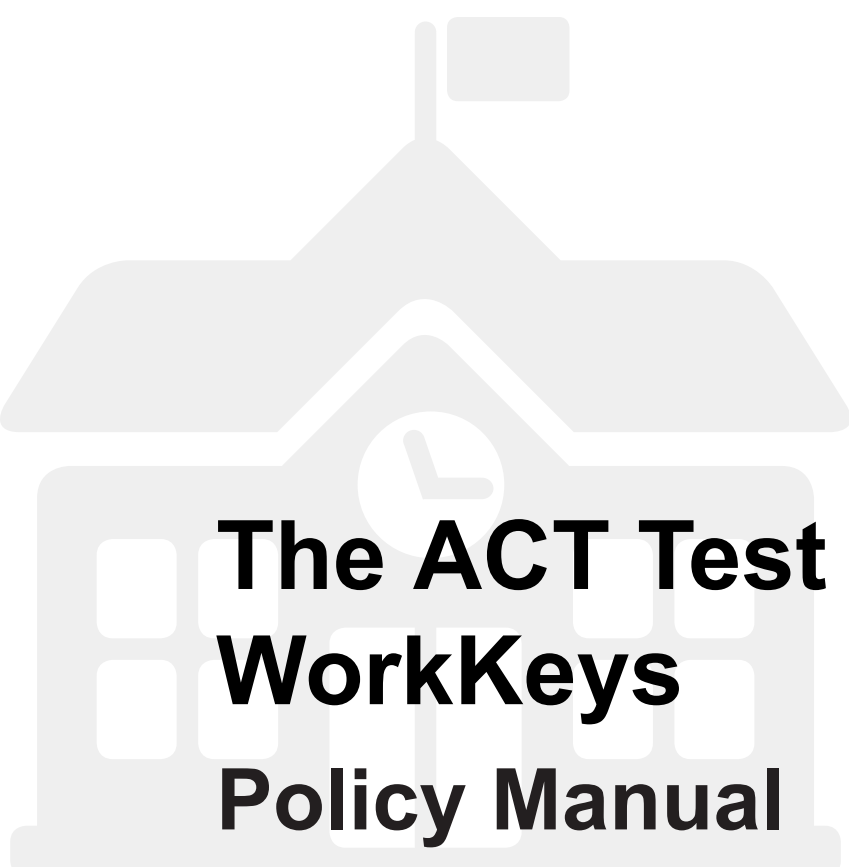


Spring 2026 Pilot



The ACT Test and ACT WorkKeys Policy Manual

- Online Testing
- Paper Testing
- Standard Time
- Accommodations

ACT[®]

www.act.org

CONTACTING ACT

Contact Information for Testing Staff

If you are calling with questions about...	Phone	Hours (central time)
ACT and WorkKeys Support	800-533-6244, ext 1830	Monday–Friday 7:00 a.m.–5:00 p.m. Central Time

*Note: The toll-free number is 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 Post-Test Checklist for Returning Materials includes information for test coordinators on how to return materials. Materials can be returned to the following addresses:

White Answer Document Box with Processing Envelope:

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

Boxes with Secure Test Materials:

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

IMPORTANT INFORMATION FOR THE SPRING 2026 PILOT

This document contains ACT policies for the Spring 2026 Pilot. It is to be used as guidance as you prepare for the test administration. The verbal instructions are not included in this document. They are located in the ADAM system.

Important things to note for the Spring 2026 Pilot:

- **Test Administration Forms:** You will use *Test Administration Forms* you received with your ACT materials to record room details, track timing, prepare seating diagram and record a roster for each room to track time for paper testing.
- **Logging irregularities:** Irregularities will be submitted in ADAM by applying an **accountability code** and in some instances, entering a **Session Review Note**. To apply an accountability code, from the proctor dashboard select the triple-dot menu beside the examinee's name. Select a code from the drop-down menu and click **Apply**. To enter a Session Review Note, select **Session Review** from the triple-dot menu and add a note.
- Terminology changes:
 - ~ The title of room supervisor is now **proctor**.
 - ~ Student authorization tickets are now called **student cards**.
- **Timing the online tests:** Examinees' tests are timed in TestNav. You are not required to time the online tests; the proctor should monitor the progression of the tests in ADAM. You should also have a back-up timepiece to time test breaks as those are not automatically timed in the system.
- **Timing the paper tests:** The proctor will be required to manually time their room. They should also have a back-up timepiece.
- **ACT Portal web page:** All test administration resources for the Spring 2026 Pilot are available at act.mypearsonsupport.com.

Contents

Policies 1

General Testing—Paper and Online	1
Standardized Procedures	1
Fair Testing Practices	1
Test Dates	1
Equal Treatment	1
Confidentiality	2
Safety	2
Investigations	2
Right to Terminate	2
Authorized Observers	2
Unauthorized Observers and Media	3
Testing with Accessibility Supports	4
Types of Accessibility Supports	4
Accommodations for the ACT—Paper and Online	4
Accommodations for WorkKeys—Paper and Online	5
Online Testing	7
Testing with the Online Format	7
Technical Requirements	7
Student Cards	7
Login Security	7
Seal Codes	7

Test Facilities—Paper and Online 8

Facility Requirements	8
Introduction	8
Principles of Accessibility	8
Video Monitoring Systems	8
Selecting Facilities	8
Selecting Test Rooms	8
Selecting Test Rooms for Accessibility Supports	9
Room Type, Size, and Setup	9
Seating Arrangements—Paper Testing	10
Seating Arrangements—Online Testing	10
Seating at Tables	10
Work Surfaces	11
Ensuring Quiet Test Sessions	11
Seating Arrangement Examples—Paper Testing	12
Seating Arrangement Examples—Online Testing	13

Test Staff 14

Staff Requirements—Paper and Online	14
Selecting Testing Staff	14
Who May Act as Testing Staff	14
Who May Not Act as Testing Staff	14
Relatives	14
Athletic Coaches	15
Attentiveness	15
Staff Compensation	15
Staff Roles and Responsibilities—Paper and Online	16
Test Coordinator Role	16
Test Coordinator Responsibilities	16
Replacing the Test Coordinator	17
Substitute Test Coordinator Role	17
Substitute Test Coordinator Responsibilities	17
Test Accommodations Coordinator Role	18
Test Accommodations Coordinator Responsibilities	18
Proctor Role	18
Proctor Responsibilities	18
Additional Proctor Role	19
Additional Proctor Responsibilities	20
Roving Proctor Role	20
Roving Proctor Responsibilities	20
Technical Coordinator Role	21
Technical Coordinator Responsibilities	21
Sign Language Interpreter/Reader/Scribe Role	21
Sign Language Interpreter Role and Responsibilities	21
Scribe Role and Responsibilities	22

Test Materials 23

Materials Overview—Paper Only	23
Quantity of Materials	23
Materials Provided by Your Site	23
Materials Information Specific to the ACT Test	23
Materials Overview—Online Only	25
Materials Provided by Your Site	25
Materials Provided by Examinees	25
Security of Materials—Paper and Online	26
Secure Test Materials	26

Copyrighted Test Materials	26	Allowed and Prohibited Items in the Test Room	46
Keeping Test Materials Secure	26	General Announcements to Examinees	48
Secure Storage of Test Materials	26	Monitoring the Test Room	48
Authorized Access	26	Checking for Prohibited Behavior	48
Unauthorized Transfer of Materials	27	Answering Questions	49
Security Breach	27	Allowing Examinees to Leave the Test Room	49
Receiving Materials before Testing—Paper Only	28	Test Administration—Paper Only	50
Receipt of Test Materials	28	Timing the Tests	50
Check In Test Materials	28	Accurately Time the Tests	50
Retain Shipping Boxes	28	Posting Start and Stop Times	50
Store Your Test Materials Shipment	28	Test Administration—Online Only	51
Handling Materials on Test Day—Paper and Online	30	Timing the Tests	51
Remove Materials from Storage	30	TestNav	51
Test Security During the Administration	30	Irregularities—Paper and Online	54
Return Materials to the Test Coordinator After Testing	30	Submit an Irregularity	54
Storage After Testing	31	Group Irregularities	54
Materials to Reuse for Multiple-Day Testing	31	Individual Irregularities— Paper and Online	55
If You Did Not Test (ACT Only)	31	Individual Irregularities—Paper Only	57
If You Did Not Test (WorkKeys Only)	31	Prohibited Behaviors at the Test Site— Paper and Online	59
Collecting, Packing, and Returning Materials After Testing	32	Non-Test Activities for the ACT Test—Paper and Online	62
Post-Test Checklist for Returning Materials from Paper Testing	32	Introduction to Non-Test Activities	62
Securely Destroy Materials after Testing—Paper and Online	35	Completing the Non-Test Information Online in MyACT (Optional)	62
Test Administration	36	 	
Admitting Examinees—Paper and Online	36	Non-Test Activities to the ACT Test—Paper Only	64
Check-In Location	36	Preparing the Answer Documents	64
Make the Electronic Devices Announcement	36	Introduction	64
Acceptable Identification	36	ACT Student Code (Block J)	64
Unacceptable Identification	37	Locate the ACT Student Code	64
Admit Examinees to the Test Room	38	Barcode Labels	64
Late Arrivals and Examinees without Identification	38	Sample Barcode Labels	64
Direct Examinees to Their Seats	39	Check Information on the Barcode Labels	65
Seat Left-Handed Examinees	39	Apply the Barcode Labels	65
Sequence and Timing of the Tests—Paper and Online	40	If You Do Not Have Barcode Labels	66
Sequence of Tests	40	ACT High School Code (Block K)	66
Start Time	40	Local Student ID Number (Block L)	67
Late Start	40	Examinee Transfers	67
Time Allowed for Each Test	40	Completing the Answer Document Demographics	68
Timepieces	41	Verbal Instructions for Answer Document Demographics	69
Breaks	41		
Schedule Flexibility Policy for the ACT Test	41		
Guidelines for Administering the Tests—Paper and Online	46		

Conclude the Answer Document
Demographic Session 70

Test Security 71

ACT Test Security 71

Test Security Hotline and Reporting
Portal 71

ACT Test Security Principles 71

POLICIES

General Testing—Paper and Online

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 test staff are required to read and adhere to the policies, procedures, and administration instructions 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.

If you are administering the ACT WorkKeys administration, you may administer all of the tests in one session with breaks between tests, administer each test separately on different days, or administer the tests in a combination of these two options. Be sure to allow examinees the appropriate amount of time to complete each test.

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 site.

All ACT-provided information contained within testing platforms or web pages 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, irregularities, etc.) are to be referred directly to ACT.

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 and abide by any district or state reporting policies as appropriate. 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.

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

Accessibility supports apply to all examinees. Although it 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.

Refer to the *Accessibility Supports Guide* located on ACT Portal web page for more information related to available supports.

Testing More Than One Examinee at a Time

ACT encourages group administrations for examinees authorized for the same timing and similar accommodations and/or EL supports. If more than 20 examinees with accommodations and/or EL supports test in one room, a proctor is required to assist with the administration. For every additional 20 examinees testing in the same room, ACT requires an additional proctor. If you are testing groups of examinees using pre-recorded audio, ACT recommends a proctor to assist with the administration.

All examinees in the room must have the same authorized timing and must be working on the same test at the same time (e.g., when administering mathematics, all examinees must be working on mathematics).

Examinees Who Decline Their Authorized Accommodations

Accommodation decisions are made by a student's educational team. Decisions about not using accommodations on the ACT should be referred back to a student's educational team. If the team provides documentation that the student may take the ACT without their accommodations:

1. Keep documentation of approval by the team at the school.
2. Test the examinee with standard materials.
3. Enter a Session Review note for the examinee.

Accommodations for the ACT—Paper and Online

Viewing Accommodations

All examinees authorized by ACT to use accommodations and/or EL supports on the test can be viewed through the Session Explorer. It lists each examinee's approved accommodation to assign examinees with the same authorized timing category to test rooms.

Authorized Timing

Each examinee has an authorized timing. This determines which verbal instructions must be read to that examinee.

To schedule testing for an examinee, refer to the accommodations roster, which lists each examinee's authorized timing and authorized accommodations.

Authorized timings are as follows:

- Standard time, single day
- Double time over multiple days
- Triple time over multiple days
- Standard time over multiple days
- Breaks as needed (also referred to as stop-the-clock breaks), single day
- One and one-half time, single day
- One and one-half time over multiple days
- Double time writing only, single day

Multiple-day testing will occur over several days of the accommodations testing window; however, each test must be completed during a single session and must be taken in order. The days do not have to be consecutive.

Single-day testing occurs in one session, with all tests completed in order, and all tests must be completed in a single session.

Note: If your school has decided to use the Schedule Flexibility policy, it applies only to the single-day authorized timings for standard time, breaks as needed, one and one-half time, and double time writing only. This policy does not apply to multiple-day authorized timings for double time, triple time, standard time, or one and one-half time.

All examinees in a room must have the same authorized timing. Examinees testing with accommodations may not test in a room with examinees who have different authorized timing. If they do, tests from that room will not be scored or scores will be canceled.

IMPORTANT: When testing with accessibility supports, examinees may use less time than allowed with their authorized time. Do not move to the next test until the standard time has expired and all examinees in the room have completed that content area, or the authorized time has expired.

Accommodations for WorkKeys—Paper and Online

Authorization

Use of any accessibility support that is not properly administered and/or not specified by ACT violates what the test is designed to measure and results in a score that is invalid and non-comparable for the stated purposes of the assessment. Resulting scores are not ACT WorkKeys NCRC eligible.

Determinations related to who may test with available accessibility supports on WorkKeys are made by the local educational agency. Authorization for use of accommodations and EL supports should be based on the examinee's formal education plan (e.g., IEP, 504 plan, etc.). Diagnostic documentation is not provided to ACT.

Examinee Affidavit and Accommodations Log (Not for K12 Use)

For all examinees requiring accommodations or supports, you should complete the *Examinee Affidavit and Accommodations Log* found on the ACT Portal web page prior to the administration.

The affidavit is used when examinees don't have a formal educational plan that indicates the need for accommodations and includes when they have used them previously.

For each assessment administered with accommodations, complete the log providing the type of accommodations supports administered. Both the site administrator and examinee complete the form. This form doesn't need to be returned to ACT, but keep it for your records for one year then securely destroy.

Timing Guidelines

Each examinee is authorized by the test coordinator for standard time, stop the clock breaks, one and one-half time, double-time, or triple-time testing. The authorized timing determines which verbal instructions must be read to that examinee.

All examinees in the room must have the same authorized timing. Examinees testing with accommodations may not test in a standard time room. If they do, tests from that room will not be scored or scores will be canceled.

IMPORTANT: When testing with accessibility supports, examinees may use less time than allowed with their authorized timing. Do not move to the next test until the standard time has expired and all examinees in the room have completed that test section, or the allotted time has expired.

Viewing Accommodations

All examinees authorized to use accommodations and/or EL supports on the test can be viewed by exporting student data from the Administration card or through the Session Explorer. It lists each examinee's timing to assign examinees with the same authorized timing category to test rooms.

Online Testing

Testing with the Online Format

The online format is available to examinees testing with standard time or with eligible ACT-authorized accommodations/supports.

Note: Only site-owned (e.g., school or district) and managed testing devices may be used for testing online. The site must own and have the administrative rights to the testing device.

Technical Requirements

All requirements for an online administration are addressed on the ACT Portal web page.

Student Cards

The student card is a printout that contains the examinee's individually assigned Test Code and Random ID to access the test in TestNav. The test coordinator prints the student cards from ADAM before test day and gives them to the proctor the day of testing. The student cards need to be printed in the one-per-page format. The examinee may use the card as scratch paper, which must be collected after testing.

Login Security

To ensure the confidentiality of examinees, their results, and exam content:

- Keep your staff login details confidential. Don't share them.
- Keep proctor cards secure.
- Keep student cards secure.
- Do not allow examinees to look at, or have access to, another examinee's student card.
- Do not allow examinees to remove a student card or its content from the test room or have access to one outside of testing by any means.
- Collect all used and unused student cards from examinees before dismissal.

Seal Codes

Seal codes are numeric codes examinees must enter in TestNav at the beginning of each test to begin that particular section. Seal codes are unique to each test session and ensure standardized progress through the tests by all examinees in the room. The proctor retrieves the seal codes in ADAM during testing.

TEST FACILITIES—PAPER AND ONLINE

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 test 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.

Selecting Facilities

Select facilities that:

- Allow testing staff to control access to the testing areas
- Have a phone that staff can use on test day

You may also want to have:

- A room to use as test-day headquarters for staff and materials
- Security personnel

Selecting Test Rooms

Select test rooms that:

- Can be reserved to allow time for the entire test session, plus any potential delays
- Can be rearranged, if needed, to meet seating requirements
- Are quiet and free from potential distractions
- Have good lighting, temperature, and ventilation
- Have an accurate wall clock or other timepiece (cell phones or smart watches may not be used as a timepiece)
- Provide convenient and adequate access to restrooms

- Have devices that meet all outlined technical requirements
- Have access to a printer
- Have their own supervisor computer for administrative monitoring

Note: Observing examinees testing in multiple rooms from a central location (such as a hallway, through glass walls, or security cameras) is prohibited. Avoid rooms with multiple levels or graduated seating unless you have no alternative. Such rooms make test security more difficult.

Selecting Test Rooms for Accessibility Supports

- Examinees with different timing must test in separate rooms.
- Examinees with authorized accommodations and/or English learner supports may test in a standard time room as long as their timing is standard time and they are not required to test individually.
- Examinees authorized to test with a human reader or breaks as needed (also known as stop-the-clock breaks) must test one-to-one.
- Examinees using text-to-speech/pre-recorded audio or screen reader software for the visually impaired may test as a group if they use headphones, can control the progress of their own devices, and begin each test at the same time.
- ACT encourages group administrations for examinees authorized for the same accommodations and/or supports.
- ACT recommends reserving the same room for each day you will be testing and scheduling consecutive days for examinees authorized to test over multiple days (although you may skip days as necessary).
- ACT prefers classrooms and recommends no more than 20 examinees in one room.

Note:

- *Small group is defined by the examinee's educational plan or state policy. ACT recommends that a small group be less than the number of examinees in a standard room with a maximum of 20 examinees.*
- *If your school is administering testing using the Schedule Flexibility policy for the ACT test, refer to the seating requirement for Day 2 testing.*

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 help 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 proctor 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 proctor 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 Arrangements—Paper Testing

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 the following:
 - ~ Single-level room types: Required spacing of 3 feet measured side-to-side/shoulder-to-shoulder or 3 feet measured front-to-back/head-to-head
 - ~ Multiple-level room types: Required spacing of 3 feet measured side-to-side/shoulder-to-shoulder or 5 feet measured front-to-back/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 proctor without difficulty
- Able to see the room clock, if there is one, without looking around
- Seated in their original seats after the break

Seating Arrangements—Online Testing

Seating arrangements must minimize any possibility of prohibited behavior. For online testing, it is critical that examinees cannot see each other’s screens.

If there are no carrels, dividers, or partitions between workstations in the room, then workstations:

- Must face the same direction (except when using a U-shaped configuration).
- Must be spaced so examinees are at least 3 feet apart side-to-side measured shoulder-to-shoulder and at least 5 feet apart front-to-back measured head-to-head.
- Must be set up so that examinees in one row cannot see the screens of other examinees' computers in front of or to the side of them.

If there are carrels, dividers, or partitions between workstations, the workstations:

- Do not need to face the same direction.
- May face the wall or each other if there is adequate privacy between examinees.

If the room has a U-shaped seating configuration, the workstations:

- Must face outward from the center of the U-shaped configuration.
- Must be spaced at least 3 feet apart side-to-side measured shoulder-to-shoulder.

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.*

Work Surfaces

Work surfaces must be smooth, hard surfaces large enough for examinees to work comfortably with the items needed for testing. 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 work surfaces that are large enough for these 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.

Ensuring Quiet Test Sessions

Take the following actions to help ensure quiet test sessions:

- Ask the building's administration to turn off audible signals that normally sound at the beginning and end of classes.
- Make sure that announcements are not made on the public address system during test sessions.
- Post signs outside the test rooms to warn others that testing is in progress and that quiet is required.

Seating Arrangement Examples—Paper Testing

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



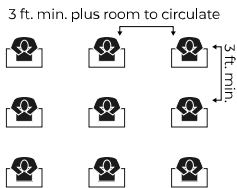
Side View



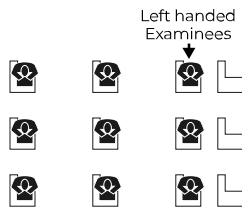
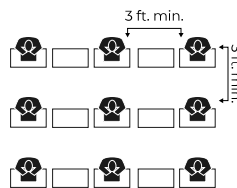
Overhead View

Examinee Spacing

Level Seating with Movable Desks

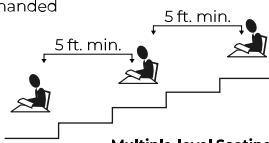


Level Seating with Stationary Desks



Left-handed Examinees at Right-handed Desks

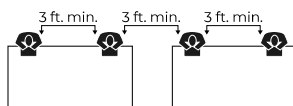
Left handed Examinees
Extra Right-handed Desk



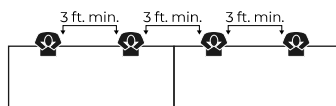
Multiple-level Seating

Table Spacing

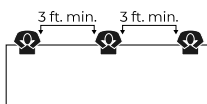
6-Foot Tables



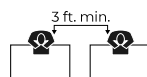
8-Foot Tables



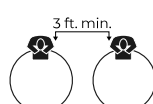
Tables more than 9 feet



Tables under 6 feet



Round tables any size

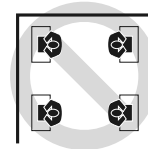


Unacceptable

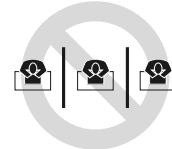
Seating Arrangement Examples



Examinees Facing the Wall or Each Other



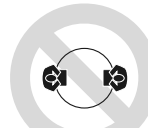
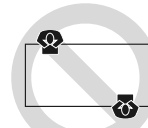
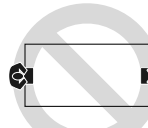
Desk Surface Too Small



Dividers, Study Carrels, and Partitions



Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



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

Seating Arrangement Examples—Online Testing

Online Testing Seating Arrangement Examples

Acceptable

Without Dividers, Carrels, or Partitions

With Dividers, Carrels, or Partitions

U-Shaped Seating

Table Spacing

6-Foot Tables

8-Foot Tables

Tables more than 9 feet

Tables under 6 feet

Round tables any size

Unacceptable

Examinees Facing Each Other Without Dividers, Carrels, or Partitions

Examinees Too Close Together/Inadequate Aisle Space

Desk Surface Too Small

TEST STAFF

Staff Requirements— Paper and Online

Qualified, well-trained testing staff are an important part of test administration.

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. Proctors and the technical coordinator may be current or retired faculty members, human resources staff, trainers, 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, teacher, or trainer 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 third-party enterprise. If test prep is the primary function for any individual, then someone else must deliver the test.

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 United States 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 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 proctor, 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. For adult learners, outside of K12, this also includes grandchildren, nieces, nephews, or in-laws. 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 proctor, 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 for manuals or supplements), computers, and mobile devices are permitted for ADAM and online test monitoring use only. 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 Compensation

ACT does not compensate testing staff for this administration.

Staff Roles and Responsibilities—Paper and Online

Test Coordinator Role

The test coordinator may serve at only one location and must be on file within the testing platform. The test coordinator has overall responsibility for coordinating test operations, including storing materials and setting up test rooms. The test coordinator provides the continuity and administrative uniformity necessary to ensure that examinees are tested under standardized and secure conditions.

Number required: One per test site

Test Coordinator Responsibilities

Prepare facilities:

- Select and reserve test rooms.
- Prepare test rooms for test day according to ACT guidelines.
- Verify internet access from test room by logging into LaunchPad and confirming internet.
- Create proctor groups for your site.

Assign and train staff:

- Select a substitute test coordinator.
- Identify a sufficient number of qualified personnel to serve as test event staff.
- Invite users to create their accounts.
- Assign staff to roles in LaunchPad.
- Complete training and additional training resources.
- Conduct a local training session for all testing staff before the test events, including review of the administration materials and systems.

Coordinate testing activities:

- **WorkKeys Only:** Order test materials, including any alternate formats for examinees, as needed.
- Receive, check in, and securely store materials.
- Make sure all staff are assigned to the proper role in LaunchPad.
- **ACT Only:** Submit accommodations and/or supports requests with the assistance of test accommodations coordinators, if needed.
- Ensure accommodations and/or supports that have been approved via the TAA system have been assigned to examinees' records in ADAM.
- Ensure all testing staff, including the test accommodations coordinator, are aware of tasks that need to be completed and the associated deadlines.
- Schedule test dates within the test window for examinees testing with accommodations and supports.
- **ACT Only:** Arrange for examinees to complete non-test information and support examinees in creating MyACT accounts.
- Plan seating arrangements for each room.

- Organize test materials for test event staff (including printing and distributing proctor cards and student cards, *Prohibited Devices* poster and *Calculator Policy*).
- Ensure technical readiness is completed and preparing all computers with the assistance of the technical coordinator.
- Notify examinees of the test date(s), location, and materials needed.
- Create proctor groups and assign examinees.
- **ACT only:** Arrange for testing staff to apply barcode labels on answer documents, or if no barcode is available:
 - ~ Grid the ACT student code in block J on the answer document.
- Arrange for transfer of test responses to answer documents for examinees approved for alternate response supports.
- Before test day, prepare a roster for each proctor group.
- On the morning of test day, log into ADAM and monitor sitewide room progression via the dashboard.

Maintain security:

- Read and comply with all policies and procedures provided by ACT.
- Make sure tests are administered in strict compliance with all policies and procedures.
- Make sure all testing staff remain attentive to testing responsibilities throughout the entire administration.
- Submit and review accountability codes in ADAM.
- Promptly return test materials to ACT after each test event, if applicable.
- Provide a timely response to requests from ACT when additional information is needed.

Provide complete documentation:

- DO NOT submit student tests until the end of all test dates for this administration.
- Oversee the documentation of all irregularities and consult directly with ACT regarding actions to be taken.

Non-test activities:

- Discuss when and where all examinees, including those testing with accommodations and/or supports, will complete non-test activities. This includes answer document demographics and MyACT non-test information.

Replacing the Test Coordinator

If an existing user will replace the test coordinator, then the district test coordinator will need to update the user's role to site test coordinator in LaunchPad. If a new user needs to be added to take over the test coordinator role, then the district test coordinator will need to add the user to LaunchPad, assign the user to site test coordinator, and the new user will need to create a LaunchPad account.

Substitute Test Coordinator Role

If the test coordinator becomes ill or is otherwise unable to be present on test day, the substitute serves as the test coordinator.

Number required: One per test site

Substitute Test Coordinator Responsibilities

The substitute test coordinator is responsible for all the same activities as the test coordinator. If the test coordinator is not present, the substitute carries out all needed activities. If the test coordinator is present, the substitute may assist the test coordinator, as needed.

Note: If the test coordinator is not able to supervise the administration, the substitute must notify the district test coordinator to update the user in LaunchPad. If the school already has two users with test coordinator access and one of them is the substitute test coordinator, they do not need to contact the district test coordinator.

Test Accommodations Coordinator Role

Schools may appoint a test accommodations coordinator (TAC) to assist with managing student information for testing with accommodations and English learner supports. A test accommodations coordinator will have access to review student information.

Number required: Optional, recommended one or two.

Test Accommodations Coordinator Responsibilities

- **ACT Only:** Submit requests for ACT-authorized accommodations and/or English learner (EL) supports in the Test Accessibility and Accommodations System (TAA).
- **ACT Only:** Coordinate with the test coordinator to have email communications forwarded and to compare the accommodations in ADAM with each examinees' Decision Notification in TAA.
- **WorkKeys Only:** Assist test coordinator with ordering appropriate WorkKeys accommodations materials, if applicable.
- Help with test administrations involving accommodations and/or EL supports.
- Help organize materials for any examinees testing with accommodations and/or supports.

Proctor Role

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

Number required: One per test room

Proctor Responsibilities

Prepare for test day:

- Log in to the proctor dashboard at <https://preview-act-tester.adamexam.com/proctor> and enter the test code and password provided on your proctor card.
- Assist the test coordinator, as needed.
- Attend the training and briefing sessions conducted by the test coordinator.
- Review policies and additional training resources.
- Prepare the room for testing (includes testing computers).
 - ~ Launch TestNav on all testing computers. Ensure it is displaying the ADAM test code login.
- Distribute student cards to examinees.

Check-in activities on test day:

- Individually identify and admit examinees to rooms; verify IDs and mark the roster.
- Direct examinees to seats once admitted.
- Make sure all examinees admitted to a room are assigned the same timing.
- Make sure all examinees authorized to test over multiple days are ready to begin the same test.

Administer the test:

- Take responsibility for a test room and provide an environment conducive to testing.
- Read verbal instructions verbatim to examinees.

- Monitor the test timing.
- Monitor assigned test room in ADAM.
- Help examinees log in to TestNav.
- Retrieve seal codes from ADAM and help examinees enter them to start individual tests.
- Ensure examinees submit all applicable tests and log out of TestNav before dismissal.

Note: Do not manually submit sessions for examinees if they will continue testing on a subsequent day.

Maintain security:

- Keep test materials secure during testing and breaks.
- Monitor for prohibited behavior during testing and breaks.
- Apply accountability codes in ADAM.
- Collect and account for all test materials before dismissing examinees.

Ensure complete documentation:

- Document irregularities in ADAM and, as required, void examinees' tests.
- Return all test materials to the test coordinator after testing.

Additional Proctor Role

As test rooms increase in size, additional test day proctors are required to assist the group proctor.

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

Number of Additional Proctors Needed for Standard Time Administrations

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

Note: For online testing, ACT recommends the use of an additional proctor for 1–30 examinees in case of technical difficulties but it is not required.

Number of Additional Proctors Needed for Accommodations/Supports Administrations

Number of Accommodations/ Supports Examinees	Additional Proctors Needed
1–20	0
21–40	2
41–60	3
61 or more	1 additional proctor per every additional 20 examinees

Note: For online testing, ACT recommends the use of an additional proctor for 1–20 examinees in case of technical difficulties, but it is not required.

Additional Proctor Responsibilities

Note: Additional proctors will not have a user account and are not designated in ADAM as associated with a proctor group. A test coordinator will have to keep track of additional proctors and their room assignments outside of ADAM.

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 proctors individually identify and admit examinees.
- Direct examinees to their seats.

Administer the test:

- Prepare the room for testing.
- Monitor testing progress.
- Help examinees log in to TestNav.
- Help examinees enter seal codes to start individual tests
- Ensure examinees submit all applicable tests and log out of TestNav before dismissal.

Maintain security:

- Monitor for prohibited behavior during testing and breaks.
- Report any irregularities to the proctor 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 proctors a break during testing.
- Keep the hallways quiet if other rooms are still testing.
- Count and prepare test materials.

Technical Coordinator Role

The technical coordinator installs and configures and helps the test coordinator set up computers for testing.

The person in this role must be available on test day to troubleshoot any technical issues that may arise.

Number required: One per test site

Technical Coordinator Responsibilities

- Make sure the school's computers and infrastructure meet online testing requirements.
- Help the test coordinator and other staff set up for test day (includes examinee and administrative computers and test rooms).
- Rerun applicable system checks the week before test day on all applicable computers if the test environment is unfrozen for an update.
- Troubleshoot technical issues staff or examinees may have on test day.
- Refer to the ACT Portal web page for technical requirements.

Sign Language Interpreter/Reader/Scribe Role

Individuals who serve as a sign language interpreter, reader, or scribe must meet all the following criteria:

- Proficient in English, and if applicable, the appropriate sign system
- Experienced in administering standardized tests or other high-stakes tests
- Employed by the school district where the examinee attends school
- Agrees to administer the tests in compliance with ACT policies and procedures
- Reads and signs the agreement for their administration
- Reads and follows the *Human Reader and Sign Language Interpreter Guidelines* document. Contact ACT for these guidelines.
- Not a relative or guardian of the examinee
- Not a private consultant or individual tutor whose fees are paid by the examinee or examinee's family
- Not engaged in test preparation activities during the current academic year
- Athletic coaches may not supervise one-on-one testing for a student-athlete, even if their sport is not in season at the time of testing

Test scores achieved under the supervision of an individual who does not satisfy all requirements will be canceled.

Note: The human reader role is not applicable to online testing.

Sign Language Interpreter Role and Responsibilities

The sign language interpreter may sign verbal instructions to multiple examinees in the same room. If authorized to sign test items, this must be a one-to-one administration.

The test coordinator is responsible for obtaining the services of a qualified sign language interpreter. The sign language interpreter must sign the *Interpreter Agreement*. Contact ACT for the agreement.

Additional information related to administering the assessment with a sign language interpreter is located in the *Accessibility Supports Guide* on your ACT Portal web page.

Number required: Optional

Scribe Role and Responsibilities

If authorized, an examinee may use a scribe for the writing test (ACT only) or to mark or enter multiple-choice answers. Examinees authorized to use a scribe must test one-to-one. The proctor serves as the scribe.

The scribe must sign a *Scribe Agreement*. Contact ACT for the agreement.

Additional information related to administering the assessment with a sign language interpreter is located in the *Accessibility Supports Guide* on the ACT Portal web page.

Number required: Optional

TEST MATERIALS

Materials Overview— Paper Only

Quantity of Materials

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

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
- Translated test directions, if needed. Directions can be found on the ACT Portal web page
- Signs, cards, or other materials used in admissions procedures
- Permitted calculators (if your site chooses to provide them to examinees)
- Computers with headphones (if pre-recorded audio is used)
- **ACT Only:** Computers for writing section (if needed)
- **WorkKeys Only:** Speech-to-text software (if needed)

Materials Information Specific to the ACT Test

Test Materials Are Specific to a Test Date and Administration Type

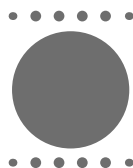
Test materials are sent for specific test dates (Test Window 1, Test Window 2) and administration types (standard, accommodated). Failure to use the correct test materials will result in a misadministration and cancellation of scores.

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.



ACT-authorized accommodations test booklets have a circle symbol on the cover.



Materials Provided by Examinees

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

If any of the following are authorized for accommodations, examinees are expected to supply their own:

- Abacus
- Braille stylus
- Augmentative or alternative communication device (AAC)
- Headphones (if site cannot provide)
- Magnifying glass
- Color overlays
- Highlighter
- Snacks, drinks, and medication

Materials Overview— Online Only

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 (for scratch work)
- Scratch paper
- Translated test directions, if applicable. Directions can be found on the ACT Portal web page.
- Pencil sharpener
- Reliable timepieces: watch, stopwatch, interval timer, or accurate wall clock
- Permitted calculators (if your site chooses to provide them to examinees)
- Speech-to-text software (if needed)
- Computers with headphones (if text-to-speech or screen reader software is used)
- Computers with high-speed internet access

Note: Only site-owned (e.g., school or district) and managed testing devices may be used for testing online. The site must own and have the administrative rights to the testing device.

Materials Provided by Examinees

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

If any of the following are authorized for accommodations, examinees are expected to supply their own:

- Abacus
- Augmentative or alternative communication device (AAC)
- Headphones (if site cannot provide)
- Snacks, drinks, and medication

Security of Materials— Paper and Online

Secure Test Materials

Paper Only: 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 Instructions for Students* form (ACT only).

Online Only: Secure materials include *MyACT Instructions for Students* (ACT only) student cards with examinees' individually assigned test code and random ID to access the tests, and any used scratch paper.

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.

Keeping Test Materials Secure

The test coordinator is responsible for the security of all test materials from the time the materials are delivered to the time they are returned to ACT or securely destroyed. The test coordinator must protect the materials from damage, theft, loss, or conditions that could allow prior access to the tests.

Secure Storage of Test Materials

Materials must always be kept in secure storage before and after testing. Secure storage is defined as a locked safe or vault accessible only to the test coordinator and specifically authorized individuals. If a safe or vault is not available, materials may be stored inside a locked file cabinet or closet that is inside a locked room, with the following stipulations:

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

Authorized Access

Staff access to materials must be limited to necessary test day preparation activities, the test administration, and counting and packing materials for return to ACT until secure materials are addressed post testing. Access to test materials prior to test day is restricted to the test coordinator and substitute test coordinator. However, a designated staff member may assist

with materials if the test coordinator is present and if that individual does not present a conflict of interest.

Unauthorized Transfer of Materials

Test materials may not be shared between schools. Use only the test materials assigned to your school. If examinees test with materials that have been transferred from another school, the tests will not be scored.

Security Breach

A security breach constitutes any of the following:

- Items are missing from your shipment.
- The materials appear to have been tampered with in any way.
- You have reason to believe someone had unauthorized access to the materials.
- Paper only:
 - ~ 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.
- Online only:
 - ~ A student card is lost, stolen, or otherwise missing (even if only temporarily) at any time.
 - ~ An examinee had access to a seal code during a time not authorized for that test.

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.

Receiving Materials before Testing—Paper Only

Receipt of Test Materials

Test materials will be shipped to the institution where the test will be administered.

Check In Test Materials

Materials must be checked in by the test coordinator within 24 hours of receiving them from ACT.

1. Examine the boxes for signs of tampering.
2. Open the boxes and check the contents to be sure you have all items on the packing list.

Note: If the contents don't match the packing list, contact ACT immediately.

3. Check the serial numbers of the test booklets against the numbers shown on the packing list.
4. Count each booklet; do not assume that the groups of booklets are complete.

Note: If any of the test booklets are shrink-wrapped, do not unwrap them until the morning of test day. Instead, check the serial number of the first booklet in each pack against your packing list.

Retain Shipping Boxes

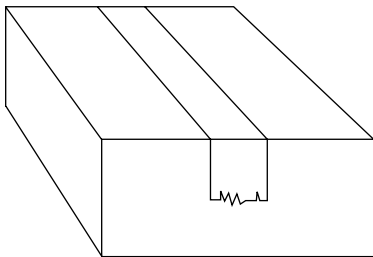
Keep the boxes in which the test materials were shipped to you. These boxes, with return shipping labels on the inside of the flaps, **MUST** be used to return ALL test materials. Return standard time materials after each standard time test date. Return accommodations and/or supports materials at the end of the accommodations and/or supports test window.

Store Your Test Materials Shipment

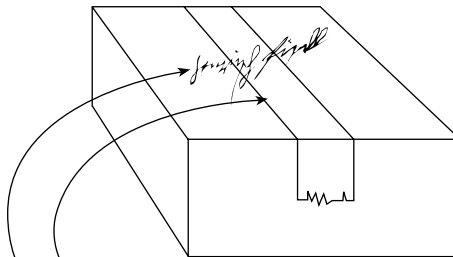
After you have counted and checked the condition of all materials in your shipment and securely store them following these steps.

1. Reseal the boxes.

2. Write your name across the seal.



When delivered, the box will be sealed as above. After check-in of test materials, reseal as on right. Do not reopen until test day.



- a. Reseal in the same place as before.
 - b. Sign your name across the tape. Be sure your signature starts on the cardboard, goes across the tape, and ends on the cardboard.
3. Store the sealed boxes in secure storage.
 4. Protect the materials from damage, theft, loss, or any conditions that could allow prior access to or knowledge of the tests.

Handling Materials on Test Day—Paper and Online

Remove Materials from Storage

1. Materials must remain in secure storage until the morning of test day. At that point, the test coordinator may remove materials, check for tampering, and verify all materials are present. If anything is missing or you suspect tampering, do not proceed. Call ACT immediately.
2. If all materials are present and no tampering has occurred, prepare them for distribution to proctors.
3. Distribute test materials to proctors only on test day morning
 - a. **Paper only:** Count out the appropriate number of test booklets, answer documents, and ACT-authorized accommodations and English learner support materials (if applicable) for each room, if not done before test day.
 - b. **Paper only:** Record the quantities and test booklet serial number ranges assigned to each room.
 - c. **Paper only:** Personally hand the test materials to each proctor.
 - d. Return any excess materials to secure storage. If the secure storage location is remote from the testing area, use a room that can be locked when unattended, is convenient to the testing area, and where access is restricted to staff and authorized observers. Materials not locked in secure storage must never be left unattended.

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.

Return Materials to the Test Coordinator After Testing

After accounting for all test materials and verifying complete documentation, proctors must return materials to the test coordinator immediately after testing following the steps provided in the verbal instructions.

Storage After Testing

After accounting for all materials from the proctors, test coordinators must secure and prepare them according to their format after each test date:

- **Paper testing:** Prepare all used and unused materials for return to ACT and place them in locked storage until shipment.
- **Online testing:** Collect all used and unused materials (such as student cards and translated directions) and place them in locked storage until they can be securely destroyed, following the Securely Destroy Materials after Testing policy. All materials must be returned to locked storage immediately after each test administration to maintain test security.

Materials to Reuse for Multiple-Day Testing

If testing over multiple days within a test window, keep materials secure between sittings and make sure examinees receive their own materials each time.

The following materials are to be reused:

- **Paper Only:** Test booklets and answer documents
- **Online Only:** Student cards
- Test administration forms
- Administration manual

Note: If a student card was used as scratch paper, it cannot be reused. Print a new one for the examinee.

If You Did Not Test (ACT Only)

If you did not test any examinees with standard tests or accommodations tests (or both), the test coordinator needs to:

1. Complete the outside of the processing envelope(s) and mark “Did not test [provide reason].”
2. **Paper Only:** Discard the unused site header.
3. **Paper Only:** Pack the processing envelope into the box. Use the white box with the colored return sticker that is the same color as the envelope you are placing inside.
4. **Paper Only:** Follow the instructions for packing the boxes to prepare the other materials for return.
5. If you will administer makeup testing, keep unused materials and store in a secure location until you plan to test. If you will administer makeup testing, keep unused materials and store in a secure location until you plan to test.

If You Did Not Test (WorkKeys Only)

If you ordered materials but did not test examinees using the materials, write "Did Not Test" on the outside of the envelope. Return all items in the nonscorable shipment.

Collecting, Packing, and Returning Materials After Testing

Immediately after the administration, return the test materials to ACT. Failure to return materials in a timely manner may prevent tests from being scored.

Post-Test Checklist for Returning Materials from Paper Testing

The following is a Post-Test Checklist for collecting, packing, and returning test materials.

1. **Collect materials from each room:** All materials must be returned to ACT according to the date listed on your *Schedule of Events*. Be sure to keep standard time, accommodations, and online testing materials separate.
 - a. **Paper Only:** Make sure you have received the following from each proctor:
 1. Test booklets
 2. Answer documents
 3. Completed rosters
 4. ACT Student Identification forms
 5. Translated test directions
 6. Signed reader/interpreter/scribe agreement forms
 - b. **Paper Only:** Ensure both used and unused test booklet counts match what you logged on the Test Room Report and that the number of answer documents you return match the total number of examinees assigned on the *Seating Diagram*.
 - c. If you have any notes or timings logged, ensure all notes are entered in ADAM in the Session Review and timings are entered on the *Timing Report*.
 - d. **Paper Only:** For each room's test booklets, make sure the following are done:
 1. There are no answer documents inside the test booklets.
 2. For the ACT writing administrations, both the multiple-choice and writing test booklets are returned for each examinee.
 3. Test booklets are arranged in sequential serial number order.
 - e. **Online Only:** Make sure you have received the following from each proctor:
 1. Completed rosters
 2. ACT Student Identification forms
 3. Student cards (each bundled with any additional scratch paper provided to examinee)
 4. Translated test directions.

Within 72 hours after testing use the Test Materials policy section to arrange for secure destruction of appropriate materials.
 5. *Seating Diagram*. ACT requires you to keep a copy for one year.
 - f. Use the Test Materials policy section to identify what test administration materials need to be returned or copied and retained at your site.
2. **Paper Only: Sort the answer documents.** For each room's answer documents, make sure:
 - a. **ACT Only:** Each answer document to be scored contains the required identifying information on the front and back pages (Blocks A-G).

- b. **ACT Only:** Each answer document has a barcode affixed or the ACT student code gridded in Block J.
 - c. Any test responses marked in the test booklet or on large print answer document are transferred to a standard size regular answer document.
 - d. Voided answer documents are attached to the roster.
3. **Paper Only: Complete the site header.** To complete the site header:
- a. Locate the Site Header for the applicable type (e.g., standard or accommodations) and test date of materials. If you are unable to locate the pregridded site header, contact ACT.
 - b. Follow the directions on the Site Header for this administration, completing the required blocks with a No. 2 pencil.
4. **Paper Only: Pack the processing envelopes.**
- a. **Paper Only:** Pack the *Test Administration Forms*, site header and answer documents in the processing envelope.
 - 1. The *Test Administration Forms* are placed on top of the site header.
 - 2. Turn the answer documents to be scored the same way as the site header, with page 1 facing you.
 - 3. Check the booklet number and form fields on each answer document. If blank, fill in this information with a No. 2 pencil.

IMPORTANT: Put the site header on top of the answer documents to be scored. If more than one envelope is used, put the site header in envelope #1.
 - b. **Paper Only: Return the following (if applicable):**
 - 1. ACT Student Identification Forms, attached to the Roster
 - 2. Large-print worksheets
 - 3. *Reader's Agreement / Interpreter's Agreement / Scribe's Agreement*
 - 4. Voided answer documents

IMPORTANT: Log a note in Session Review for every voided or replaced answer document, documenting the reason(s) for voiding.
5. **Paper Only: Pack the white answer document boxes for return.**
- a. Pack the processing envelope(s) into the white answer document return box. Use the white answer document return box with the colored return sticker that is the same color as the envelope(s) you are placing inside.
 - b. Number each answer document return box 1 of X, 2 of X, etc.
 - c. Make sure your six-digit ACT high school code, institution name, and return address are all on the outside of the of the white answer document return box.
 - d. Seal the white answer document return box and place in secure storage.
6. **Paper Only: Pack the secure material boxes for return.**
- a. Pack the following materials from paper testing into the boxes for return to ACT (use separate boxes for standard time and accommodations materials)
 - 1. Used and unused test booklets (all booklets must be returned)
 - 2. All alternate test forms (braille, etc.)

Note: Do not return the packing list. Keep it to check that you've included all test booklets and needed materials in your return shipment.
 - 3. Securely destroy any translated test directions within 72 hours after testing.
 - b. Once contents are placed in the box, reverse the flaps on the box.
 - c. Number each box 1 of X, 2 of X, etc. "X" should equal only the total number of boxes for the administration type (e.g., ACT standard time) being returned.
 - d. Add the appropriately-colored return sticker denoting administration type to an open area on the outside of the box (do not cover the prepaid shipping label).
 - e. Make sure your six-digit ACT high school code, institution name, and return address are all on the outside of the boxes.
 - f. Seal each box so the return shipping label and colored return sticker are visible.
 - g. Place all boxes in secure storage until pickup.

7. Paper Only: Confirm materials pickup.

- a. On the ACT scheduled pickup date, if your school's normal pickup point is secure or constantly monitored, you may leave the boxes there.
- b. If your materials are not picked up within two business days after the ACT-scheduled pickup date, follow these instructions:
 1. If you have FedEx return service labels applied to your package(s), call FedEx at 1-800-463-3339 to arrange your pickup. Tell the agent you have FedEx return service labels already applied to the package and give them the tracking information from the label.
 2. If you do not have FedEx return service labels applied to your package(s), email or call ACT to request return service labels and to schedule a pickup for your location. ACT will need your name, phone number, school/institution name, street address, city, state, and the number of packages to return in order to create the return labels.

Securely Destroy Materials after Testing— Paper and Online

Online Only: Securely destroy scratch paper, ACT student identification forms, completed rosters, and used/unused proctor cards and student cards.

Paper and Online: Securely destroy translated test directions and printed verbal instructions.

Within 72 hours after testing, you should arrange for secure destruction of these ACT documents using the following guidelines:

- If your school or facility uses an external vendor to conduct document destruction for secure or sensitive academic or other records, follow those procedures for these ACT documents
- If your school or facility does not use an external vendor but has internal processes and policies for conducting document destruction for secure or sensitive academic or other records, follow those procedures for these ACT documents.

IMPORTANT: ACT reserves the right to conduct audits of your school or facility at any point to ensure proper destruction processes are being met for the ACT testing documents referenced above. These audits may be conducted in-person by ACT staff or authorized representatives of ACT or conducted via another format such as virtual inspections utilizing photographic or video-conferencing technology. Instructions for any virtual inspections will be provided to you via telephone or via email by ACT staff. If your school/facility cannot comply with the destruction requirements outlined above, or does not wish to comply, you should contact ACT for options.

TEST ADMINISTRATION

Admitting Examinees— Paper and Online

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 proctor group, 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, smart glasses, 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 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	<i>ACT Student Identification Form</i>	<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 proctor 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. If an examinee is denied admission or if they are absent, apply the Examinee Behavior accountability code. Enter a note in Session Review.
3. If the ID is not presented, not acceptable, and/or examinee cannot be recognized by school staff:
 - a. Do not admit the examinee.
 - b. If an examinee is denied admission or if they are absent, apply the Examinee Behavior Accountability Code . Enter a note in Session Review.
 - c. Determine if the examinee is eligible for makeup testing.
4. If the ID is acceptable or examinee can be recognized by staff:
 - a. Compare the photo on the ID to the examinee.
 - b. Mark on the roster the type of ID accepted, using the following notations as a guide: **P**= Photo ID, **F**= Student Identification Form, **R plus staff initials**: Personal recognition by staff, **—**= absent

Note: For examinees who are absent, you must decide which examinees to schedule for makeup testing.

- c. 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 by staff before the test booklets are distributed in the test room, for paper testing, or student cards are distributed in the test room, for online testing, admit the examinee and submit an irregularity.

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

Direct Examinees to Their Seats

After you've admitted examinees and marked the roster, 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.

Note: *Online Only:* *If you are testing any examinees using text-to-speech or screen reader software, once seated, instruct the examinee to select **Test Audio** on the TestNav login screen to ensure the volume is right. **The screen reader or speech-to-text software must be started prior to logging into TestNav.***

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—Paper and Online

Sequence of Tests

ACT Only: 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), if your school is testing science. 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.

WorkKeys Only: The tests may be administered in any order. However, all examinees in the room must have the same authorized timing and must work on the same test at the same time. This policy applies to examinees testing under standard and accommodated time. If examinees in the same testing room complete different tests, scores will be canceled.

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. Start time may be adjusted for accommodations and/or supports administrations as needed.

Note: If the examinees are authorized for multiple-day testing, the session must start with sufficient time to complete the scheduled sessions with the full amount of authorized testing time. Additional time should be scheduled for administrative tasks and verbal instructions.

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.
- Apply an accountability code to the session 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 located in the Test Materials policy section. Submit an irregularity including the reason why testing could not begin.

Time Allowed for Each Test

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

In the verbal instructions, you will receive clear instructions on how to continue or conclude your administration.

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.

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.

Administering Breaks for the ACT Test

- **15-minute break:** For testing in a single session, examinees should be given a 15-minute break between mathematics and reading. Administer the break according to the guidelines given in the verbal instructions.
- **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.
- **Schedule Flexibility extended break:** If your school 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.
- **Breaks as needed (ACT-authorized accommodation):** An examinee authorized for a single session with breaks as needed (stop-the-clock) is allowed to take a break whenever needed for as long as needed, but the total break time cannot exceed 59 minutes during a single break or 90 minutes in total breaks. Timing of the test stops (pauses) when the break begins and resumes when the break ends. More information can be found in the **Managing Breaks as Needed** document located on your ACT-hosted web page.

Note: Breaks may not occur overnight.

Administering Breaks for the ACT WorkKeys Test

If you are administering several sessions, back-to-back, in a continuous schedule, you should provide breaks between sessions. Allow for a 15-minute break after every two sessions or tests. If you are only administering two tests, you can allow for a break between the two.

The time used to collect and verify materials can be used as a break if examinees simply stand and stretch in place. Be sure examinees turn their test materials face down. However, if examinees are moving around the room or going outside of the room for a break, you must collect all of the test materials, for security reasons, before allowing examinees to leave their seats.

Schedule Flexibility Policy for the ACT Test

IMPORTANT: The Schedule Flexibility Policy applies only if your state does not require all testing to be completed on the same day.

In addition to administering all tests in a single sitting, your school may offer more flexibility when administering the science and/or writing tests to students testing with standard time or single-day accommodations.

Flexibility allows for either an extended break when administering all tests on the same day or testing over two days.

The complete Schedule Flexibility Policy, including a two-day testing overview table, can be found on your ACT-hosted web page.

Note: If your state allows testing over two days under this policy, the second day of testing will be referred to as Day 2.

Policies Adherence

If you choose to adopt a more flexible schedule, the following policies must be strictly adhered to when implementing flexibility into your test administration:

- **Single setting:** English, mathematics, and reading tests must ALWAYS be administered on Day 1, in a single setting.
 - ~ **For paper standard time testing:** Day 1 must be on Tuesday, see your Schedule of Events. Day 2 testing must be administered on Wednesday following the Tuesday test date (this includes designated and universal supports and English learners without extended time).
 - ~ **For paper single-day accommodations testing:** Day 1 can be any day during the testing event when English, mathematics, and reading are administered. Day 2 is any day after Day 1; it does not need to be consecutive when science and/or writing are administered within the same testing event/window.
 - ~ **For online standard time and single-day accommodations:** Day 1 can be any day during the testing event when English, mathematics and reading are administered. Day 2 is any day after Day 1, it does not need to be consecutive, when science and/or writing are administered within the same testing event/window.
- **Science and writing test scheduling:** Science and/or writing may be administered after an extended break or on Day 2.
- **Test order:** Consistent with ACT policy, the tests must be administered in this order: English, mathematics, reading, and then science and/or writing as appropriate. If the order is altered, the tests will not be scored.
- **Administering breaks:** All policies for administering ACT standard breaks must be enforced. These include administering the normal 15-minute break between mathematics and reading at its usual length. Shortening or skipping scheduled ACT standard breaks is not allowed. If writing is administered, there may be a 5-minute break before the test to relax and sharpen pencils, depending upon your test administration choice.
- **Test materials security:** All policies for the security of test materials must be maintained during the entire administration.
- **Prohibited behavior:** All policies for prohibited behavior must be enforced, especially discussing or sharing test questions, answers, or test form identification numbers at any time, including during test administration, during breaks, or after the test.
- **Seating:** Examinees must always be directed to report back to the same test room and seated in their original seats.

Note: ACT recommends the same person be the proctor for the entire test to create a consistent environment for the students' benefit. If the proctor is substituted, an Irregularity should be completed.

- **Examinees who don't return:** If examinees do not return from the extended break or are not available for the scheduled Day 2 testing for any reason:
 - ~ **Retake, submit, or reschedule:** The test coordinator must decide if the examinee(s) should retake all tests during a later testing event (if possible) or submit only the tests completed before the extended break/Day 2 for scoring.
 - **For paper standard time administrations:** Day 2 testing must be on Wednesday following the Tuesday test date.
 - **For online standard time administrations:** The test coordinator may decide to schedule the examinee for a different Day 2 during the same testing event.
 - **For paper or online single-day accommodations:** The test coordinator may decide to schedule the examinee for a different Day 2 during the same testing event.

~ **Irregularity reporting:** For ALL examinees who do not return, the test coordinator must submit an accountability code to document the action taken by the test coordinator.

Policies violation: Violation of these policies may result in the voiding or cancellation of test scores.

Flexible Scheduling Options

The test coordinator decides if a school's examinees test on the same day or over two days. This decision applies to ALL standard time and single-day accommodations testing rooms and administrations for that testing event at the school. Based upon this decision (same-day or two-day), please refer to the appropriate text and table below.

Same-Day Testing Schedule with Extended Break

(for schools that choose a flexible schedule)

If you are testing all students on the same day, find the correct row in the following table for the tests being administered under your contract.

Same-Day Testing Schedule—Paper and Online (Standard Time and Single-Day Accommodations)

Tests	Schedule
English Mathematics Reading + Science	1. English 2. Mathematics 3. Reading (Extended break) 4. Science
English Mathematics Reading + Writing	1. English 2. Mathematics 3. Reading (Extended break) 4. Writing
English Mathematics Reading + Science Writing	1. English 2. Mathematics 3. Reading 4. Science (Extended Break) 5. Writing OR 1. English 2. Mathematics 3. Reading (Extended Break) 4. Science 5. Writing

Extended Breaks

Test coordinators may determine the length of the extended break (e.g., lunch or snack break). All rooms at the school must resume testing on the same schedule and complete testing by the end of the school day.

Special location: While local logistics are up to the test coordinator, it may be easiest to designate a special location for students to take their extended break at the school. A special location will allow for easier coordination of examinees and for the monitoring of potential prohibited behaviors.

Two-Day Testing Schedule

(for schools that choose a flexible schedule)

If you are testing over two days, find the correct column and row in the following tables for the mode and tests being administered under your contract.

Two-Day Testing Schedule—Paper Standard Time

Tests	Schedule
English Mathematics Reading + Science	1. Tue—English 2. Tue—Mathematics 3. Tue—Reading 4. Wed—Science
English Mathematics Reading + Writing	1. Tue—English 2. Tue—Mathematics 3. Tue—Reading 4. Wed—Writing
English Mathematics Reading + Science Writing	1. Tue—English 2. Tue—Mathematics 3. Tue—Reading 4. Tue—Science 5. Wed—Writing OR 1. Tue—English 2. Tue—Mathematics 3. Tue—Reading 4. Wed—Science 5. Wed—Writing

Two-Day Testing Schedule—Online Standard Time, Online Single-Day Accommodations, Paper Single-Day Accommodations

Tests	Schedule
English Mathematics Reading + Science	1. Day 1—English 2. Day 1—Mathematics 3. Day 1—Reading 4. Day 2 (any)—Science
English Mathematics Reading + Writing	1. Day 1—English 2. Day 1—Mathematics 3. Day 1—Reading 4. Day 2 (any)—Writing
English Mathematics Reading + Science Writing	1. Day 1—English 2. Day 1—Mathematics 3. Day 1—Reading 4. Day 1—Science 5. Day 2 (any)—Writing OR 1. Day 1—English 2. Day 1—Mathematics 3. Day 1—Reading 4. Day 2 (any)—Science 5. Day 2 (any)—Writing

Start Times

For paper and online, start times on both Day 1 and Day 2 must be consistent with the *Start Time* policy. On Day 2, all rooms at the school must resume testing on the same schedule.

Guidelines for Administering the Tests—Paper and Online

Allowed and Prohibited Items in the Test Room

Cell Phones and Electronic Devices

Examinees may not use cell phones, smart watches, smart glasses, 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.

*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 help 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 for ACT 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.
- Talking, large-button, and braille calculators must be authorized in advance by ACT. Examinees with talking calculators must test one-to-one unless they use headphones.
- The current *Calculator Policy* can be found at act.org/calculator-policy.html.
 - ~ Print and provide a copy of this policy to each proctor.
 - ~ 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 or call for a recorded message about the current *ACT Calculator Policy*.

Note: An approved calculator is available in TestNav.

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.

Applied Math Formula Sheet (WorkKeys Only)

Online Only: A formula sheet that includes all formulas required for the *Applied Math* test is provided within the test. Examinees can show or hide their formula sheet at their discretion.

Paper Only: A formula sheet that includes all formulas required for the *Applied Math* test is provided in the test booklet. If torn out during testing, the formula sheet must be collected from the examinee at the end of the test along with the test booklet.

Bilingual Word-to-Word Dictionary

The ACT-authorized bilingual dictionary list is designed to ensure English learner examinees have fair access to the test if they are not proficient in English.

- Only permitted bilingual dictionaries are allowed for the test.
- No dictionaries with definitions are allowed.

Examinee responsibilities:

- Bring their own authorized bilingual word-to-word dictionary.
- Check <https://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf> to ensure their dictionary is authorized.
- Email actaccom@act.org to request approval for a new bilingual dictionary if it is not on the list. The inquiry must be made no later than two weeks prior to the test event.

Staff responsibilities:

- Check for prohibited dictionaries.
- If examinee is using a prohibited dictionary, dismiss the examinee for prohibited behavior.

Other Items

Examinees may not bring any of the following into the test room (unless part of a required and authorized accommodation or support):

- Textbooks, notes, dictionaries (unless approved by the test administrator for translations), 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 breaks. **Exception:** Readers are permitted to have water during testing.

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. Only devices specifically authorized as an accommodation are allowed. If an examinee handles or accesses a device, or if a device activates, the examinee must silence and put away the device. Log an Irregularity.
- **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 and submit an irregularity.
- **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 proctor must remain in the room for the entire session, except when relieved by another proctor for a short break.
- One proctor cannot supervise multiple rooms at the same time.

Note: A proctor is the person responsible for administering the test in one test room. A test coordinator who supervises a test room is the proctor 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 and submit irregularities.
- If you suspect an examinee is engaging in a prohibited behavior but are uncertain, 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. **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.

Unless authorized by ACT for breaks as needed, examinees who leave the test room during a timed test or return after timing has begun may not make up lost time. Pausing the timer after the test has started is not allowed.

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.

Test Administration— Paper Only

Timing the Tests

Proctors 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 proctor must be able to react to any problems or questions that occur in a particular room. This procedure minimizes the effects of any mistimings by isolating them 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.

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 an additional proctor is in the room, they should double-check the proctor'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.

Test Administration— Online Only

Timing the Tests

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 proctor must be able to react to any problems or questions that occur in a particular room.

For standard time administrations, the full time for each test must be given, regardless of the number of examinees in the room.

Proctors in online rooms should use the verbal instructions as guidance only. TestNav keeps official time for each examinee for all timings. Each proctor must be able to react to any problems or questions that occur in a particular room.

For double time on the ACT writing test only: Examinees are to have 80 minutes (double time) for the writing test. On test day, the test coordinator is to contact ACT to obtain a password and then provide it to the proctor. If you have more than one test room administering double time on writing test only, you will need a password for each room. Passwords must be kept secure.

When the writing test's timer expires after 40 minutes, the proctor must enter the password and extend the time for each examinee so they receive the full time allowed.

TestNav

Provide Seal Codes to Examinees

1. Retrieve seal codes in ADAM during testing when directed to do so in the verbal instructions.
2. Verbally provide the seal code for that test to examinees. Announce it only when directed to do so in the verbal instructions.
 - a. Provide only the seal code for the test that is about to begin. Do not provide codes for other tests or write them on the board.
 - b. If examinees do not enter the correct seal code, they will see an error message. If all examinees see an error message, check to be sure you provided the correct seal code. If an individual examinee sees an error message, help him or her to enter the correct code.

Examinee Test Statuses

Examinee status is shown on the proctor dashboard when managing online testing.

Status	Description
Not Started	The examinee has not yet logged in to TestNav.
In Progress	The examinee is logged in and the proctor has approved their session. <i>Note: If the examinee exits the test but the status remains set at In Progress, the status must be changed to Reseat for the examinee to resume testing.</i>
Needs Attention	Examinee has logged into TestNav and the proctor needs to approve their session in the proctor dashboard.
Exited	The examinee has exited TestNav but has not submitted test responses. <i>Note:</i> <ul style="list-style-type: none"> • <i>The examinee cannot resume testing unless his or her status is changed to Reseat.</i> • <i>If the examinee will not resume testing, or if the examinee will be scheduled for a makeup session, the examinee's status must be changed to Submitted.</i>
Reseat	The examinee has been authorized to resume the test but has not yet logged in.
Submitted	The test has been submitted by the examinee through TestNav.

Direct Examinees to Log Out of TestNav

For examinees approved to take the ACT test over multiple days or taking an extended break on Day 1 or ending testing on Day 1 (if participating in the Schedule Flexibility Policy), the test session needs to be exited at the end of each sitting and then resumed at the beginning of each next sitting.

In the event an examinee needs to log out of TestNav due to multiple-day testing or an irregularity, have an examinee log out of TestNav, instruct them to select **Sign out of TestNav** from the **user** dropdown at the top of their screen.

Note: An Exited status requires applying an accountability code to the examinee if not part of breaks as needed or multiple-day administrations.

Reseat an Interrupted Test in ADAM

If examinees were logged out of TestNav during a test session, you can resume testing in that session for the affected examinees by selecting **Reseat**.

*Note: If beginning another sitting for a multiple-day session, see **Reseat Testing for a Multiple-Day Sitting before proceeding**.*

Exit Testing for a Multiple-Day Sitting or Schedule Flexibility

For examinees locally authorized to test over multiple days or those who are utilizing the Schedule Flexibility Policy, the test session needs to be exited at the end of each sitting and then resumed at the beginning of each next sitting.

1. Make sure all examinees have submitted the test they were working on and are now on the screen for the next test (where they will continue in the next sitting).
2. Direct the examinee(s) to log out of TestNav.

Reseat Testing for Multiple-Day Sitting or Schedule Flexibility

To resume testing for examinees' authorized to use breaks as needed, multiple-day testing, or schools participating in the Schedule Flexibility Policy.

1. In ADAM, reseal all examinees.
2. Start TestNav on each examinee's computer.
3. When examinees are seated, redistribute the student cards. Make sure all examinees receive their own.

Note: If the examinee used the student card as scratch paper, give the examinee a new ticket.

4. Direct the examinee(s) to log in.
 - a. The examinees will see the screen for the next test (where they left off).
5. Continue testing with the next test.

Submit an Examinee's Test

When an examinee submits the last test, the examinee's status is automatically updated to Submitted. If an examinee does not finish testing (e.g., dismissal, illness), the proctor must manually submit the examinee's test.

Note: Only use this option if the examinee will not resume testing. (e.g., dismissed, illness).

Irregularities—Paper and Online

Submit an Irregularity

The test coordinator uses ADAM to submit irregularities by applying accountability codes. Proctors report irregularities by using Session Review to add a note for the impacted examinee(s). Test coordinators will review these notes and apply accountability codes as needed. Every occurrence should be reported and described in detail in the Session Review notes, especially those that could affect test scores.

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)

Accountability Code: Test Materials

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

Accountability Code: Distraction/Disruption, facility-related

1. If you can take action to eliminate the disturbance, do so. Otherwise, instruct examinees to stop testing.
2. **Paper Only:** Have examinees close their test booklets and put their answer documents inside.
3. **Online Only:** Instruct examinees to log out of TestNav. If possible, the proctor should collect the test materials, or physically lock the test room.
4. Make note of the time.
5. Determine if you can resume testing.
 - a. If you can resume testing, go to the next step.
 - b. **Paper Only:** If you cannot resume testing, collect materials and call ACT for next steps.
 - c. **Online Only:** If you cannot resume testing, call ACT for next steps.
6. Resume testing when possible.
 - a. Pick up timing where you left off.

Emergency Evacuations

Examples: Fire alarm, severe weather, public safety concern

Accountability Code: Distraction/Disruption, facility-related

1. Get examinees and staff to safety.
2. If possible, make note of the time. If testing online, have examinees log out of TestNav.
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

Accountability Code: Distraction/Disruption, facility-related

1. **Paper Only:** If it is reasonable to continue testing without power, do so.
2. For a brief outage, follow the instructions under the Interruptions or Disturbances topic listed above.
3. For an extended outage, call ACT for next steps.

Reschedules

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

Accountability Code: Early Dismissal Weather or Other

1. **Paper Only:** Reschedule to your makeup test event.
2. **Online and Accommodations Only:** Reschedule to another date in your test event.

Mistimings

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

Accountability Code: Other

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— Paper and Online

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 to apply an accountability code.

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

Accountability Code: Examinee Behavior/Illness/Other

1. Collect and secure the examinee's test materials; give them back upon return.
*Note: **Online Only:** Do not have the examinee log out of TestNav. TestNav should continue running while the examinee is gone.*
2. Time the examinee's departure. Record the lost time in the irregularity.
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. If the examinee is testing online, you will also need to provide the seal code to continue testing.

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

Accountability Code: Examinee Behavior/Illness/Other

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. If testing online, log the examinee out of TestNav.
2. **If testing on a single day:** Decide if tests should be scored or if the examinee should be scheduled for makeup testing. If testing online, submit the examinee's test.
3. **If testing with an extended break or two-day testing schedule:** For examinees who do not return, the test coordinator must apply an accountability code.
4. **If testing over multiple days:** Schedule examinee to complete the remaining tests, in sequence, within the test event.

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

Accountability Code: Item (Test Question) Challenge

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 as an irregularity:
 - 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.

Attempts to Copy Test Materials

Examples: Taking pictures of test items or materials, removing pages from a paper testing 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

Accountability Code: Examinee Behavior/Illness/Other

1. Do not allow staff or examinees to duplicate or record any part of the test by copying, taking notes, photographing, or any other means.
2. Ensure all test materials are collected and returned.
 - a. Proctors must collect all materials from examinees before they are dismissed.
 - b. Proctors 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. **Paper Only:** Inform the examinee the tests will not be scored. Write "VOID" on the answer document.
 - c. **Online Only:** Inform the examinee the tests will not be scored. Manually submit the examinee's test in ADAM.
 - d. Note all details as an irregularity.
4. Call ACT immediately to determine if additional action is needed.

Irrational Behavior

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

Accountability Code: Examinee Behavior/Illness/Other

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. If testing online, manually submit the examinee's test in ADAM.
6. Note details as an irregularity and attach examinee's test materials (stapled or paper clipped) to the roster.

Refusal to Turn in Test Materials

Examples: Examinee will not allow the proctor to collect test materials

Accountability Code: Examinee Behavior/Illness/Other

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.

Individual Irregularities—Paper Only

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.

If an alternate test format is defective, call ACT immediately for instructions.

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 roster (stapled or paper clipped). Note the details of the replacement and submit an irregularity.
4. If you do not have sufficient materials to replace those that are defective, call ACT for next steps.

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.
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 roster.
 - 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 roster. Keep the roster 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 roster in the processing envelope.
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 roster. Note details of the marking error on the irregularity.
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 tests will not be scored.

Prohibited Behaviors at the Test Site—Paper and Online

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, memorize, or capture test-related information or remove test materials, including questions or answers, from the test room or from an online test session 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 a prohibited bilingual word-to-word dictionary not listed on the ACT-authorized list on <https://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf>*
- *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 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

Category: Examinee Behavior/Illness/Other

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. Fill in the void bubble on the answer document.*
- *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 and instruct the examinee to log out of TestNav.

Note: Staff must log the examinee out of TestNav if the examinee does not do so.

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. **Paper Only:** Write VOID on page 1 of the answer document. Do so in the examinee's presence, if possible.
6. **Online Only:** Submit the examinee's test in ADAM.
7. Dismiss the examinee.
8. Submit a detailed irregularity 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.
9. **Paper Only:** Attach the voided answer document to the roster 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. Otherwise, tests may be scored.

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

NON-TEST ACTIVITIES FOR THE ACT TEST—PAPER AND ONLINE

Introduction to Non-Test Activities

Non-test activities consist of three parts:

- **Paper Only:** Test coordinator preparing answer document
- Examinees completing non-test information online in MyACT (optional)
- Examinees completing answer document demographics (must be completed BEFORE testing begins)

Completing the Non-Test Information Online in MyACT (Optional)

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 Instructions for Students</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 Testing and District Testing* booklet and the *MyACT Instructions for Students* form. These must be provided to every examinee prior to testing.

Taking the ACT: State Testing and District Testing

Copies of *Taking the ACT: State Testing 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 Instructions for Students Form

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

- The examinee's last name and student code must match what the examinee enters in MyACT. If the examinee's last name is incorrect on their form, correct it in ADAM. If the last name 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 ADAM. If the examinee's last name is greater than 16 characters, the examinee should create the MyACT account using their full last name, and MyACT will use the first 16 characters to match.

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

NON-TEST ACTIVITIES TO THE ACT TEST—PAPER ONLY

Preparing the Answer Documents

Introduction

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

ACT Student Code (Block J)

Note: The Claim Code in ADAM is the Student Code.

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

Locate the ACT Student Code

1. Log in to ADAM.
2. Select the **Users** tile. Filter to locate the student.
3. Under **Actions**, select **Edit**.

The nine-digit ACT claim code appears in the Generated Codes section.

Barcode Labels

ACT will provide barcode labels if examinee information is in ADAM by the verify enrollment deadline. Each label contains an examinee's identifying data such as name, ACT 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.

LASTNAMEXXXXXX, FIRSTNAMEXXXXXX M Grade: 99
DOB: MM/DD/YYYY
ACT HS CODE: 999-999
HS Name: XX
District Code:
District Name: XX



9 9 9 9 9 9 9 9 9 - 9

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

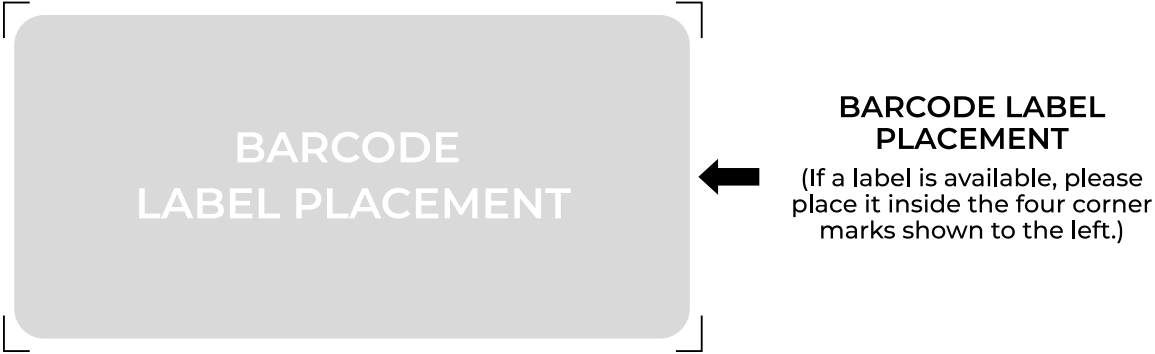
- Determine whether the information printed on the barcode label is accurate.
- a. **If the ACT student code is correct:** Apply the barcode label to the answer document.
 - b. **If the ACT student code is incorrect:** Do not apply the barcode label to the answer document. Securely destroy incorrect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

Note: Use the barcode label if the ACT student code is correct, even if other student data is not correct. You should correct the other student data in ADAM 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 ACT student code for each examinee in Block J of the answer document.

<p>J</p> <p>ACT STUDENT CODE (To be completed by school staff, not the student.)</p> <p>If the student has an ACT 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
	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9

ACT High School Code (Block K)

The ACT high school code determines which school receives the examinee's ACT score. 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 ADAM. If the ACT high school code 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 ACT high school code for 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 ACT high school code 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>

IMPORTANT: Any ACT high school code gridded in Block K must be in ADAM under the contract hierarchy which you are testing. If the school is not in the contract hierarchy, scores may be reported to an incorrect school. 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 ACT 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** prior to testing and there is no barcode label, grid the examinee's ACT student code from ADAM in Block J.
2. If an examinee transfers **into your school** prior to testing and already finished testing at their former school, do not submit an answer document and do not schedule examinee for testing.
3. If an examinee transfers **into your school** at the time of testing and cannot be set up in time to test, schedule the examinee for makeup testing (if available) and grid the examinee's ACT student code from ADAM in Block J.

4. If the examinee transfers **out of your school** prior to testing, securely destroy the examinee's barcode label, or the entire examinee's blank answer document, if the barcode label has already been applied to an answer document.

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.

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 ACT student code must be manually gridded in Block J on the answer document.

Sessions for Examinees with Accommodations and/or Supports

Examinees testing with accommodations and/or supports may complete the information during the same session as other examinees or in a separate session. The test coordinator is responsible for administration arrangements.

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 – ACT Student code (if no barcode label)

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

Verbal Instructions for Answer Document Demographics

The following are instructions that may be used when completing the 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, complete the following steps:

- 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.
 - ~ Proctors 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
 - Bilingual dictionary or glossary from the ACT-authorized list, if applicable
 - ~ Do not bring cell phones or any other electronic devices, scratch paper, notes, reading materials, or any unauthorized testing aids.

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.

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