

Scoring Keys for the ACT Practice Tests

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a "1" in the blank for each question you answered correctly. Add up the numbers in each subscore area and enter the total number correct for each subscore area in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each subscore area.

Test 1: English—Scoring Key

	Key	Subscore Area*			Key	Subscore Area*	
		UM	RH			UM	RH
1.	B	___		39.	C		___
2.	J	___		40.	J		___
3.	D		___	41.	B	___	
4.	F	___		42.	F		___
5.	B		___	43.	B	___	
6.	J	___		44.	J		___
7.	D		___	45.	A	___	
8.	F	___		46.	J	___	
9.	A		___	47.	C	___	
10.	H	___		48.	F		___
11.	A		___	49.	B	___	
12.	H	___		50.	F	___	
13.	D	___		51.	B		___
14.	G	___		52.	J		___
15.	B		___	53.	D	___	
16.	G	___		54.	H		___
17.	C	___		55.	A	___	
18.	G		___	56.	H	___	
19.	D		___	57.	B		___
20.	F		___	58.	H	___	
21.	B	___		59.	A		___
22.	J	___		60.	G		___
23.	C	___		61.	A	___	
24.	F		___	62.	H	___	
25.	C	___		63.	A	___	
26.	G	___		64.	H		___
27.	A		___	65.	D		___
28.	G		___	66.	G		___
29.	C		___	67.	A		___
30.	J		___	68.	J		___
31.	B		___	69.	A		___
32.	J		___	70.	G	___	
33.	D		___	71.	D	___	
34.	H	___		72.	J	___	
35.	B	___		73.	C	___	
36.	H	___		74.	G	___	
37.	C	___		75.	D		___
38.	F	___					

Number Correct (Raw Score) for:	
Usage/Mechanics (UM) Subscore Area	___ (40)
Rhetorical Skills (RH) Subscore Area	___ (35)
Total Number Correct for English Test (UM + RH)	___ (75)

*UM = Usage/Mechanics
RH = Rhetorical Skills

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Test 2: Mathematics—Scoring Key

	Key	Subscore Area*				Key	Subscore Area*		
		EA	AG	GT			EA	AG	GT
1.	A	___			35.	D			___
2.	F	___			36.	F			___
3.	E	___			37.	B			___
4.	J	___			38.	G			___
5.	C	___			39.	C			___
6.	K	___			40.	G			___
7.	E	___			41.	B			___
8.	H	___			42.	F			___
9.	A	___			43.	D	___		
10.	J			___	44.	H			___
11.	D			___	45.	A			___
12.	K	___			46.	J	___		
13.	B	___			47.	C			___
14.	F		___		48.	H			___
15.	C		___		49.	B			___
16.	J	___			50.	F			___
17.	B			___	51.	C	___		
18.	J			___	52.	J			___
19.	D	___			53.	E			___
20.	J			___	54.	K	___		
21.	E	___			55.	C	___		
22.	G			___	56.	J			___
23.	B	___			57.	E			___
24.	H		___		58.	G			___
25.	A		___		59.	C	___		
26.	G	___			60.	F			___
27.	B			___					
28.	H		___						
29.	E		___						
30.	K		___						
31.	E			___					
32.	G	___							
33.	D		___						
34.	F		___						

Number Correct (Raw Score) for:	
Pre-Alg./Elem. Alg. (EA) Subscore Area	___ (24)
Inter. Alg./Coord. Geo. (AG) Subscore Area	___ (18)
Plane Geo./Trig. (GT) Subscore Area	___ (18)
Total Number Correct for Math Test (EA + AG + GT)	___ (60)

*EA = Pre-Algebra/Elementary Algebra
AG = Intermediate Algebra/Coordinate Geometry
GT = Plane Geometry/Trigonometry

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Test 3: Reading—Scoring Key

Subscore Area*			Subscore Area*			Subscore Area*		
Key	SS	AL	Key	SS	AL	Key	SS	AL
1.	D	_____	15.	D	_____	29.	A	_____
2.	H	_____	16.	H	_____	30.	F	_____
3.	B	_____	17.	B	_____	31.	B	_____
4.	G	_____	18.	J	_____	32.	H	_____
5.	B	_____	19.	A	_____	33.	D	_____
6.	F	_____	20.	F	_____	34.	J	_____
7.	C	_____	21.	C	_____	35.	B	_____
8.	F	_____	22.	J	_____	36.	G	_____
9.	D	_____	23.	A	_____	37.	B	_____
10.	H	_____	24.	J	_____	38.	F	_____
11.	C	_____	25.	C	_____	39.	A	_____
12.	F	_____	26.	F	_____	40.	F	_____
13.	C	_____	27.	C	_____			
14.	G	_____	28.	J	_____			

Number Correct (Raw Score) for:	
Social Studies/Sciences (SS) Subscore Area	_____ (20)
Arts/Literature (AL) Subscore Area	_____ (20)
Total Number Correct for Reading Test (SS + AL)	_____ (40)

*SS = Social Studies/Sciences
AL = Arts/Literature

Test 4: Science—Scoring Key

Key	Key	Key
1. D _____	15. A _____	29. B _____
2. J _____	16. G _____	30. H _____
3. B _____	17. D _____	31. C _____
4. J _____	18. F _____	32. G _____
5. C _____	19. B _____	33. A _____
6. F _____	20. J _____	34. J _____
7. D _____	21. C _____	35. A _____
8. G _____	22. J _____	36. G _____
9. A _____	23. A _____	37. A _____
10. H _____	24. H _____	38. F _____
11. C _____	25. B _____	39. C _____
12. F _____	26. G _____	40. J _____
13. B _____	27. C _____	
14. H _____	28. G _____	

Number Correct (Raw Score) for:	
Total Number Correct for Science Test	_____ (40)

TABLE 1**Explanation of Procedures Used to Obtain Scale Scores from Raw Scores**

On each of the four multiple-choice tests on which you marked any responses, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale scores. For each test, locate and circle your raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale score that corresponds to that raw score. As you determine your scale scores, enter them in the blanks provided on the right. The highest possible scale score for each test is 36. The lowest possible scale score for any test on which you marked any responses is 1.

Next, compute the Composite score by averaging the four scale scores. To do this, add your four scale scores and divide the sum by 4. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.) Enter this number in the blank. This is your Composite score. The highest possible Composite score is 36. The lowest possible Composite score is 1.

ACT Test 67C	Your Scale Score
English	_____
Mathematics	_____
Reading	_____
Science	_____
<hr/>	
Sum of scores	_____
Composite score (sum ÷ 4)	_____

NOTE: If you left a test completely blank and marked no items, do not list a scale score for that test. If any test was completely blank, do not calculate a Composite score.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	75	59-60	40	40	36
35	73-74	57-58	39	39	35
34	71-72	55-56	38	38	34
33	70	54	—	37	33
32	69	53	37	—	32
31	68	52	36	36	31
30	67	50-51	35	35	30
29	66	49	34	34	29
28	64-65	47-48	33	33	28
27	62-63	45-46	32	31-32	27
26	60-61	43-44	31	30	26
25	58-59	41-42	30	28-29	25
24	56-57	38-40	29	26-27	24
23	53-55	36-37	27-28	24-25	23
22	51-52	34-35	26	23	22
21	48-50	33	25	21-22	21
20	45-47	31-32	23-24	19-20	20
19	42-44	29-30	22	17-18	19
18	40-41	27-28	20-21	16	18
17	38-39	24-26	19	14-15	17
16	35-37	19-23	18	13	16
15	33-34	15-18	16-17	12	15
14	30-32	12-14	14-15	11	14
13	29	10-11	13	10	13
12	27-28	8-9	11-12	9	12
11	25-26	6-7	9-10	8	11
10	23-24	5	8	7	10
9	20-22	4	7	6	9
8	17-19	—	6	5	8
7	14-16	3	5	4	7
6	11-13	—	4	3	6
5	9-10	2	3	—	5
4	6-8	—	—	2	4
3	5	1	2	1	3
2	3-4	—	1	—	2
1	0-2	0	0	0	1

TABLE 2

Explanation of Procedures Used to Obtain Scale Subscores from Raw Scores

For each of the seven subscore areas, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale subscores. For each of the seven subscore areas, locate and circle either the raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale subscore that corresponds to that raw score. As you determine your scale subscores, enter them in the blanks provided on the right. The highest possible scale subscore is 18. The lowest possible scale subscore is 1.

If you left a test completely blank and marked no responses, do not list any scale subscores for that test.

ACT Test 67C Your Scale Subscore

English

Usage/Mechanics _____

Rhetorical Skills _____

Mathematics

Pre-Algebra/Elementary Algebra _____

Intermed. Algebra/Coord. Geometry _____

Plane Geometry/Trigonometry _____

Reading

Social Studies/Sciences _____

Arts/Literature _____

Scale Subscore	Raw Scores										Scale Subscore	
	Test 1 English			Test 2 Mathematics				Test 3 Reading				
	Usage/Mechanics	Rhetorical Skills	Pre-Algebra/Elem. Algebra	Inter. Algebra/Coord. Geometry	Plane Geometry/Trigonometry	Social Studies/Sciences	Arts/Literature	Social Studies/Sciences	Arts/Literature	Arts/Literature		
18	39-40	35	23-24	18	18	18	20	20	20	20	20	18
17	37-38	34	22	17	17	17	19	19	19	19	18-19	17
16	35-36	33	21	16	16	16	18	18	18	18	—	16
15	34	31-32	20	15	14-15	17	17	17	17	17	17	15
14	32-33	29-30	19	13-14	13	16	16	16	16	16	16	14
13	31	27-28	18	12	11-12	15	15	15	15	15	15	13
12	29-30	25-26	17	10-11	10	14	14	14	14	14	14	12
11	27-28	22-24	16	9	9	12-13	11	11	11	11	11	11
10	24-26	20-21	15	7-8	7-8	9	9	9	9	9	9	10
9	22-23	18-19	13-14	6	6	10	10	10	10	10	10	9
8	20-21	15-17	11-12	4-5	5	8	8	8	8	8	8	8
7	18-19	13-14	9-10	—	4	6-7	6-7	6-7	6-7	6-7	6-7	7
6	16-17	12	6-8	3	3	5	5	5	5	5	5	6
5	14-15	10-11	5	2	—	4	4	4	4	4	4	5
4	12-13	8-9	3-4	—	2	3	3	3	3	3	3	4
3	9-11	5-7	2	1	—	2	2	2	2	2	2	3
2	6-8	3-4	1	—	—	1	1	1	1	1	1	2
1	0-5	0-2	0	0	0	0	0	0	0	0	0-1	1

TABLES 3A and 3B

Norms Tables

Use the norms tables below (3A and 3B) to determine your estimated percent at or below for each of your multiple-choice scale scores (3A), and for your Writing scores (3B), if applicable.

In the far left column of the multiple-choice norms table (3A), circle your scale score for the English Test (from page 56). Then read across to the percent at or below column for that test; circle or put a check mark beside the corresponding percent at or below. Use the same procedure for each test and subscore area. Use the far right column of scale scores in Table 3A, for your Science Test and Composite scores. Follow the same procedure on the Writing Test norms to get your estimated percent at or below for your Writing subscore and Combined English/Writing score.

As you mark your percents at or below, enter them in the blanks provided at the right. You may also find it helpful to compare your performance with the national mean (average) score for each of the tests, subscore areas, and the Composite as shown at the bottom of the norms tables.

Your Estimated Percent At or Below on Practice Test

English

Usage/Mechanics _____
Rhetorical Skills _____

Mathematics

Pre-Algebra/Elem. Alg. _____
Alg./Coord. Geometry _____
Plane Geometry/Trig. _____

Reading

Soc. Studies/Sciences _____
Arts/Literature _____

Science _____

Composite _____

Combined English/Writing Writing _____

3A National Distributions of Cumulative Percents for ACT Test Scores
ACT-Tested High School Graduates from 2011, 2012, and 2013

Score	ENGLISH	Usage/Mechanics	Rhetorical Skills	MATHEMATICS	Pre-Algebra/Elem. Alg.	Alg./Coord. Geometry	Plane Geometry/Trig.	READING	Soc. Studies/Sciences	Arts/Literature	SCIENCE	COMPOSITE	Score
36	99			99				99			99	99	36
35	99			99				99			99	99	35
34	99			99				99			99	99	34
33	97			98				97			99	99	33
32	96			97				95			98	98	32
31	94			96				93			97	97	31
30	92			95				90			96	95	30
29	90			93				87			95	93	29
28	88			91				85			93	90	28
27	85			88				82			90	87	27
26	82			84				79			87	83	26
25	78			79				75			83	79	25
24	74			73				72			77	74	24
23	68			67				66			70	68	23
22	63			60				61			63	62	22
21	57			55				55			56	55	21
20	50			51				48			47	49	20
19	44			47				42			38	42	19
18	39	99	99	41	99	99	99	36	99	99	32	35	18
17	34	97	98	35	96	99	99	30	97	97	25	28	17
16	30	92	98	26	92	98	98	25	93	92	20	22	16
15	25	88	92	14	88	95	95	20	87	86	16	17	15
14	19	83	86	06	82	91	90	15	82	79	12	11	14
13	15	78	79	02	75	83	82	11	76	73	09	07	13
12	12	72	71	01	66	72	73	07	68	66	06	03	12
11	09	65	60	01	58	63	62	04	58	58	04	01	11
10	06	56	49	01	48	50	51	02	49	49	02	01	10
09	04	44	40	01	40	36	38	01	40	40	01	01	09
08	02	36	28	01	33	23	25	01	29	32	01	01	08
07	01	28	20	01	22	13	15	01	20	23	01	01	07
06	01	20	13	01	10	07	09	01	11	17	01	01	06
05	01	13	09	01	04	04	05	01	06	10	01	01	05
04	01	08	05	01	01	02	03	01	02	04	01	01	04
03	01	04	02	01	01	01	01	01	01	02	01	01	03
02	01	01	01	01	01	01	01	01	01	01	01	01	02
01	01	01	01	01	01	01	01	01	01	01	01	01	01
Mean	20.4	10.2	10.5	21.0	10.9	10.6	10.5	21.2	10.8	10.7	20.8	21.0	
S.D.	6.5	4.0	3.5	5.3	3.6	2.9	3.1	6.2	3.6	3.9	5.2	5.3	

Note: These norms are the source of national norms, for multiple-choice tests, printed on ACT score reports during the 2013–2014 testing year. Sample size: 5,088,372.

3B National Distributions of Cumulative Percents for ACT Writing Test Scores
ACT-Tested High School Graduates from 2011, 2012, and 2013

Score	Combined English/Writing	Writing
36	99	
35	99	
34	99	
33	99	
32	99	
31	98	
30	95	
29	93	
28	90	
27	87	
26	84	
25	79	
24	75	
23	70	
22	61	
21	55	
20	47	
19	41	
18	35	
17	30	
16	25	
15	19	
14	15	
13	11	
12	9	99
11	6	99
10	4	99
9	3	95
8	2	88
7	1	52
6	1	38
5	1	12
4	1	7
3	1	3
2	1	2
1	1	
Mean	20.7	7.0
S.D.	5.8	1.6

Note: These norms are the source of the Writing Test norms printed on the ACT score reports of students who take the optional Writing Test during 2013–2014. Sample size: 2,778,952.

How to Score the Writing Test

It is difficult to be objective about one's own work. However, it is to your advantage to read your own writing critically. Becoming your own editor helps you grow as a writer and as a reader. It may also be helpful for you to give your practice essay to another reader: a classmate, parent, or teacher. To rate your essay, you and your reader(s) should review the scoring guidelines and sample essays at www.actstudent.org/writing, and then assign your practice essay a score of 1 (low) through 6 (high).

Scoring Guidelines (below)

These are the guidelines that will be used to score your essay. To score your paper, read your response and try to determine which score point best describes your essay.

Because your Writing Test subscore (2–12 range) is the sum of two readers' ratings of your essay, you should multiply your score

by 2 when you use Table 4, on page 62, to find your Combined English/Writing score. If two readers score your practice essay, add those scores together.

Comparing Your Scores

The Writing Test norms table (Table 3B on page 60) allows you to compare your score on the practice Writing Test with the scores of recent high school graduates who took the ACT Plus Writing. For example, a Writing subscore of 8 has a cumulative percent of 87. This means that 87% of students had a Writing subscore of 8 or lower. Your scores and percents at or below are only *estimates* of the scores you will receive on an actual administration of the ACT Plus Writing. They should be considered in connection with your performance on other essay tests and your planned college curriculum.

Scoring Guidelines for the ACT Writing Test

Papers at each level exhibit *all* or *most* of the characteristics described at each score point.

Score = 6—Essays within this score range demonstrate effective skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a critical context for discussion. The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position. Development of ideas is ample, specific, and logical. Most ideas are fully elaborated. A clear focus on the specific issue in the prompt is maintained. The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed. The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors to distract the reader.

Score = 5—Essays within this score range demonstrate competent skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a broad context for discussion. The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position. Development of ideas is specific and logical. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained. The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used. The introduction and conclusion are clear and generally well developed. Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise. There may be a few errors, but they are rarely distracting.

Score = 4—Essays within this score range demonstrate adequate skill in responding to the task.

The essay shows an understanding of the task. The essay takes a position on the issue and may offer some context for discussion. The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position. Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained throughout most of the essay. The organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious. The introduction and conclusion are clear and somewhat developed. Language is adequate, with some sentence variety and appropriate word choice. There may be some distracting errors, but they do not impede understanding.

Score = 3—Essays within this score range demonstrate some developing skill in responding to the task.

The essay shows some understanding of the task. The essay takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear. Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious. An introduction and conclusion are clearly discernible but underdeveloped. Language shows a basic control. Sentences show a little variety and word choice is appropriate. Errors may be distracting and may occasionally impede understanding.

Score = 2—Essays within this score range demonstrate inconsistent or weak skill in responding to the task.

The essay shows a weak understanding of the task. The essay may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counterargument to the writer's position. The essay is thinly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading. An introduction and conclusion are discernible but minimal. Sentence structure and word choice are usually simple. Errors may be frequently distracting and may sometimes impede understanding.

Score = 1—Essays within this score range show little or no skill in responding to the task.

The essay shows little or no understanding of the task. If the essay takes a position, it fails to convey reasons to support that position. The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained. There is little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used. If present, an introduction and conclusion are minimal. Sentence structure and word choice are simple. Errors may be frequently distracting and may significantly impede understanding.

No Score—Blank, Off-Topic, Illegible, Not in English, or Void

TABLE 4

Calculating Your Combined English/Writing Score

Complete these steps to calculate your Combined English/Writing score for your practice tests.

1. Locate your scale score for the English Test on page 58 and enter it here: _____.
2. Enter your Writing Test score (1–6) here _____ and double it to get your Writing subscore (2–12): _____
(If two people read and scored your Writing Test, add those two scores to get your Writing subscore.)
3. Use the table below to find your Combined English/Writing score.
 - First, circle your ACT English Test score in the left column.
 - Second, circle your ACT Writing subscore at the top of the table.

- Finally, follow the English Test score row across and the Writing subscore column down until the two meet. Circle the Combined English/Writing score where the row and column meet. (For example, for an English Test score of 19 and a Writing subscore of 6, the Combined English/Writing score is 18.)
4. Using the number you circled in the table below, write your Combined English/Writing score here: _____.
(The highest possible Combined English/Writing score is 36 and the lowest possible score is 1.)

ACT English Test score _____

Writing subscore _____

Combined English/Writing Score _____
(from table below)

Combined English/Writing Scale Scores											
English Test Score	Writing Subscore										
	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	6	7	8	9	10	11
3	2	3	4	5	6	7	8	9	10	11	12
4	3	4	5	6	7	8	9	10	11	12	13
5	4	5	6	7	8	9	10	11	12	12	13
6	5	6	7	7	8	9	10	11	12	13	14
7	5	6	7	8	9	10	11	12	13	14	15
8	6	7	8	9	10	11	12	13	14	15	16
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