing while others are on break.

Resume testing after the break, according to your room schedule. Do not delay testing waiting for examinees who are late. Examinees who return late may be readmitted, but lost time cannot be made up. Keep conversation with examinees who return late to a minimum to limit the distraction to those already testing.

Note: This break may not include lunch.

Break before the Writing Test (for the ACT with Writing Only)

Once the multiple-choice test booklets have been collected and verified after Test 4, allow examinees to take a 5-minute break or an extended break for lunch or a snack.

- **5-minute break:** If your site has chosen the 5-minute break, give examinees the allotted time to relax and sharpen their pencils before the writing test. Examinees must remain in the room. If an examinee needs to leave the room, collect the answer document. Resume testing after 5 minutes. Do not wait for examinees who return late. Examinees who return late may be readmitted, but lost time cannot be made up.
- **Extended break:** If your site has decided to offer an extended break for lunch or a snack, follow the guidelines issued by the test coordinator. Monitor the test room; do not leave the room unattended.

Administering the Tests

Allowed and Prohibited Items in the Test Room

Cell Phones and Electronic Devices

Examinees may not use cell phones, smart watches, fitness bands, media players, or any other electronic devices at any time (including during the break). All devices must be powered off and stored out of sight.

If an examinee accesses such a device at any time, or if a device sounds after being stored away, the examinee must be dismissed. Staff should:

- Vigilantly and consistently monitor for prohibited behavior during testing and during the break.
- Strongly enforce the dismissal of any examinee who engages in prohibited behavior.
- Prominently display the **prohibited device posters** in locations visible in testing areas. These are available on the ACT-hosted web page.

*Note: Do not collect cell phones or other electronic devices from examinees; examinees should retain responsibility for devices. **Exception:** Cell phones or other smart devices used to monitor medical conditions must be authorized in advance. Such use requires an individual administration in which the test proctor supervises use of the otherwise prohibited device to ensure it is only used for its medical purpose.*

Staff should not use cell phones or electronic devices while in the test room. If staff members have cell phones in the room, they should be turned off or silent.

Calculators

The ACT *Calculator Policy* is designed to ensure fairness for all examinees, avoid disturbances in the test room, and protect the security of the test materials.

- A permitted calculator may be used only on the mathematics test.
- All problems on this test can be solved without a calculator.
- The calculator must be turned off and put away during all other tests.
- Hand-held calculators may not be connected in any way to a computer or device being used for testing.
- The current *Calculator Policy* is available on your ACT-hosted web page.
 - ~ Print and provide a copy of this policy to each room supervisor.
 - ~ Post the policy for examinees to see (e.g., at check-in stations, test rooms, etc.).
 - ~ It may be read to examinees as a general announcement before testing begins.

Examinee responsibilities:

- Bring—and use—a permitted calculator.
- Check act.org/calculator-policy.html or call 800.498.6481 for a recorded message about the current *ACT Calculator Policy*.

Staff responsibilities:

- Check for prohibited calculators during the test.
- Check periodically to make sure examinees did not switch calculators after the first check.
- If an examinee uses a prohibited calculator, dismiss the examinee for prohibited behavior.
- If a calculator has characters one inch high or larger, or a raised display, seat the examinee where no others can see the display.

Other Items

Examinees may not bring any of the following into the test room:

- Textbooks, foreign language or other dictionaries, scratch paper, notes, or other aids
- Highlighter pens, colored pens or pencils, correction fluid/tape
- Reading material

Examinees and staff may bring snacks and beverages into the test room but may only consume them outside of the room during break.

Examinee Timing Devices

Examinees may use a personal timing device—such as a watch, timer, or stopwatch—to pace themselves during the test, provided the timing device is:

- On the desk (to allow testing staff to monitor for prohibited behavior)
- Not a distraction to others
- Not a prohibited device (e.g., smart watches, fitness bands)

If a timekeeping device cannot lay flat on the desk, it may be placed so that it lays on its side. Examinees are allowed to handle their watch or other timing device to check the time elapsed or remaining.

Note: Cell phones and other electronic devices are NOT acceptable.

General Announcements to Examinees

Before testing begins, you may make announcements regarding:

- **Cell phones and electronic devices:** All devices must be powered off and stored away at all times. If an examinee handles or accesses a device, or if a device activates, the examinee must be dismissed and will not receive score results.
- **Calculators:** Read to the examinees the current list of prohibited calculators (and calculators permitted with modification) from the **Calculator Policy**.
- **Hats:** Some hats may obstruct your view of examinees' eyes and may allow examinees to conceal prohibited behavior, such as using a cell phone, earpiece, or other electronic device. Not all hats may hinder your ability to monitor examinees and some examinees may wear hats or other head coverings due to religious convictions or medical reasons. The announcement to remove hats is left to your discretion.
- **Institutional requirements:** You may dismiss an examinee who purposefully disregards a posted regulation of your site or school policy. Some schools, for example, do not allow wearing hats. Explain to the examinee the reason for the dismissal and document in full on the Irregularity Report.
- **Nervous noise:** Some examinees relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- **Restrooms:** Describe the location of restrooms and drinking fountains available during the break.

Monitoring the Test Room

Follow these policies for monitoring a test room:

- A member of the testing staff must be always physically present in the room to monitor the examinee(s). Monitoring through glass partitions or via security cameras is not allowed.
- The examinee(s) cannot be left unattended, even briefly.
- The room supervisor must remain in the room for the entire session, except when relieved by a proctor for a short break.
- One room supervisor cannot supervise multiple rooms at the same time.

Note: A room supervisor is the person responsible for administering the test in one test room. A test coordinator who supervises a test room is the room supervisor for that room.

Checking for Prohibited Behavior

Follow these guidelines to check for prohibited behavior:

- Throughout testing, move quietly around the room to discourage and detect prohibited behavior. Staff attentiveness is a very effective deterrent.
- Document all prohibited behavior and any actions taken on the Irregularity Report.
- If you suspect an examinee is engaging in a prohibited behavior, warn the examinee of the behavior and ask ACT for a decision before the examinee is dismissed. If the behavior continues after one warning, promptly dismiss the examinee.
- If you dismiss an examinee for prohibited behavior, follow the instructions exactly. (See **Dismiss for Prohibited Behavior**.)

Answering Questions

You may answer examinees' questions about the mechanics of the test but must not answer questions about guessing or content. Always refer examinees to the test directions in their test booklets. **Do not comment on or add in any way to the test directions.**

Allowing Examinees to Leave the Test Room

Examinees may go to the restroom during testing, but it is best not to announce it. Secure examinees' test materials any time they leave. Always be sure the same examinee returns after leaving. If you have doubts, recheck identification.

Only one examinee may leave the test room at a time. If two or more examinees need to leave at the same time, or if other rooms have been dismissed, the examinees must be accompanied by a proctor. Do not leave a test room unsupervised at any time.

Irregularities

Submit an Irregularity Report

- Submit an Irregularity Report for group or individual irregularities. (If no irregularities occur, do not submit an Irregularity Report.)
- Describe in detail any irregularity, especially those that could affect test scores.
- Include the names of any examinees involved.
- Paper clip any affected answer documents to the Irregularity Report.
- Return Irregularity Reports and affected answer documents in the processing envelope.

Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or the entire site). If a group irregularity occurs, take security measures to safeguard test materials whenever possible and follow the instructions outlined for that irregularity.

Missing or Stolen Test Materials

Examples: Post-test counts do not match what was distributed, examinee attempts to leave with test materials, test materials are unaccounted for at any time (before, during, or after testing)

1. Recover the missing materials (if possible).
2. Call ACT immediately.

Interruptions or Disturbances

Examples: Unexpected visitors, a noise or distraction in the room, sudden illness

1. If you can take action to eliminate the disturbance, do so. Otherwise, instruct examinees to stop testing.
2. Have examinees close their test booklets and put their answer documents inside.
3. Make note of the time.
4. Determine if you can resume testing.
 - a. If you can resume testing, go to Step 5.
 - b. If you cannot resume testing, collect materials and follow the instructions for makeup testing in the *Test Coordinator Information Manual*.
5. Resume testing when possible.
 - a. Pick up timing where you left off.

Emergency Evacuations

Examples: Fire alarm, severe weather, public safety concern

1. Get examinees and staff to safety.
2. If possible, make note of the time.
3. If possible, collect the test materials (or lock the test room).
4. Call ACT (when safe to do so).

Power Outages

Examples: Loss of electricity, affecting room comfort or equipment

1. If it is reasonable to continue testing without power, do so.
2. For a brief outage, follow the instructions for **Interruptions or Disturbances**, page 31.
3. For an extended outage, call ACT for next steps.

Reschedules

Examples: Severe weather or facility issues that prevent you from starting any testing

Reschedule to your makeup test date.

Mistimings

Examples: Timepiece malfunction, examinees tested with the wrong timing assignment, staff miscalculated stop time

Call ACT immediately to determine next steps.

Note: If a retest is necessary, examinees must retake all tests, not just the one that was mistimed. Examinees must complete demographics on their answer document.

Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). If an individual irregularity occurs, follow the instructions outlined for that irregularity.

Examinees Who Leave and Return

Examples: Examinee needs to use the restroom, examinee feels ill and needs to leave the room, examinee returns late from break

1. Collect and secure the examinee's test materials; give them back upon return.
2. Time the examinee's departure. Record the lost time on the Irregularity Report.
3. **If examinee returns during the same test:** Have the examinee continue testing where they left off and stop when time is called in the room. Lost time cannot be made up.
4. **If examinee returns during a later test:** Do not let the examinee go back to a previous test. Have the examinee start the current test and stop when time is called in the room. Lost time cannot be made up.

Note: Only one examinee may leave the test room at a time. If two or more examinees need to leave at the same time, or if other rooms have been dismissed, the examinees must be accompanied by a proctor. Do not leave a test room unsupervised at any time.

Examinees Who Leave and Do Not Return

Examples: Examinee becomes ill and cannot continue testing, examinee does not return after break, examinee leaves before testing is completed

Note: Examinees cannot return to an incomplete test. It is in the examinee's best interest to complete a test before leaving and/or not begin a new test if they feel they may need to leave.

1. Collect and secure the examinee's test materials.
2. **If testing on a single day:** Decide if tests should be scored or if the examinee should be scheduled for makeup testing.

Test Item Challenges

Examples: Examinee thinks a test item is unclear, examinee does not believe there is a correct answer choice listed, examinee finds a typographical error in a test item

1. If an examinee challenges typographical errors in the test or ambiguities, instruct the examinee to choose an answer based on the information available and report the details of the challenge after the test is over.
2. Record the following information on the Irregularity Report:
 - a. Examinee's name
 - b. Examinee's address
 - c. Test booklet number
 - d. Test form
 - e. The test item number being challenged
 - f. Examinee's question about the item

Note: For security purposes, do not include a copy or image of the test item.

Defective Test Materials

Examples: Test booklet(s) or answer document(s) were damaged in shipping, a printing error made some text on materials unreadable, something was spilled on materials after they were unpacked

Replace defective test materials as quickly as possible so the examinee does not lose time. If necessary, stop testing until a replacement can be obtained.

1. If replacing a test booklet, ensure the replacement booklet is the same test form as the defective one.
 - a. The examinee changes the test booklet number recorded on their answer document.
2. If replacing an answer document, the examinee does not change the test booklet number and transfers all information exactly as originally noted to a new answer document after the test session (without access to the test booklet).
3. Print "Defective Material" across the front of the defective test materials and attach them to the Irregularity Report. Note the details of the replacement on the Irregularity Report.
4. If you do not have sufficient materials to replace those that are defective, call ACT for next steps.

Attempts to Copy Test Materials

Examples: Taking pictures of test items or materials, removing pages from a test booklet, taking notes about the tests (handwritten or through electronic means, such as a cell phone or calculator), scanning or making copies of test materials

1. Do not allow staff or examinees to duplicate or record any part of the test by copying, taking notes, photographing, scanning, or any other means.
2. Ensure all test materials are collected and returned.
 - a. Room supervisors must collect all materials from examinees before they are dismissed.
 - b. Room supervisors must return all materials to the test coordinator immediately after testing.
 - c. The test coordinator must pack and return materials to ACT following testing.
3. If you observe an examinee attempting to copy test materials, using a photographic, recording, or scanning device, or removing test materials, dismiss them for prohibited behavior.
 - a. Confiscate and clear any devices used in an attempt to copy materials.
 - b. Inform the examinee the tests will not be scored. VOID the answer document.
 - c. Note all details on the Irregularity Report.

4. Call ACT immediately to determine if additional action is needed.

Unauthorized Marking of Responses in the Test Booklet

Examples: Examinee marked all responses in the test booklet without authorization from ACT for them to do so, examinee started marking responses in the test booklet and then switched to the answer document, examinee made note of some responses in the test booklet and forgot to transfer them to the answer document.

Note: This irregularity does not require examinee dismissal.

1. If the examinee was not authorized by the test coordinator to mark responses in the test booklet, take action as soon as possible to remedy the issue.
 - a. **If the examinee is finished and time remains on the current test:** Instruct the examinee to immediately transfer responses from the test booklet to the answer document.
 - b. **If time has already been called on the current test:** No answers can be transferred at any time, including during the break or after testing.
2. Instruct the examinee to continue testing by marking responses on the answer document for any remaining tests.
3. Note the details of the marking error and submit an irregularity report.
4. Determine what to do with the answer document.
 - a. **If there are some responses marked on the answer document:** Submit the answer document for scoring.
 - b. **If there are no responses marked on the answer document:** Attach the answer document to the Irregularity Report.
 - c. **If the examinee is going to retest on the makeup test day:** Write "REPLACED" across the first page of the answer document and attach it to the Irregularity Report. Keep the Irregularity Report and answer document. Schedule the examinee for another non-test session during which the examinee can transfer the demographic information from the used answer document to a new one. Return the answer document and Irregularity Report in the processing envelope with the makeup Test Administration Forms.
5. Determine if the examinee can be scheduled for makeup testing.

Marking Responses in a Future Section of the Answer Document

Examples: Examinee marked Test 2 responses in the section for Test 3 (during the time for Test 2)

Note: This irregularity does not require examinee dismissal.

1. At the end of the current test, give the examinee a new answer document and collect the first answer document.
 - a. Call ACT for instructions if you do not have a new answer document to give the examinee.
2. Instruct the examinee to begin marking responses in the correct section of the new answer document.
3. After testing is completed, supervise the examinee in the transfer of the demographic information and all previous test responses from the first answer document to the correct sections on the new answer document. Examinee must not have access to the test booklet during this transfer.
4. Mark the first answer document "REPLACED" and attach it to the Irregularity Report. Note details of the marking error on the report.
5. Return the new answer document for scoring.

Marking Responses in a Previous Section of the Answer Document (Working on a Test Other Than the Current Test)

Examples: Examinee marked responses in the section for Test 2 during the time for Test 3

1. Dismiss the examinee. This is prohibited behavior.
2. Write "VOID" on the answer document and inform the examinee the tests will not be scored.

Irrational Behavior

Examples: Examinee yells or disrupts the test room, examinee becomes violent, examinee places self or others in danger

1. Try to prevent other examinees from being interrupted, affected, or involved.
2. Handle the behavior as quietly as possible without physical force or contact.
3. If necessary, call security or police to protect staff and other examinees' safety.
4. Collect and retain the disruptive examinee's test materials.
5. Dismiss the examinee and inform the examinee the tests will not be scored. Write "VOID" on the answer document.
6. Note details on the Irregularity Report and attach examinee's test materials to the report.

Refusal to Turn in Test Materials

Examples: Examinee will not allow the room supervisor to collect test materials

1. Warn the examinee that taking the test materials is considered theft of ACT's property and will be reported to ACT or other appropriate authorities.
2. Call ACT immediately, providing the examinee's name and test form serial number from the Seating Diagram.
3. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

Prohibited Behaviors at the Test Site

The prohibited behaviors below are taken directly from the *Terms and Conditions* all examinees agree to when they complete their non-test sections.

Items Brought to the Test

Neither ACT nor test staff shall be responsible for loss of or damage to any items that you bring to a test center. ACT may also restrict the items you bring to the test. Items you bring or wear including, but not limited to, hats, glasses, masks, purses, backpacks, cell phones, calculators, other electronic devices, pre-approved medications or personal aids, and watches, may be searched or inspected at the discretion of ACT and test staff. Searches may include the use of tools, such as handheld metal detectors that detect prohibited metal items. ACT may confiscate and retain for a reasonable period any item suspected of having been used, or capable of being used, in violation of these Terms and Conditions. ACT may also provide such items to, and permit searches of such items by, third parties in connection with investigations conducted by ACT or others.

Prohibited Behaviors

You may not engage in any of the following behaviors in connection with taking the ACT test:

- *Filling in or altering responses to any multiple-choice questions or continuing to write or alter the essay after time has been called. This means that you cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark or accidental keystroke*
- *Looking back at a test section on which time has already been called.*

- *Looking ahead to other test sections.*
- *Looking at another person's test or answers.*
- *Giving or receiving assistance by any means.*
- *Discussing or sharing test questions, answers, or test form identification numbers at any time, including during test administration, during breaks, or after the test.*
- *Attempting to photograph, copy, or memorize test-related information or remove test materials, including questions or answers, from the test room in any way or at any time.*
- *Disclosing test questions or answers, in whole or in part, in any way or at any time, including through social media.*
- *Failure to comply with ACT's required computer configurations, secure testing client installation, and/or system checks if you are taking the ACT online using a device you bring.*
- *Using a prohibited calculator (described in the ACT Calculator Policy found at act.org/calculator-policy.html).*
- *Using a calculator on any test section other than mathematics.*
- *Sharing a calculator with another person.*
- *Wearing a watch during test administration. All watches, timers, or other timing devices must be removed and placed on the desk while in the test room so that it remains visible to staff during the test.*
- *Using a watch or other timing device with recording, internet, communication, or calculator capabilities (e.g., a smart watch or fitness band).*
- *Accessing any electronic device other than an approved calculator or watch. All other electronic devices, including cell phones and other wearable devices, must be powered off and stored out of sight from the time you are admitted to test until you leave the test center.*
- *Using highlighter pens, colored pens or pencils, notes, dictionaries (unless approved by the test administrator for translations), or other aids.*
- *Using scratch paper.*

Note: If you are taking the ACT online, some use of ACT-authorized scratch paper or a dry erase surface/white board may be permitted; all such use must be in accordance with ACT policies and procedures.

- *Not following instructions or abiding by the rules of the test center.*
- *Not following the rules of the test administration.*
- *Exhibiting confrontational, threatening, or unruly behavior.*
- *Violating any laws. If ACT suspects you have engaged in criminal activities in connection with a test, such activities may be reported to law enforcement agencies.*
- *Allowing an alarm on a personal item to sound in the test room or creating any other disturbance.*

Prohibited Behavior

1. Monitor examinees at all times. If you observe or suspect prohibited behavior, take prompt action.

2. If you are certain prohibited behavior occurred, promptly dismiss the examinee. If you only suspect prohibited behavior, take these steps:
 - a. Discreetly warn the examinee.
 - b. Continue close observation.
 - c. After one warning, if you continue to suspect prohibited behavior, promptly dismiss the examinee.

Note:

- *The behavior does not need to be verified by the test coordinator or another staff member. Dismiss based on your own observation.*
- *You do not need to directly observe prohibited behavior to determine that it occurred. For example, if you are certain that ovals left unfilled at the end of a test were filled in after time was called, dismiss the examinee.*
- *Students dismissed for prohibited behavior may be allowed for makeup testing if your contract allows.*
- *The decision to cancel scores due to prohibited behavior is at ACT's sole discretion and cannot be reversed or appealed.*

Dismiss for Prohibited Behavior

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

1. Take action immediately without creating a disturbance. If you cannot act immediately, wait until the end of the current timed test.
2. Collect the examinee's test materials.
3. If you believe an electronic device or other item was used to store or exchange information, or to take an image of the test, collect the device/item from the examinee and call ACT immediately. ACT will determine if the device/item is to be retained and sent to ACT or returned to the examinee. Do not return the device/item to the examinee without ACT approval.
4. Tell the examinee:
 - a. You observed or are certain of the prohibited behavior.
 - b. The dismissal is because of the behavior.
 - c. The tests will not be scored.
5. Write "VOID" on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. Dismiss the examinee.
7. Submit a detailed Irregularity Report that includes:
 - a. The time of the incident and the name(s) of the examinee(s).
 - b. The test the examinee was working on at the time.
 - c. The test room and seating location(s) of the examinee(s).
 - d. The details of what you observed.
 - e. The statements you and the examinee(s) made and the actions that were taken.
 - f. The name(s) of the staff who observed or were certain of the irregularity.
8. Attach the voided answer document to the Irregularity Report (do NOT staple) and return it in the processing envelope. Return the examinee's test booklet with the other test booklets from the room.

ACT will not score the tests if you follow these procedures exactly. You must inform the examinee the tests will not be scored and clearly indicate this on the Irregularity Report. Otherwise, tests may be scored.

Note: All prohibited behavior may be reported to the state or district.

Void a Test

1. Report and document the reason for voiding all tests on the Irregularity Report.
2. Mark page 1 of an answer document VOID and attach it to the Irregularity Report only if an examinee is dismissed for prohibited behavior and was told the test will not be scored.

IMPORTANT: Do not void a test for any other reason (e.g., examinee leaves early, refuses to continue testing, asks that the test not be scored).

NON-TEST ACTIVITIES

Non-Test Activities for Testing

Introduction to Non-Test Activities

Non-test activities consist of three parts:

- Test coordinators preparing answer documents
- Examinees completing non-test information online in MyACT
- Examinees completing answer document demographics (**must be completed before testing begins**)

Preparing the Answer Documents

Introduction

This section provides instructions to prepare answer documents for the demographics session, procedures for locating the student code, instructions for applying barcode labels, and the importance of examinees completing Blocks A–G on the answer document.

Student Code (Block J)

The student code is the unique identifying number given to each examinee. The student code is printed on the barcode labels (first nine digits under the barcode) and is assigned when the student record is created in PearsonAccess^{next}. **If a student does not have a barcode label, the student code must be manually gridded in Block J on the answer document.**

Locate the Student Code

1. Log in to PearsonAccess^{next}.
2. Under the **Setup** tab, select **Students**.
3. On the Students screen, enter the examinee's last name in the **Find Students** field.
4. Press **Enter**.

The nine-digit student code appears in the first column (to the left of the examinee's last name).

Barcode Labels

ACT will provide barcode labels if examinee information is in PearsonAccess^{next} by the verify enrollment deadline. Each label contains an examinee's identifying data such as name, student code, and school information. It is important to use the barcode label on the examinee's answer document to ensure data integrity for scoring purposes.

IMPORTANT: All answer documents, even those with a barcode label, must have blocks A-G completed for scores to be reported. Missing information will cause a delay in scoring.

Sample Barcode Labels

A sample barcode label is shown in the following figure.



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

Check Information on the Barcode Labels

Determine whether the information printed on the barcode label is accurate.

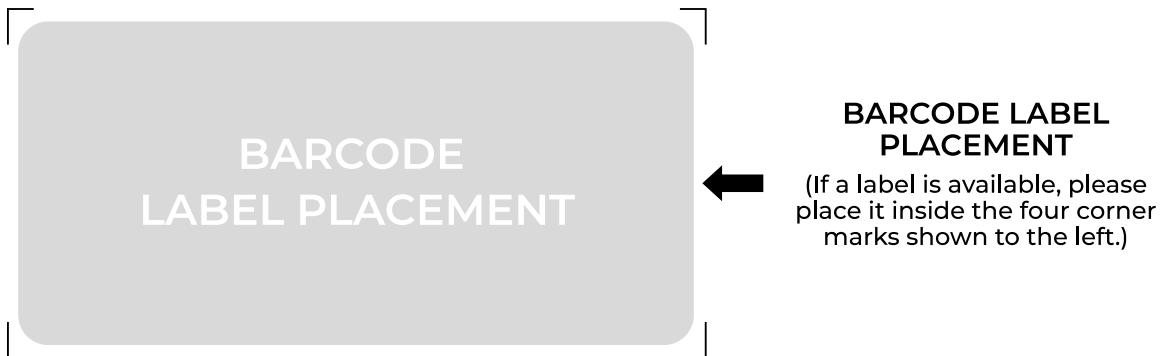
- a. **If the student code is correct:** Apply the barcode label to the answer document.
- b. **If the student code is incorrect:** Do not apply the barcode label to the answer document. Securely destroy incorrect barcode labels and manually grid the correct student code in Block J on the answer document.

Note: Use the barcode label if the student code is correct, even if other student data is not correct. You should correct the other student data in PearsonAccess^{next} prior to test day.

Apply the Barcode Labels

Look for the shaded area marked “BARCODE LABEL PLACEMENT” on the appropriate section of the answer document. Affix the label in this area only.

Note: Do not place the label in any other location on the answer document.



If You Do Not Have Barcode Labels

If you did not receive barcode labels, then manually grid the student code for each examinee in Block J of the answer document.

<p>J</p> <p style="text-align: center;">STUDENT CODE <i>(To be completed by school staff, not the student.)</i></p> <p>If the student has a student code and there is no barcode label, enter the student's code here and fill in the ovals.</p>											
	0	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9	9	9

High School Code (Block K)

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

Examinees are instructed to leave Block K blank. When Block K is left blank, ACT will use the high school assigned to the examinee's record in PearsonAccess^{next}. If the high school gridded in Block K cannot be used for reporting, ACT will use the high school listed on the site header.

Use the following criteria to determine whether you need to complete Block K for any examinees testing at your school:

Complete Block K on the Answer Document

School Type	Definition	Procedure
Home High School	The school an examinee regularly attends (listed on the site header), where their scores and reports should be sent.	Leave Block K blank.
Receiving School	The school where the examinee's scores and reports should be sent, if not the school listed on the site header.	<ol style="list-style-type: none"> 1. Prior to testing, testing staff determines the examinee's home high school. 2. Testing staff enters the home school in Block K.
Site for Examinees from Multiple Schools	Certain sites may serve as a test site for examinees from multiple schools.	<ol style="list-style-type: none"> 1. Prior to test day, testing staff determines where the examinee's scores and reports should be sent. 2. Testing staff enters that site in Block K.
GED Student	Some GED students test at their local school.	Grid ovals 960–000 in Block K. <i>Note: If this code is not used, the results will report to the testing school.</i>
Other	This option can apply to an examinee from a: <ul style="list-style-type: none"> • Home school program • Non-public school • Distance education program • Other accredited program 	Grid ovals 969–999 in Block K. <i>Note: If this code is not used, the results will report to the testing school.</i>

Note: Any school gridded in Block K must be in PearsonAccess^{next}. If the school is not in PearsonAccess^{next}, scores will be sent to the school listed on the site header. Verify with the examinee's home high school that the school is listed as reportable in PearsonAccess^{next}. If uncertain which school should receive a score report for an examinee, check with your district office. Once you locate the school name, find the corresponding high school code at act.org/content/act/en/products-and-services/the-act/registration/high-school-codes-lookup.html.

Local Student ID Number (Block L)

If your school or district has assigned each examinee a local ID number, and you wish to receive that number in electronic output to facilitate in matching records after testing, you may use Block L on the answer document to record this number. Write the local ID number in the boxes and grid the corresponding ovals.

Note: The local ID number can be no more than 10 digits. If the number has fewer than 10 digits, it will be reported with leading zeros added. Do not enter any other number in Block L.

Examinee Transfers

1. If an examinee transfers **into your school**, determine your steps from the following table:

If the examinee transfers...	Then...
Prior to testing and there is no barcode label	<ol style="list-style-type: none"> a. Add the examinee following the Add or Remove Students process in the <i>PearsonAccess^{next} User Guide</i>. b. Grid the examinee's student code from PearsonAccess^{next} in Block J.
Prior to testing and already finished testing at their former school	Do not submit an answer document and do not schedule examinee for testing.
At the time of testing and cannot be set up in time to test	<ol style="list-style-type: none"> a. Schedule the examinee for makeup testing (if available). b. Add the examinee following the Add or Remove Students process in the <i>PearsonAccess^{next} User Guide</i>. c. Grid the examinee's student code from PearsonAccess^{next} in Block J.

2. If the examinee transfers **out of your school** prior to testing:

- a. If the barcode label has not been applied to an answer document, securely destroy the barcode label.
- b. If the barcode label has been applied to an answer document or any demographic portions were completed, keep the answer document for 6 months. Then, securely destroy.

Completing the Non-Test Information Online in MyACT

Each examinee taking the ACT via State/District testing will need an account in MyACT to complete non-test information online. For more information about completing the non-test in MyACT, see the *MyACT User Guide for Test Coordinators*.

Completing the non-test information in MyACT can be done in one of three ways:

- Recommended: Hosting a classroom session during school hours for all examinees, enabling your staff to support examinees and increase completion rates
- Using in-school, non-class time to complete the information for all examinees, or for those who may have accessibility issues outside of the school setting
- Asking examinees to complete the information on their own time

Each of these options present advantages and challenges that must be weighed prior to planning how you will have examinees complete non-test information.

Session	Advantages	Challenges
In-School Session	<ul style="list-style-type: none"> • Staff can ensure examinees are using a personalized <i>MyACT Non-Test Information: Instructions for Student</i> form when completing the non-test information. • Staff can help answer questions and guide examinees. • Staff can ensure completion of the non-test section. 	<ul style="list-style-type: none"> • Less flexibility for hybrid learning models • Requires school time for completion • Less visibility for parents
At Home Session	<ul style="list-style-type: none"> • Less overhead for testing staff • More schedule flexibility when done from home • More time for examinees to complete in a relaxed environment 	<ul style="list-style-type: none"> • Examinees are on their own to complete the information accurately and on time. • Examinees would have to contact ACT for assistance. • There is less visibility for the school to see completion.

The non-test information in MyACT is completed with the assistance of the *Taking the ACT: State and District Testing* booklet and the *MyACT Non-Test Information: Instructions for Students* form. These must be provided to every examinee prior to testing.

Taking the ACT State Testing and District Testing Booklet

Copies of *Taking the ACT State and District Testing*, referred to as *Taking the ACT* are included in the materials shipment. This booklet provides instructions on how to complete the MyACT non-test information. It also provides additional information that examinees need to know and carefully review with their parent or guardian about policies, privacy, and use of personally identifiable information.

Distribute one copy of *Taking the ACT* to each examinee prior to the non-test session. Examinees should keep their copies of *Taking the ACT* after the non-test session is complete.

MyACT Non-Test Instructions for Student Form

ACT ships a personalized *MyACT Non-Test Instructions for Student* form along with a copy of *Taking the ACT* form for each examinee in the testing materials shipment.

- The examinee's last name, date of birth, and student code must match what the examinee enters in MyACT. If the examinee's last name or date of birth is incorrect on their form, correct it in PearsonAccess^{next}. Changes to PearsonAccess^{next} will process overnight. If the last name or date of birth is incorrect on their MyACT account, direct them to contact ACT at <https://www.act.org/content/act/en/contact-act.html> for assistance.
- The information in the upper-right corner of each form is customized for each examinee.

Note: The MyACT matching process uses the first 16 characters of the examinee's last name, excluding spaces and special characters, along with their date of birth in PearsonAccess^{next}. If the examinee's last name is greater than 16 characters, the examinee should create the MyACT account using the full last name and MyACT will use the first 16 characters to match.

For more information about the *MyACT Non-Test Instructions for Student* form, see the *MyACT User Guide for Test Coordinators*.

Completing the Non-Test Information

This section describes the non-test process. Examinees receive abbreviated instructions on the *MyACT Non-Test Instructions for Student* form and in *Taking the ACT*.

All non-test questions are optional unless noted. It is important for examinees to provide accurate information, if they choose to respond.

ACT recommends that the non-test information is not completed on test day. If you must complete the non-test information on test day, it is best to do it after testing has concluded.

Accessing or Creating a MyACT Account

Examinees will need to have access to or will need to create a MyACT account. The last name and date of birth used on these accounts must match their personalized *MyACT Non-Test Instructions for Student* forms. Examinees creating accounts for the first time will be prompted to enter an email address or phone number to receive a verification code. They must have access to their email or phone to verify the account. ACT recommends examinees using personal email addresses, not school email addresses if possible.

*Note: Many examinees using a school account are not able to receive emails from outside the schools and would not be able to complete their account verifications. Please have your technology coordinator whitelist or exemptlist *@act.org, and remind students to use their personal emails, if possible, when creating accounts.*

Completing Non-Test Sections in MyACT

After creating or accessing their account, examinees will enter their student code to complete the non-test sections. The student code is found on their *MyACT Non-Test Instructions for Student* form. Please note that the Student Code is not the same as the student's ACT ID.

After entering their student code, they will be prompted to complete these areas:

- Demographic information
- High school resume
- College plans
- Score recipients

If an examinee is unsure about a question, the examinee can go back and edit responses as needed, or the question can be skipped. Once the examinee's test has been scored, the examinee is no longer able to update the non-test questions and will be charged a fee for any additional requests to send scores to colleges. Examinees who do not enter their Student Code in MyACT prior to the 2 days post-testing deadline, may NOT be able to select their free college score recipients.

- Examinees who completed their non-test information and did not select any college score recipients will receive a 'Good Job' pop-up. They should then navigate to the Plans tab at the top of their Home Page to complete their Interest Inventory.
- Examinees who selected college score recipients will receive a 'Thank You' page with a link to Launch Interest Inventory.
- If you have examinees that have registered for the ACT before, they may have completed the non-test questions previously. Their answers to the non-test questions should be saved and they should be directed to review them for accuracy.

Start the Non-Test Session

1. Use the following to determine your first step:

Option	Description
If your school will hold an in-school session for all examinees to complete the non-test in MyACT (recommended):	Allow at least 30 minutes for the session, make sure examinees have access to their high school course and grade details, then go to step 2 below.
If your school will ask each examinee to complete the non-test information in MyACT on their own time:	Tell them to allow at least 30 minutes for the session, refer them to the deadline to submit information on their <i>MyACT Non-Test Instructions for Student</i> form, then go to step 2 below.

2. Distribute the following to each examinee:

- a. Their personal copy of the *MyACT Non-Test Instructions for Student* form. Verify that all examinees receive their own individualized form. If you do not have a form for a specific examinee, follow the instructions in the *MyACT User Guide for Test Coordinators* to manually create a form.

IMPORTANT: It is critical that examinees are provided their own personalized MyACT Non-Test Instructions for Student form.

- b. One copy of the *Taking the ACT* booklet

Completing the Answer Document Demographics

Introduction

Prior to testing, allow time for examinees to personally complete answer document demographics. This can be done in an in-school session before test day, or this can also be done on test day prior to starting Test 1. **This must be completed before testing begins.**

Follow the *Verbal Instructions for Answer Document Demographics*, along with your *Administration Supplement* (if applicable), to guide examinees through the process.

Note: If you choose to complete the answer document demographics on test day, you will need to return to this section to read the Verbal Instructions for Answer Document Demographics.

Note: If a student does not have a barcode label, the student code must be manually gridded in Block J on the answer document.

Required Fields

Basic identifying information and mailing address (front and back pages) are required for all examinees. At a minimum, examinees must complete the following blocks:

- A – Printed name and mailing address
- B – Legal name (first and last)
- C – Mailing address
- D – City
- E – State
- F – Zip code
- G – Date of birth
- J – Student code (if no barcode label)

These blocks must be completed accurately for scores to be reported.

Verbal Instructions for Answer Document Demographics

1. Read aloud all instructions in the shaded boxes. Do not depart from this text. When reading the instructions, pause after each series of dots to give examinees time to follow instructions.

2. Begin by saying:

You will now complete the demographics portions of your answer document.

3. Begin distributing the answer documents, then say:

As I hand you an answer document, your name should appear on the label at the left of the front page. Raise your hand if you do not receive your own answer document. . . .

4. Resolve any discrepancies in answer document identification before continuing.

5. Continue by saying:

Place your answer document so that page 1 faces you. Complete the requested information in Blocks A and B. Put one letter in each box and fill in the corresponding oval below.

Even if your document has a barcode label, you must fill in Blocks A and B completely and accurately. If you have a question, raise your hand.

When you have completed Blocks A and B, put your pencil down and look up. . . .

6. Give everyone enough time to complete Blocks A and B. When everyone is finished, continue by saying:

Now, turn your answer document over to the back page and complete Blocks C through I.

In Block C, enter each part of your mailing address. Leave a space between the parts of your street address. Use the slash "/" to designate fractions (e.g., 1/2, 3/4). If you live in an apartment, enter the apartment number after the street name.

When you have completed Blocks C through I, put your pencil down and look up. . . .

7. Move around the room to make sure examinees are completing Blocks C through I.

IMPORTANT: All answer documents, even those with a barcode label, must have blocks A–G completed for scores to be reported. Missing information will cause a delay in scoring.

8. When everyone has completed Block C through I, say:

Skip blocks J and K. Turn your answer document to page 2 and look at Email Address. If you have an email address and choose to provide one, it will be

used in accordance with the A-C-T Privacy Policy and included on score reports to colleges. Make sure you enter all letters, numbers, and symbols of your email address, using the key provided on your answer document, and fill in the corresponding ovals below each block. . . .

9. Give everyone enough time to complete the email address block.
10. If your school or district assigns local ID numbers to examinees, have examinees enter that number in Block L on page 2 (if not already completed). Otherwise, instruct them to skip Block L on page 2.
11. If your state requires you to enter information in Block M, you will be given specific instructions in your *Administration Supplement* for completing this information.
12. If you have examinees completing answer document demographics **on test day**, continue to the *Verbal Instructions*.

Conclude the Answer Document Demographic Session

If you have examinees complete the answer document demographics **prior** to test day, do the following:

- Collect the answer documents individually from each examinee.
 - ~ Collect the answer documents in an order that will ensure examinees receive their own answer documents on test day.
 - ~ Make sure the required fields have been completely gridded on the front and back pages of each answer document.
 - ~ Room supervisors should return the answer documents to the test coordinator, who then stores all partially completed answer documents in secure storage until test day.
- Inform examinees to:
 - ~ Report to the test site at the time and location you designate.
 - ~ Bring the following items on test day:
 - Acceptable photo identification
 - No. 2 pencils with good erasers (no mechanical pencils or ink pens)
 - A permitted calculator
 - ~ Do not bring cell phones or any other electronic devices, scratch paper, notes, reading materials, or any unauthorized testing aids.

VERBAL INSTRUCTIONS

Standard Time Testing

Introduction

This section contains verbal instructions to be read to examinees and instructions for staff activities during testing. Familiarize yourself with these instructions and practice reading them before test day.

Before You Begin

Before you begin reading the verbal instructions, make sure:

- You have the correct test booklets (triangle symbol on the cover)
- You have the correct Test Administration Forms
- You have an Irregularity Report (found in the back of this manual)

Reading the Verbal Instructions

To ensure standardized conditions, room supervisors must read the verbal instructions loudly, clearly, and exactly as written. This ensures all examinees receive consistent, accurate instructions.

- Read aloud only those instructions in the shaded boxes.
- Do not read aloud text in (parentheses).
- Pause frequently and wait for examinees to finish the task before proceeding. Look at examinees to be sure they are following instructions.
- Read the correct instructions for your test room.
- Perform all tasks only when directed to do so.

Begin Testing

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.

2. Say:

No Writing	Writing
<p>You are about to take the A-C-T, which is composed of multiple-choice tests in English, mathematics, reading, and science.</p>	<p>You are about to take the A-C-T, which is composed of multiple-choice tests in English, mathematics, reading, and science. This will be followed by a writing test, for which you will complete an essay written in English.</p>
<p>The tests will be administered under standard time conditions. If you believe you are not to test with standard time, raise your hand.</p>	<p>The tests will be administered under standard time conditions. If you believe you are not to test with standard time, raise your hand.</p>

3. If anyone raises their hand, confirm they are in the correct room by checking your roster. If there is a discrepancy, immediately confer with the test coordinator to move the examinee to the correct room. Do not leave the test room unattended to do so. Then continue.

4. Say:

All items brought into the test room are subject to search. Items suspected of being used to engage in misconduct may be confiscated and retained.

Cell phones, smart watches, fitness bands, and any other devices with recording, Wi-Fi, internet, or communication capabilities are prohibited.

You may not handle or access such devices during testing or during breaks. All electronic devices must be powered off and stored out of sight. Turning your device to silent or airplane mode is not acceptable. Alarms, vibrations, or notifications of any kind may not sound.

If you have a cell phone or other prohibited electronic device, power it off now and store it away in a backpack, purse, pocket, or other area where it will remain out of sight.

If you are wearing a watch or have another timing device to pace yourself, remove it now, turn off any sounds, vibrations, or alarms, and place it on your desk in such a way that it remains visible to testing staff throughout the test.

5. Wait until devices are powered off and stored and all watches and other timing devices are placed on desks in such a way that you can see them.

6. Say:

Now that you have powered off and stored away your device, you may not handle or access it again until you leave at the end of testing. If you access a device, or if a device activates, alarms, or makes any noise or vibration, you will be dismissed and your test will not be scored. Are there any questions?

Note: From this point forward, you MUST dismiss any examinee you see with a phone or electronic device, or any examinee whose device makes a noise.

7. Check all devices were stored.

8. Say:

Clear your desk of everything except No. 2 pencils and erasers and watch (if applicable). Place all personal items under your seat. You will not be able to

access them during testing or the break. If you brought a calculator, put it under your seat. You may only use it during the mathematics test. Keep the aisles clear.

9. Wait for examinees to clear their desks.

10. Say:

A complete list of the prohibited behaviors was provided in the *Taking the ACT* that you received. In addition to the information you've been given about electronic devices, alarms, and clear desks, note the following behaviors that can also result in dismissal:

- You may not fill in or alter responses to any multiple-choice questions or continue to write or alter the essay after time has been called. This includes fixing stray marks.
- You may not look at any section of the test outside of the designated time for that test.
- You may not give or receive assistance by any means. This includes looking at another person's test.
- The test is confidential and remains so even after the exam is complete. You may not remove any materials from the test room. You may not discuss or share test questions, answers, or test form identification numbers during test administration, during breaks, or after the test.
- You may not disclose test questions or answers in any way or at any time, including through social media, in whole or in part.
- Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room.

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

Do you have any questions about prohibited behavior?

11. Address questions.

12. Choose one of the following steps:

- **If you are completing answer document demographics on test day prior to beginning Test 1:**
 - ~ Hand each examinee their answer document
 - ~ Go to the **Verbal Instructions for Answer Document Demographics**
 - ~ Follow the verbal instructions in that portion of the manual, then come back here and proceed to the next step when finished.
- **If a non-test session was held before test day:** Hand each examinee their answer document. Then say.

Look at page 1 of the answer document. It should have your name and information completed during the non-test session. If the answer document you received is not yours, raise your hand.

13. Say:

Answer documents are scored by machine. Make marks heavy and black. Fill in each oval completely without extending marks outside the lines. Only No. 2 pencils can be used. Do not use mechanical pencils.

14. Say:

Turn your answer document to page 3. I will now hand you a multiple-choice test booklet. Do not break the seal or open it until I tell you to do so. When you

receive your test booklet, verify there is a triangle symbol on the cover and read the directions. Look up when you are finished.

15. Hand one multiple-choice test booklet to each examinee in the room, in sequential serial number order. Do not distribute writing test booklets. Keep an exact count of the number of test booklets distributed, and the order in which you distributed them, for completing your Seating Diagram.
16. **Important:** Do not admit examinees to the test room after you start distributing test booklets.
17. Wait for examinees to read the directions.
18. Say:

Now, on the front cover of your test booklet, read the Examinee Statements, then copy only the Certification—not the Statements—on the lines provided. Sign your name and enter today's date. When you finish, put your pencil down and look up at me.

19. Wait for examinees to read and sign the certification.
20. Say:

In the top-left corner of your test booklet, find the 9-digit number and copy it onto your answer document at the top of page 3, in the Booklet Number boxes. Fill in the corresponding oval below each box.

21. Say:

On the front cover of your test booklet, find the 3-character test form, copy it into the Form boxes on your answer document, and fill in the matching ovals. Failure to enter the correct form number could cause a delay with scoring or no score at all.

22. Check examinees' answer documents to ensure that the recently-completed sections are filled in correctly.
23. Say:

Listen carefully. The use of scratch paper is not permitted. Do any figuring or scratch work inside 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 move around the room to monitor testing. If you have a question or need another pencil, raise your hand. Do not look around.

24. Say:

I will keep the official time. Please pay attention to time remaining announcements on each test. It is to your advantage to answer every question.

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

When I tell you to stop at the end of each test, put your pencil down immediately and look up at me. If you finish before I call time, remain quiet in your seat. Do not engage in any disruptive activity.

Test 1—English



1. When everyone is ready, say:

Test 1 is English. Do not begin work until I tell you. You are to work only on Test 1. If you finish early, place your answer document inside your test booklet and close the cover. You may now break the seal, but do not open the booklet.

2. Wait for everyone to break the seal, set your timer to 45 minutes, then say:

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

3. Begin timing.

4. During the test, do the following:

- a. Record the start time on the Timing Report and calculate warning and stop times.
- b. Complete your Seating Diagram, but wait until break to verify any serial numbers.
- c. Move around the room to monitor for prohibited behavior.

5. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.

6. When the timer reaches zero, say:

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

7. Verify everyone has stopped.

8. Proceed to the next test.

Test 2—Mathematics



1. **Continue by saying:**

Test 2 is mathematics. All problems on the mathematics test can be solved without a calculator. However, you are allowed to use a calculator on this test and may get it out now.

You are responsible for knowing if your calculator is permitted. If you use a prohibited calculator, you will be dismissed and your test will not be scored.

Do not share your calculator with another examinee. If you need to use your backup calculator, raise your hand. You may have only one calculator on your desk or in operation at a time. If your calculator has games or other functions, you may not use them during the test. Keep your calculator flat on your desk. Are there any questions?

2. Answer any questions, set your timer to 60 minutes, then say:

You have 60 minutes to work on this test. Do not begin work until I tell you. You are to work only on Test 2. If you finish early, turn your calculator off, place your answer document inside your test booklet, and close the cover. Do not go to the next test and do not fill in or alter ovals for previous tests. Do any figuring in your test booklet. There will be a break after this test.

Turn to Test 2 now, read the directions, and begin work.

3. Begin timing.
4. During the test, do the following:
 - a. Record the start time on the Timing Report and calculate warning and stop times.
 - b. Refer to the *Calculator Policy* and check all calculators periodically throughout testing. Dismiss any examinees who use a prohibited calculator. They will not be allowed to take any other tests.
 - c. Move around the room to monitor for prohibited behavior.
5. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.
6. When the timer reaches zero, say:

Stop, put your pencil down, close your test booklet, and look up at me now.
7. Verify everyone has stopped.

Break

1. Continue by saying:

Now, place your answer document inside your closed test booklet. Then, put your calculator away. You will have a _____ minute break (10–15 minutes). Testing will resume at _____. If you return late, you will not be allowed to make up lost time.

Remember, you will be dismissed if you access phones or other electronic devices during the break. Watches and other timing devices must remain in the test room during break, but should be removed from the desk and put away. Test materials may not be removed from this room and you may not discuss or share test content. You may not eat or drink anything in the test room. Please be quiet in the halls.

(Give directions and locations of restrooms and drinking fountains. Announce any rules about leaving the building, avoiding restricted areas, etc.)

2. During the break, do the following:
 - Monitor for cell phone and electronic device usage. Dismiss any examinees observed accessing a device.
 - Make sure no test materials are taken out of the room, all test booklets are closed, and all answer documents are inside the test booklets.
 - Do not leave the test room unattended. If any examinees remain in the room, monitor them closely.
 - Double-check all required blocks of the answer documents are filled in. Check that test booklets have been signed and the certification copied.
 - Monitor hallway activity (or ask a proctor to assist with this).

Do not delay the start of Test 3 waiting for examinees who return late from the break. If examinees return late, they may be readmitted but cannot make up lost time. Keep conversation with late arrivals to a minimum. If an examinee does not return, do not void the answer document until it is decided whether to schedule the examinee for makeup testing.

3. At the end of the break, say:

Please get ready to resume testing. Desks must be clear of everything except your pencils, erasers, test booklet, answer document, and watch (if applicable). Do not open your test booklet, but remove your answer document and check the front page to verify it has your name on it.

Test 3—Reading

3

3

1. When everyone is ready, say:

Test 3 is reading. Do not begin work until I tell you. You are to work only on Test 3. If you finish early, place your answer document inside your test booklet and close the cover. Do not go to the next test and do not fill in or alter ovals for previous tests.

2. Set your timer to 35 minutes, then say:

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

3. Begin timing.

4. During the test, do the following:

- a. Record the start time on the Timing Report and calculate warning and stop times.
- b. Collect materials off the desks of any examinees who did not return from break.
- c. Move around the room to monitor for prohibited behavior.

5. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.

6. When the timer reaches zero, say:

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

7. Verify everyone has stopped.
8. Proceed to the next test.

Test 4—Science



1. Continue by saying:

Test 4 is science. Do not begin work until I tell you. You are to work only on Test 4. If you finish early, place your answer document inside your test booklet and close the cover. Do not go to the next test and do not fill in or alter ovals for previous tests.
2. Set your timer to 35 minutes, then say:

You have 35 minutes to work on this test. Turn to Test 4, read the directions, and begin work.
3. Begin timing.
4. During the test, do the following:
 - a. Record the start time on the Timing Report and calculate warning and stop times.
 - b. Move around the room to monitor for prohibited behavior.
5. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.
6. When the timer reaches zero, say:

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

Turn your answer document to page 1. Read the Statements at the bottom of page 1 of your answer document. Copy only the Certification—not the Statements—on the lines provided. Sign your name and enter today's date. When you finish, put your pencil down and look up at me.
8. Move around the room and monitor examinees closely to verify they are only working on the certification and signature.
9. Say:

Now, place your answer document on your desk next to your test booklet with the front page facing up. Do not place it inside the test booklet and do not mark on it.
10. Verify everyone has stopped.

11. Say:

No Writing	Writing
<p>I will now collect the answer documents. Then I will collect all the test booklets. Do not pass them in.</p> <p>You may not leave the room. Remain quietly in your seat until I have checked all documents.</p> <p>You may not access your cell phone or other electronic devices until you are dismissed from testing.</p>	<p>I will now collect the test booklets. Do not pass them in.</p> <p>You may not leave the room. Remain quietly in your seat until I have checked all documents.</p> <p>You may not access your cell phone or other electronic devices until you are dismissed from testing.</p>

12. While examinees remain in their seats, follow the instructions below:

- a. Individually collect answer documents from each no writing examinee.
 - Confirm the Certification is copied.
 - Confirm the answer document is signed.
 - Confirm legal name in Block B and date of birth in Block G are gridded.
 - Confirm the form code is gridded.
 - Confirm all answer documents, even those with a barcode label, have blocks A-G completed. Missing information will cause a delay in scoring.
 - Stack all answer documents so they face the same direction.
 - Verify the number of answer documents collected equals the number of examinees.
- b. Individually collect the test booklet from each examinee.
 - Confirm the Certification is copied.
 - Confirm the test booklet is signed.
 - Verify the number of booklets collected equals the number distributed.
 - Arrange the test booklets in sequential serial number order.
- c. Keep the collected test materials where examinees do not have access.

IMPORTANT: No one may access the test booklets or answer documents once they've been collected.

13. Say:

No Writing	Writing
<p>If you created a MyACT account and entered your student code, you will receive an email when your scores are posted to your account. If you have not yet created your account and entered your student code, you have 2 days to complete this process.</p> <p>Your scores will be reported in three to eight weeks.</p> <p>No test materials can be removed from this room. Remember, discussing or sharing test content, test form identification numbers or answers is prohibited, including on social media.</p> <p>Be sure you have all of your belongings. Please be quiet in the halls. You are dismissed.</p>	<p>We will now continue to the writing test.</p>

14. Make certain examinees don't have access to the test materials. Then, double-check your counts and complete the Test Room Report. Return all materials to the test coordinator.

Writing Test

1. If you are administering an extended break, the test coordinator needs to inform you ahead of time on how long the break will be and where it will be.
2. Do one of the following:
 - a. **If there will NOT be an extended break, say:**

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

- b. **If there WILL be an extended break, say:**

You will have a ____-minute extended break for lunch (announce where to go for lunch and what food will be provided). Testing will resume promptly at _____. If you return late, you will not be allowed to make up lost time. You may not access cell phones or other electronic devices during the break. Watches must remain in the test room during break, but should be removed from the desk and put away. You are not allowed to leave the building. If you do, you will be dismissed.

3. During the break, do one of the following:

a. **If there will NOT be an extended break:**

Monitor examinees to ensure they are not engaging in prohibited behavior.

b. **If there WILL be an extended break:**

- Make sure examinees do not take test materials out of the room.
- Collect the answer documents—in order.
- Do not leave the test room unattended.
- Ensure all test materials are either moved back to the secure storage location at the school or remain in the testing room monitored by testing staff.

Check IDs upon re-admission. Do not delay the start of the writing test waiting for examinees who return late from the break. If examinees return late they may be readmitted, but cannot make up lost time. Keep conversation with late arrivals to a minimum.

Examinees should return to their original seats. If you must move an examinee to another seat, document it on the Seating Diagram and Irregularity Report so it is clear which seat the examinee was in originally, which seat the examinee moved to, at what point during testing the move took place, and the reason for moving the examinee.

If an examinee does not return, do not void the answer document until it is decided whether to schedule the examinee for makeup testing.

4. Say:

We are ready to begin the writing test. For this test, you will complete an essay written in English. Only No. 2 pencils can be used. Do not use mechanical pencils.

I will now hand you a writing test booklet. Do not break the seal or open it until I tell you.

5. Hand one writing test booklet to each examinee in the room, in sequential serial number order.

6. Say:

Sign and print your name and enter your date of birth on the front cover. Then, read the directions. When you finish, look up at me.

7. Wait for examinees to finish.

8. Say:

Turn your answer document to page 4. Find the 9-digit number in the top-left corner of your test booklet. Copy it into the Writing Test Booklet Number boxes on your answer document.

Next, on the front cover of your test booklet, find the 3-character test form, copy it into the Writing Test Form boxes on your answer document, and fill in the matching ovals. When you finish, put your pencil down and look up at me.

9. When everyone is ready, say:

Do not begin work until I tell you. If you finish early, close both your test booklet and your answer document, and place them on your desk with the front page of your answer document facing up. You may now break the seal, but do not open the booklet.

10. Wait for everyone to break the seal, set your timer to 40 minutes, then say:

You have 40 minutes to work on this test. Open your test booklet, read the assignment, and begin work.

11. Begin timing.

12. During the test, do the following:

- a. Record the start time on the Timing Report and calculate warning and stop times.
- b. Complete the writing test portion of your Seating Diagram with the serial number of the writing test booklet for each examinee.
- c. Move around the room to monitor for prohibited behavior.

13. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.

14. When the timer reaches zero, say:

Stop, put your pencil down. Close both your test booklet and your answer document, and place them on your desk with the front page of your answer document facing up.

15. Verify everyone has stopped.

16. Say:

I will now collect the answer documents and test booklets. Do not pass them in. You may not leave the room. Remain quietly in your seat until I have checked all documents.

You may not access your cell phone or other electronic devices until you leave the test site.

17. While examinees remain in their seats, follow the instructions below:

- a. Individually collect answer documents from each examinee.
 - Confirm the Certification is copied.
 - Confirm the answer document is signed.
 - Confirm legal name in Block B and date of birth in Block G are gridded.
 - Confirm the form code is gridded
 - Confirm all answer documents, even those with a barcode label, have blocks A-G completed. Missing information will cause a delay in scoring.
 - Stack all answer documents so they face the same direction.
 - Verify the number of answer documents collected equals the number of examinees.
- b. Individually collect the test booklet from each examinee.
 - Confirm the Certification is copied.
 - Confirm the test booklet is signed.
 - Verify the number of booklets collected equals the number distributed.
 - Arrange the test booklets in sequential serial number order.
- c. Keep the collected test materials where examinees do not have access.

IMPORTANT: No one may access the test booklets or answer documents once they've been collected.

18. Say:

If you created a MyACT account and entered your student code, you will receive an email when your scores are posted to your account. If you have not

yet created your account and entered your student code, you have 2 days to complete this process.

Your scores will be reported in five to eight weeks.

No test materials can be removed from this room. Remember, discussing or sharing test content, test form identification numbers or answers is prohibited, including on social media.

Be sure you have all of your belongings. Please be quiet in the halls. You are dismissed.

19. Make certain examinees don't have access to the test materials. Then, double-check your counts and complete the Test Room Report. Return all materials to the test coordinator.

Test Room Report Instructions

Before Testing

Test Booklets Received

1. Complete sections A–C in the presence of the test coordinator, at the time you receive your room's test booklets.
2. If there is a discrepancy in your materials, notify the test coordinator immediately and do not proceed until the discrepancy is resolved.
3. Room supervisor—sign to certify that you personally counted and verified your materials.
4. Test coordinator—initial to acknowledge the materials were received and accounted for.
5. Room supervisor—you are now responsible for these materials until they are returned to the test coordinator.

During Testing

Examinee Count During Test 1

1. During test 1, count the examinees in the room.
2. In the top section of the Test Room Report, enter the number of occupied seats you marked on your Seating Diagram in the Number of Examinees Seated in This Room field. This serves as a cross-check to make sure the number of occupied seats on the Seating Diagram equals the number of examinees in the room.

After Testing

Test Booklet Count

1. When testing is complete, collect and count the test booklets, and complete sections D–H of the form. Do not allow any examinee to leave the room until all materials have been accounted for.
2. Be certain the total number of used and unused test booklets returned equals the number of booklets you started with. If a booklet is missing, check the booklet numbers on the answer documents to determine which examinee's booklet is missing. No one may leave the room until any discrepancy is resolved.

Answer Document Count

1. Be certain you have an answer document for every examinee—check against your roster to be sure. Record the numbers of answer documents to be scored, voided, or replaced in section F.

Return All Materials to the Test Coordinator

1. Test coordinator—count and verify all materials returned by the room supervisor. Sign section H to certify that you personally counted and verified the returned materials.
2. Room supervisor—initial in section H to acknowledge all materials were returned and accounted for.
3. Test coordinator—return the completed forms to ACT after testing.

Sample Test Room Report



Test Administration Forms Standard Time, Paper



Test Room Report

ACT High School Code 9 8 7 6 5 4 State MI Type: No Writing Writing

School Name ACT High School Test Date 2/27

Room Supervisor Marcus Fields Room 201

Testing at school Testing off-site—provide off-site location name and address:

Location Name _____

Address/City _____

Number of Examinees Seated in This Room 8 Number of Staff in This Room 1

BEFORE TESTING: Complete A through C to record and account for ALL TEST BOOKLETS provided to this room.

A. Multiple-Choice Test Booklets	First Serial Number	Last Serial Number	Total # Booklets
	<u>1 8 9 1 2 3 4 5 6</u>	to <u>1 8 9 1 2 3 4 6 5</u>	A <u>0 1 0</u>
	Additional serial numbers not within the sequence above, if any:		
B. Writing Test Booklets (if none, enter 0)	<u>2 8 9 1 2 3 6 0 0</u>	to <u>2 8 9 1 2 3 6 0 9</u>	B <u>0 1 0</u>
	Additional serial numbers not within the sequence above, if any:		

C. Sign and initial as indicated to confirm the transfer of test booklets to the room supervisor.
Room Supervisor Signature Marcus Fields Test Coordinator Initials BK

AFTER TESTING: Complete D through H to record and account for ALL MATERIALS returned to the test coordinator.

D. Multiple-Choice Test Booklets	# Used	# Unused	Total # Booklets
	<u>0 0 8</u>	+ <u>0 0 2</u> =	<u>0 1 0</u> <small>Must equal "A" above</small>
E. Writing Test Booklets (if none, enter 0)	<u>0 0 8</u>	+ <u>0 0 2</u> =	<u>0 1 0</u> <small>Must equal "B" above</small>
F. Answer Documents (AD) (used only)	<u>0 0 8</u>	# Voided <u>0 0 0</u>	# Replaced <u>0 0 0</u>
	Attach AD to Irregularity Report		Attach AD to Irregularity Report
Be sure there is one (to score or voided) for every examinee.			

G. Test Coordinator—After testing, mark (✓) as you confirm counts and completeness/correctness of documents that apply to this room.

MC Test Booklets	Writing Test Booklets	Answer Documents	Test Room Report	Seating Diagram	Timing Report	Roster	ACT ID Forms	Irregularity Reports
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

If applicable, submit an Irregularity Report to explain test booklet and/or answer document discrepancies.

H. Sign and initial as indicated to confirm the transfer of test booklets to the test coordinator.
Test Coordinator Signature Bob Kellen Room Supervisor Initials MF

Test Coordinator—Return this completed folder in the RED envelope. Keep all pages together (do not separate). Make a copy of this completed folder and keep for one year as a record of your administration.

Sample Seating Diagram

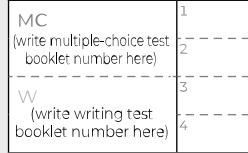


Test Administration Forms Standard Time, Paper Seating Diagram

Instructions:

- Complete blocks 1 through 4 during testing.
- Enter MC serial numbers during the first multiple-choice test.
- Enter W serial numbers during the writing test.
- If using tables, show which examinees are at the same table.
- Draw your own diagram and attach it to this form if this diagram doesn't fit your room.

Each box represents one seat.



You may use scratch paper or the numbered spaces (1, 2, 3, 4) to track unfinished ovals at the end of each MC test.

See the *Administration Manual* for acceptable seating arrangements and a sample completed form.

1 Room Type

Single Level OR Multiple Level

2 Writing Surfaces

Desks: _____ in. by _____ in.

Tables: 18 in. by 18 in., # _____ per table

3 Distance between Examinees

Shoulder-to-Shoulder: 4 ft.

Head-to-Head: 4 ft.

Minimum 3 ft.

Minimum 3 ft. (single level)
5 ft. (multiple level)

BACK		BACK		BACK		BACK		BACK	
MC	1	MC	1	MC	1	MC	1	MC	1
	2		2		2		2		2
W	3	W	3	W	3	W	3	W	3
	4		4		4		4		4
MC	1	MC	1	MC	1	MC	1	MC	1
	2		2		2		2		2
W	3	W	3	W	3	W	3	W	3
	4		4		4		4		4
MC	1	MC	1	MC	1	MC	1	MC	1
	2		2		2		2		2
W	3	W	3	W	3	W	3	W	3
	4		4		4		4		4
MC	1	MC	1	MC	1	MC	1	MC	1
<u>189123458</u>	<u>8</u>	<u>189123459</u>	<u>0</u>						
<u>289123602</u>	<u>11</u>	<u>289123603</u>	<u>9</u>						
MC	1	MC	1	MC	1	MC	1	MC	1
	2		2		2		2		2
W	3	W	3	W	3	W	3	W	3
	4		4		4		4		4
MC	1	MC	1	MC	1	MC	1	MC	1
<u>189123457</u>	<u>9</u>	<u>189123460</u>	<u>2</u>	<u>189123463</u>	<u>12</u>				
<u>289123601</u>	<u>7</u>	<u>289123604</u>	<u>9</u>	<u>289123607</u>	<u>8</u>				
MC	1	MC	1	MC	1	MC	1	MC	1
	2		2		2		2		2
W	3	W	3	W	3	W	3	W	3
	4		4		4		4		4
MC	1	MC	1	MC	1	MC	1	MC	1
<u>189123456</u>	<u>2</u>	<u>189123461</u>	<u>5</u>	<u>189123462</u>	<u>0</u>				
<u>289123600</u>	<u>0</u>	<u>289123605</u>	<u>5</u>	<u>289123606</u>	<u>1</u>				
FRONT									

Irregularity Report Sample

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

ACT High School
 Testing School Name
Sample, MI
 City, State

102

Room Name/Number
MM/DD/YYYY
 Test Date

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

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

INDIVIDUAL IRREGULARITIES

Examinee's Name	Test Booklet Form and Serial Number of Examinee's Test Booklet(s)	Time and Test When Irregularity Occurred	Type of Irregularity (✓ applicable)										Examinee scheduled for makeup		Answer Document (✓ one)			
			Illness	Working Behind/Ahead	Unauthorized Use	Marking Ovals	Item Challenged	Timing Questioned	Phone Alarm, Other Device	Other	Materials Damaged, Defective Duplicate, Replaced (Specify Below)	Yes	No	Marked VOID	Not Voided			
Name: <i>Joan Smith</i>	<i>60H/100220</i>	<i>0:33 / Test 2</i>	✓															
Explanation: <i>Examinee felt nauseous halfway through Test 2 and was escorted to the nurse's office. Examinee did not return and was scheduled for makeup testing.</i>																		
Name: <i>Mark Jones</i>	<i>60H/100330</i>	<i>Test 3</i>		✓														✓
Explanation: <i>After time was called, examinee continued to mark ovals and was dismissed. Examinee had marked 30 ovals when time was called. Examinee was informed the answer document would not be scored.</i>																		
Name: <i>Troy Ruiz</i>	<i>60H/100440</i>	<i>Test 4</i>								✓								✓
Explanation: <i>Examinee sent text message just before timing began. Examinee was dismissed and was informed the answer document would not be scored.</i>																		

GROUP IRREGULARITIES

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

Allison C. Turner
 Room Supervisor's Signature

Molly Liu
 Test Coordinator's Signature

TEST SECURITY

ACT Test Security

Test Security Hotline and Reporting Portal

ACT has a dedicated Test Security Hotline for the confidential reporting of specific test security related concerns. You should use the Test Security Hotline to report:

- Cheating and questionable test behavior (such as copying answers or using prohibited electronic devices during testing (like cell phones or tablets))
- Accessing questions prior to the test
- Taking photos or making copies of test questions or test materials
- Posting test questions on the internet
- Test staff misconduct (such as providing answers or questions to test takers or permitting test takers to engage in prohibited conduct during testing).

If you wish to report such concerns anonymously, you may do so at 855.382.2645 or at act.ethicspoint.com.

ACT Test Security Principles

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

ACT[®]