

# 5 Scoring Your Tests

## How to Score the Multiple-Choice Tests

Follow the instructions below and on the following pages to score your practice multiple-choice tests and review your performance.

### Raw Scores

The number of questions you answered correctly on each test and in each subscore area is your raw score. Because there are many forms of the ACT, each with different questions, some forms will be slightly easier (and some slightly harder) than others. A raw score of 67 on one form of the English test, for example, may be about as difficult to earn as a raw score of 70 on another form of that test.

To compute your raw scores, check your answers with the scoring keys on pages 57–58. Count the number of correct answers for each of the four tests and seven subscore areas, and enter the number in the blanks provided on those pages. These numbers are your raw scores on the tests and subscore areas.

### Scale Scores

To adjust for the small differences that occur among different forms of the ACT, the raw scores for tests and subscore areas are converted into *scale scores*. Scale scores are printed on the reports sent to you and your college and scholarship choices.

When your raw scores are converted into scale scores, it becomes possible to compare your scores with those of examinees who took different test forms. For example, a scale score of 26 on the English test has the same meaning regardless of the form of the ACT on which it is based.

To determine the scale scores corresponding to your raw scores on the practice test, use the tables explaining procedures used to obtain scale scores from raw scores on pages 59–60. Table 1 on page 59 shows the raw-to-scale score conversions for each test, and Table 2 on page 60 shows the raw-to-scale score conversions for the subscore areas. Because each form of the ACT is unique, each form has somewhat different conversion tables. Consequently, these tables provide only approximations of the raw-to-scale score conversions that would apply if a different form of the ACT were taken. Therefore, the scale scores obtained from the practice tests don't match precisely the scale scores received from an actual administration of the ACT.

### Computing the Composite Score

The Composite score is the average of the four scale scores in English, mathematics, reading, and science. If you left any of these tests blank, do not calculate a Composite score. If you take the ACT with writing, your writing results do **not** affect your Composite score.

### Comparing Your Scores

Information about comparing your scores on the practice multiple-choice tests with the scores of recent high school graduates who took the ACT can be found at [www.actstudent.org](http://www.actstudent.org).

Your scores and percent at or below are only *estimates* of the scores that you will receive during an actual administration of the ACT. Test scores are only one indicator of your level of learning. Consider your scores in connection with your grades, your performance in outside activities, and your career interests.

### ACT College and Career Readiness Standards

The ACT College and Career Readiness Standards describe the types of skills, strategies, and understandings you will need to make a successful transition from high school to college. For English, mathematics, reading, and science, standards are provided for six score ranges that reflect the progression and complexity of the skills in each of the academic areas measured by the ACT tests. For writing, standards are provided for five score ranges. The ACT College and Career Readiness Standards and benchmark scores for each test can be found at [www.act.org](http://www.act.org).

## Reviewing Your Performance on the Practice Multiple-Choice Tests

Consider the following as you review your scores.

- Did you run out of time? Reread the information in this booklet on pacing yourself. You may need to adjust the way you use your time in responding to the questions.
- Did you spend too much time trying to understand the directions for the tests? The directions for the practice tests are the same directions that will appear in your test booklet on test day. Make sure you understand them before test day.
- Review the questions that you missed. Did you select a response that was an incomplete answer or that did not directly respond to the question being asked? Try to figure out what you overlooked in answering the questions.
- Did a particular type of question confuse you? Did the questions you missed come from a particular subscore area? In reviewing your responses, check to see whether a particular type of question or a particular subscore area was more difficult for you.

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

Number Correct (Raw Score) for:	
Pre-Alg./Elem. Alg. (EA) Subscore Area	_____ (27)
Inter. Alg./Coord. Geo. (AG) Subscore Area	_____ (19)
Plane Geo./Trig. (GT) Subscore Area	_____ (14)
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**

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

**Test 4: Science—Scoring Key**

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

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

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

<b>ACT Test 1572CPRE</b>	<b>Your Scale Score</b>
English	_____
Mathematics	_____
Reading	_____
Science	_____
<hr/>	
<b>Sum of scores</b>	_____
<b>Composite score (sum ÷ 4)</b>	_____
<b>Writing</b>	_____

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.

To calculate your writing score, use the rubric on pages 61–62.

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



## 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, as doing so can help you grow as a writer and as a reader. It may also be helpful for you to give your practice essay to another reader, such as a classmate, parent, or teacher. To rate your essay, you and your reader(s) should review the guidelines and sample essays at [www.actstudent.org](http://www.actstudent.org) and then use the scoring rubric below to assign your practice essay a score of 1 (low) through 6 (high) in each of the four writing domains (Ideas and Analysis, Development and Support, Organization, Language Use).

## Scoring Rubric (below)

The rubric presents the standards by which your essay will be evaluated. Readers will use this rubric to assign your essay four unique scores, one per writing domain. To score your essay, determine which scorepoint, in each domain, best describes the features of your writing. Because each domain receives its own score, the four scores you assign need not be identical. For example, you may find that your essay exhibits stronger skill in organization than in the development of ideas. In this case, you may determine that your essay should receive a higher score in Organization than in Development and Support.

## The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
<b>Score 6:</b> <b>Responses at this scorepoint demonstrate effective skill in writing an argumentative essay.</b>	<p>The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.</p>	<p>The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.</p>	<p>The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</p>
<b>Score 5:</b> <b>Responses at this scorepoint demonstrate well-developed skill in writing an argumentative essay.</b>	<p>The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.</p>	<p>The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.</p>	<p>The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</p>
<b>Score 4:</b> <b>Responses at this scorepoint demonstrate adequate skill in writing an argumentative essay.</b>	<p>The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.</p>	<p>The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.</p>	<p>The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.</p>

## The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
<b>Score 3:</b> <b>Responses at this scorepoint demonstrate some developing skill in writing an argumentative essay.</b>	The writer generates an argument that responds to multiple perspectives on the given issue. The argument's thesis reflects some clarity in thought and purpose. The argument establishes a limited or tangential context for analysis of the issue and its perspectives. Analysis is simplistic or somewhat unclear.	Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the argument but may be somewhat repetitive or imprecise.	The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.	The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.
<b>Score 2:</b> <b>Responses at this scorepoint demonstrate weak or inconsistent skill in writing an argumentative essay.</b>	The writer generates an argument that weakly responds to multiple perspectives on the given issue. The argument's thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issue and its perspectives.	Development of ideas and support for claims are weak, confused, or disjointed. Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.	The response exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.	The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.
<b>Score 1:</b> <b>Responses at this scorepoint demonstrate little or no skill in writing an argumentative essay.</b>	The writer fails to generate an argument that responds intelligibly to the task. The writer's intentions are difficult to discern. Attempts at analysis are unclear or irrelevant.	Ideas lack development, and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.	The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.	The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.

### Calculating Your Writing Subject Score

Complete these steps to calculate your Writing Subject Score (1–36 scale).

1. Locate the four domain scores (1–6) and enter them in the first column below. Double each score and enter in the Domain Score column to the right.

			Domain Score
Ideas and Analysis	_____	x 2 =	_____
Development and Support	_____	x 2 =	_____
Organization	_____	x 2 =	_____
Language Use and Conventions	_____	x 2 =	_____

2. Enter the sum of the second-column scores here \_\_\_\_\_. This is your raw score (value between 8 and 48).
3. Use Table 1 on page 59 to find the scaled Writing Subject Score that corresponds to your raw score.

# The ACT® 2015–2016 Answer Sheet (No Writing)

**A NAME, MAILING ADDRESS, AND TELEPHONE**  
(Please print.)

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI (Middle Initial) \_\_\_\_\_

House Number & Street (Apt. No.); or PO Box & No.; or RR & No. \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ ZIP/Postal Code \_\_\_\_\_

Area Code \_\_\_\_\_ Number \_\_\_\_\_ Country \_\_\_\_\_

**B MATCH NAME**  
(First 5 letters of last name)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	H	H	H	H
I	I	I	I	I
J	J	J	J	J
K	K	K	K	K
L	L	L	L	L
M	M	M	M	M
N	N	N	N	N
O	O	O	O	O
P	P	P	P	P
Q	Q	Q	Q	Q
R	R	R	R	R
S	S	S	S	S
T	T	T	T	T
U	U	U	U	U
V	V	V	V	V
W	W	W	W	W
X	X	X	X	X
Y	Y	Y	Y	Y
Z	Z	Z	Z	Z

**C MATCH NUMBER**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9
0	0	0	0	0	0	0	0	0	0

**D DATE OF BIRTH**

Month	Day	Year
<input type="radio"/> Jan.		
<input type="radio"/> Feb.		
<input type="radio"/> March	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> April	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> May	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> June	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> July	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> Aug.	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> Sept.	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> Oct.	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> Nov.	<input type="radio"/> 9	<input type="radio"/> 9
<input type="radio"/> Dec.	<input type="radio"/> 0	<input type="radio"/> 0

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**ALL** examinees must complete block A – please print.

Blocks B, C, and D are required for all examinees. Find the MATCHING INFORMATION on your ticket. Enter it EXACTLY the same way, even if any of the information is missing or incorrect. Fill in the corresponding ovals. If you do not complete these blocks to match your previous information EXACTLY, your scores will be delayed up to 8 weeks.

Do NOT mark in this shaded area.



**USE A SOFT LEAD NO. 2 PENCIL ONLY.**  
(Do NOT use a mechanical pencil, ink, ballpoint, correction fluid, or felt-tip pen.)

## EXAMINEE STATEMENT, CERTIFICATION, AND SIGNATURE

1. Read the following **Statement**: By submitting this answer sheet, I agree to comply with and be bound by the *Terms and Conditions: Testing Rules and Policies for the ACT®* provided in the ACT registration materials for this assessment, including those concerning test security, score cancellation, examinee remedies, arbitration, and consent to the processing of my personally identifying information, including the collection, use, transfer and disclosure of information as described in the ACT Privacy Policy ([www.act.org/privacy.html](http://www.act.org/privacy.html)).

**International Examinees**: By my signature I am also providing my consent to ACT to transfer my personally identifying information to the United States to ACT, or a third party service provider for processing, where it will be subject to use and disclosure under the laws of the United States. I acknowledge and agree that it may also be accessible to law enforcement and national security authorities in the United States.

I understand that ACT owns the assessment questions and responses and affirm that I will not share any assessment questions or responses with anyone by any form of communication before, during, or after the assessment administration. I understand that assuming anyone else's identity to take this assessment is strictly prohibited and may violate the law and subject me to legal penalties.

2. Copy the **Certification** shown below (only the text in italics) on the lines provided. Write in your normal handwriting.

**Certification**: *I agree to the Statement above and certify that I am the person whose name and address appear on this answer sheet.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Signature

Today's Date



PO BOX 168, IOWA CITY, IOWA 52243-0168

Cut Here



**Marking Directions:** Mark only **one** oval for each question. Fill in response completely. Erase errors cleanly without smudging.

**Correct mark:**

**Do NOT use these incorrect or bad marks.**

- Incorrect marks:
- Overlapping mark:
- Cross-out mark:
- Smudged erasure:
- Mark is too light:

**BOOKLET NUMBER**

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

**FORM**

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Print your 3-character **Test Form** in the boxes above and fill in the corresponding oval at the right.

**BE SURE TO FILL IN THE CORRECT FORM OVAL.**

PRE

**TEST 1**

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

**TEST 2**

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

**TEST 3**

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

**TEST 4**

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

