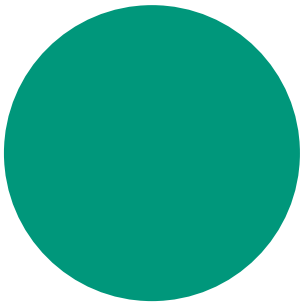
2013|2014

SUPERVISOR'S MANUAL



ACT® Plan®

ACT® improveyourself.org

How to Contact ACT Plan Customer Services

ACT makes the following toll-free number available to test supervisors. This number is NOT to be given to students or parents.

877.789.2925

TDD for hearing impaired (must call from a TDD):
319.337.1524

ACT Office Hours: 8:30 a.m.–5:00 p.m. central time, Monday–Friday

Visit ACT's website at **www.act.org**.

© 2013 by ACT, Inc. All rights reserved.

Contents

ACT Plan Policies and Procedures 1
- Standardized Procedures 1
- Test Security 1
- Investigations 1
- Equal Treatment 1
- Fair Testing Practices 1
- ACT's Data Use Policies 1

Preparing for ACT Plan

ACT Plan Test Materials 2
- Test Booklets 2
- Other Test Materials 2
- ACT Plan *Technical Manual* 2
- ACT Plan Interpretive Guide for Student and School Reports 2

Arrangements for Staffing 3
- Selecting and Training Testing Staff 3
- Room Supervisor Qualifications 3
- Room Supervisor Responsibilities 3
- Proctor Responsibilities 4
- Suggested Training Session Outline 4

Scheduling Testing Sessions 6
- Activities Before the Test to Be Completed by the Test Supervisor . . . 6
- Preparing Testing Rooms 7
- Examples of Seating Arrangements 8
- Use of Calculators on the Mathematics Test 9
- Calculators Permitted With Modification 9
- Prohibited Calculators 9

Options to Consider Before Administration 10
- 1-Day or 2-Day Administration 10
- Choosing a Testing Option 10
- Academic Tests 10
- Pre-ID Labels 10
- Student Information 11
- Optional Sort Codes—Block M 11
- Supplemental Local Items—Block V . . . 11
- Testing Students From Other Schools . . 11
- Testing Home-Schooled Students 12
- Testing Students Through a Postsecondary Outreach or Other Special Program 12
- Makeup Testing 12

Testing Students With Accommodations 13
- Recommended Eligibility Requirements for Accommodated Testing 13
- Testing Arrangements 13
- Testing Over Multiple Days or During Separate Sessions 14
- Testing More Than One Examinee at a Time 14
- Accommodated Testing Options 14
- Accommodation Codes 14
- Security of Test Materials 15
- Standardized Procedures 15
- Selecting Test Rooms 15
- Accessibility 15
- Materials Available From ACT 16
- Audio DVD Information Guide 16
- Use of Audio DVD Version 16
- Sign Language Interpreter for Spoken Instructions 16
- Sign Language Interpreter for Exact English Signing of Items 16
- Reader 17
- Materials Supplied by the Test Supervisor/School 17
- Materials That May Be Supplied by the Examinee(s) 17
- Ordering Accommodated Testing Materials 17
- Timing 17

ACT Plan Test Administration Policies . . 18
- Unauthorized Testing Aids 18
- Questions/Guessing 18
- Rest Period 18
- Leaving the Room During Testing 18
- Announcement of Time Remaining . . . 18
- Electronic Devices 18
- Reporting Irregularities in Testing Administration 19
- Student Challenge of Test Items 19
- Mistiming 19
- Defective Test Booklet or Answer Folder . 20
- Voiding Tests or Answer Folders 20
- Student Who Becomes Ill 20
- Prohibited Behavior 21

Administering ACT Plan

Test Day Procedures 22
- Previously Completed Student Information Sections 22
- Same-Day Completion of Student Information Sections 22
- Checking Calculators 22
- Avoiding Common Errors When Completing Answer Folders 22

Verbal Instructions for Student Information Sections 23
- Room Supervisor Instructions 23
- Option 1: Room Supervisor Reads All Instructions 24
- Option 2: Students Read Instructions with Guidance From Room Supervisor 29
- Option 3: Instructions for Pre-ID Label Users 33

Verbal Instructions for the Academic Tests 36

Post-Test Activities to Be Completed by the Test Supervisor 43
- Checking Answer Folders 43
- Accommodation Codes 43
- Special Status Codes 44
- Voiding Tests or Answer Folders 44
- Completing Your School Header 45
- Returning Answer Folders for Scoring . . 47
- Additional Resources 50

Test Results

Test Results: What They Tell You 51
- Test Scores 51
- Norms 53
- Student Information Sections 54

ACT Plan Reports and Data Services . . . 57
- Reporting Package 57
- Optional Reporting Services 58

Discussing ACT Plan Results With Students and Parents 59
- Student Score Report 59
- Suggestions for Improving Skills 63
- Coursework Planner 63

Local Courses to Be Reported on ACT Plan Course/Grade Information . . 65

Example Coursework Planner 67

Procedures Checklist 69

ACT Plan Test Supervisor's Comment Form 71

ACT Plan Testing Irregularity Report . . 73

References 75

ACT Plan Policies and Procedures

This guide is designed to provide you, a test supervisor, direction in administering the ACT Plan® test, including specific instructions for conducting the timed test and optional verbal instructions for completion of the non-test portion of Plan. **Please** study these instructions before the test day.

For the Plan exam to successfully measure examinees' academic skills, it must be uniformly administered. As the test supervisor, you therefore assume important professional responsibilities. As with all standardized testing, it is critical that the procedures you employ at your school are identical to those at other schools. If you have any questions that are not addressed in this manual, please contact Plan Customer Services (8:30 a.m.–5:00 p.m., central time, Monday through Friday, at 877.789.2925). By strictly following Plan policies and procedures you will help ensure a fair and equitable testing environment.

Standardized Procedures

Throughout this manual, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

To protect both the examinee and the supervisor from questions of possible conflict of interest, the test supervisor should not be a relative or guardian of any examinee. All testing personnel, including room supervisors and proctors, are required to read the materials provided by ACT. Adherence to these standardized procedures is mandatory.

Test Security

To ensure the integrity of your examinees' Plan results, testing personnel must protect the security of test materials as described in this manual. Plan materials are copyrighted by ACT and cannot be resold or redistributed for commercial or other use. The Plan exam must be administered by school or district personnel. Assessment responsibilities cannot be subcontracted to another party without ACT's written permission.

Investigations

In cases of suspected or documented irregularities, all testing personnel are obligated to cooperate fully with ACT in subsequent investigations and respond to ACT's requests for information in a timely manner.

Equal Treatment

All staff are required to administer and supervise Plan in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act.

Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in education testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (70), P.O. Box 1008, Iowa City, IA 52243-1008, 319.337.1429.

ACT's Data Use Policies

Student scores and other information provided on their answer folder sent to ACT may be used and shared by ACT as described in its data use policies. These policies can be reviewed at **www.actstudent.org/datause.html**. You may share this information with students and parents if they request it.

ACT Plan Test Materials

Test Booklets

Plan uses a new test form each year. Be certain that you do not administer test forms remaining from previous years. **These forms cannot be scored.**

Each school purchasing Plan is responsible for the security of test booklets and other materials. These materials must be stored in a locked room or cabinet and access must be limited to the test supervisor or school administrator. Test booklets must be given to the room supervisors personally rather than left in an unattended testing room. All test booklets must be stored securely after test administration and returned to students with their score reports.

Other Test Materials

The following materials are supplied by ACT when you order the Plan Test Material Package:

- *Supervisor's Manual*—general information for school administrators and counselors about the Plan program and your test administration
- *Why Take Plan?*—pre-test information for students and parents
- *Instructions for Completing Your Answer Folder*—one per student testing
- Answer folders—one per student testing
- Tyvek return envelope(s)—pre-addressed to Plan Scoring Services and a polymailer return envelope with Authorized Return Service (ARS) labels for traceable return
- Plan School Header—two per site
- Plan school posters—two large full-color posters for placing on school bulletin boards to announce test date and other specifics of administration
- Let's Go to College Poster—one per site

Why Take ACT Plan? and *Using Your ACT Plan Results* are available in Spanish for parents whose primary language is Spanish. (Download from **www.act.org/plan** by selecting "Resources for Educators" under the Resources heading.)

ACT Plan Technical Manual

The Plan *Technical Manual*, detailing technical specifications and reliability and validity data for the Plan tests, is available at **www.act.org/plan** under Resources.

ACT Plan Interpretive Guide for Student and School Reports

Additional information regarding the Plan program, Plan and the College and Career Readiness System, and career-related information previously found in this manual can now be found in the *Interpretive Guide* that accompanies your score reports.

Arrangements for Staffing

Selecting and Training Testing Staff

A room supervisor is needed in each testing room to read directions and monitor students. If test rooms have more than 25 examinees, additional personnel must be assigned to assist the room supervisor. **Be sure that all personnel who will assist with testing are familiar with the contents of this manual.**

Before the test day, all testing personnel should read all of the instructions very carefully, particularly those enclosed in the shaded boxes. ACT recommends that you conduct a briefing session for all testing staff to discuss the testing guidelines and local options that have been selected. An outline is provided on pages 4–5.

Room Supervisor Qualifications

The Plan test supervisor should confirm that the room supervisor(s) meet all of the following criteria. Each room supervisor should be:

- Proficient in English.
- Experienced in testing and measurement.
- A staff member of the institution where the test administration will take place.

To protect both examinees and the room supervisor from questions of possible conflict of interest, the following conditions should also be met. The room supervisor should:

- Not be a relative or guardian of an examinee in their assigned room.
- Not be a private consultant or individual tutor whose fees are paid by an examinee or examinee's family.

Room Supervisor Responsibilities

Specific responsibilities are:

- Read and understand thoroughly the policies, procedures, and instructions in this manual.
- Identify and admit examinees.*
- Supervise a test room.
- Direct examinees to seats.*
- Distribute test materials.*
- Read test instructions.
- Time each test, ensuring that examinees are given the prescribed amount of time for each test.
- Walk around the testing room during testing to be sure examinees are working on the correct test and to observe examinee behavior.*
- Pay strict attention to monitoring examinees during the entire testing session.*
- Collect and account for all answer folders and test booklets before dismissing examinees.*
- Complete documentation of any irregularities.

**Proctor(s) may assist with these activities*

Proctor Responsibilities

A proctor may be used to assist the room supervisor with an administration to a group of more than 10 in the same room and must be used if a room has 26 or more examinees. Proctors are to be added for each incremental increase of 25 examinees in the case of testing in a large group setting. The proctor is to assist in the administration of the tests according to the policies and procedures in this manual. The proctor must not be a relative or guardian of any of the examinees in their assigned room.

A proctor's responsibilities are:

- Read and understand this manual.
- Help admit examinees.
- Direct examinees to seats.
- Help distribute test materials.
- Verify the timing of the test with the room supervisor.
- Walk around the room during testing to be sure all examinees are working on the correct test and to observe examinee behavior.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the restroom if more than one leaves during the timed portion of the test.
- Pay strict attention to monitoring examinees during the entire testing session.
- Help collect and account for all answer folders and test booklets.

Suggested Training Session Outline

1. Security of Test Materials

A) Describe how the materials will be distributed to the test rooms, and how room supervisors are to count them.

B) Emphasize that room supervisors are to count test booklets when they receive them from the test supervisor and again before examinees are dismissed.

C) Emphasize that staff members should never leave a test room unattended.

2. Activities Before the Test

A) Determine which set of verbal instructions for completing the student information sections room supervisors are to follow: Option 1 (reading aloud all applicable instructions), Option 2 (reading aloud only selected instructions), or Option 3 (reading aloud selected instructions for Pre-ID label users).

B) Discuss when the Pre-ID labels will be affixed to the answer folders, special instructions to be distributed to students, and how the folders are to be distributed.

C) Discuss when and where students will complete the student information sections of the answer folder. This may be done during a school-supervised session, preferably before the test day.

D) Stress the importance of ensuring that all students fill in the ovals, not just the boxes. This is especially important if the name and address blocks if Pre-ID labels are not used.

E) Discuss the use of sort codes and how these will be delivered to students.

F) Determine how and when supplemental local items will be distributed.

G) Stress the value of having students complete the High School Course/Grade Information section, and what resources (such as transcripts or the local course chart on page 65 of this manual) will be provided to assist students.

H) Explain the purpose of the special status and scoring codes and how/why they will be completed after testing by the test supervisor.

I) Discuss procedures for collecting answer folders following the student information sections to facilitate redistribution at the time tests are administered.

J) Review a sample roster of students and explain how it is to be used in test rooms.

A Procedures Checklist is provided on page 69 for your convenience in tracking the various administrative activities from pre-test through wrap-up after testing.

3. Test Day

A) Discuss when and where staff members are to report on the test day.

B) Encourage staff members to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, or other items that may distract students.

C) Make it clear that room supervisors are not to wait for examinees who arrive late.

D) Stress that no one may be admitted to the testing room once the timed tests have begun. Determine how to handle late arrivals.

E) Stress that verbal instructions for the tests must be read verbatim.

F) Stress that answer folders and test booklets should not be distributed prior to admitting examinees.

G) Stress that accurate timing of each test is critical. Room supervisors must record the start, five-minute warning and stop times in the manuals. Discuss the consequences of a mistimed section.

H) Emphasize that staff members must not read (other than this manual), correct papers, or do anything not related to administering the test. They must not eat, drink, or smoke in the test room. Their attention should be focused on the students.

I) Emphasize that conversations among staff must be quiet and kept to a minimum. Even whispered conversations can be distracting to students while testing.

J) Emphasize that calculators should be checked before testing to ensure they meet ACT standards. Review permitted and prohibited calculators in this manual.

K) Note that during the test, staff members should walk quietly around the room, be available to respond to students' questions, assist in the case of illness, replace defective test booklets or answer folders, and check that examinees are working from the correct section of the test booklet and marking their answers on the proper section of their answer folders.

L) Discuss how to handle the short break between Test 2 and Test 3. Review what to do if an examinee does not return after the break. Discuss procedures for leaving during the test to go to the restroom.

M) Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing students (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).

N) Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or an emergency.

O) Discuss potential individual irregularities and actions to take.

P) Review the Testing Irregularity Report.

4. After the Test

A) Emphasize that room supervisors must verify the count of used and unused test booklets, then return test materials and reports to the test supervisor.

B) Emphasize that room supervisors or the test supervisor should review answer folders to be sure students have correctly gridded their identifying and demographic information.

Scheduling Testing Sessions

ACT recommends that all four Plan tests be administered in one session, consistent with the administration model used in the national norming study. Expect approximately 3 1/2 hours of total administration time. The student information sections may be completed on a day prior to the tests to shorten the test day administration time.

Total for student information sections (varies) . . . . . **60–75 minutes**

Tests:

English (50 questions) . . . . . 30 minutes

Mathematics (40 questions) . . . . . 40 minutes

Optional Break (depending on administration option) . . . . . 5–10 minutes

Reading (25 questions) . . . . . 20 minutes

Science (30 questions) . . . . . 25 minutes

General Administration (varies) . . . . . 15 minutes

Total for tests, break, and administrative time . . . . . **140 minutes**

Activities Before the Test to Be Completed by the Test Supervisor

The test supervisor must provide the continuity and administrative uniformity necessary to ensure that the students at your school are tested under the same conditions as at other schools and to ensure the security of the examinations. The supervisor's specific responsibilities are to:

- Check all materials shipped from ACT and report any discrepancy between the packing list and contents of the shipment. Make sure you have School Headers containing a bar code label with your school identified on it. Call Plan Customer Services at 877.789.2925 to report any discrepancies in materials.
- Secure test materials.
- Read and thoroughly understand the policies, procedures, and instructions in this manual.
- Select and train qualified staff.
- Select and reserve testing rooms.
- Plan seating arrangements.
- Assemble additional materials to be available in each test room:
  - pencil sharpener in each test room
  - supply of No. 2 pencils with erasers for students who do not bring pencils
  - supply of calculators for the Mathematics Test if you want to provide these for students
- Count materials for each room, being sure to record the number of test books assigned to each room.
- Prepare testing rooms.
- Provide roster of students assigned to each test room and instructions for marking the roster (optional).

Preparing Testing Rooms

Testing rooms should offer adequate writing surfaces, uncrowded seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction.

Writing surfaces should be large enough to accommodate the test booklet and answer folder side by side. Students should not be distracted by inadequate writing surfaces. Lap boards must not be used.

Where possible, plan to seat students in a block so that all rows (side to side) and columns (front to back) have the same number of students. This arrangement simplifies the distribution, collection, and verification of test materials. All students must face the same direction. Be sure the aisles between rows or columns of seats are wide enough for testing personnel to circulate during the examination without disturbing students—at least three feet shoulder to shoulder.

Whenever possible, seat left-handed students in a separate column at the right of the test room (as viewed from the front of the room), or in the last seat of each column of right-handed students. If left-handed writing surfaces are not available, arrange two columns of chairs side by side and instruct students to use the writing surface of the empty chair on the left.

Make sure bulletin board materials related to potential test questions (English, mathematics, reading, and science), charts, and maps that provide strategies for solving problems or writing essays are removed or covered. Geographical maps and periodic tables need not be covered.

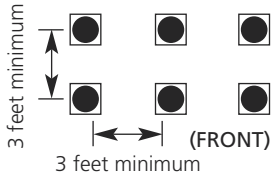
Your school is responsible for providing the following for each testing room:

- Reliable stopwatch or interval timer
- Wall clock (desirable, but not required)
- Supply of soft-lead (No. 2) pencils with erasers for students who do not bring pencils
- Pencil sharpener

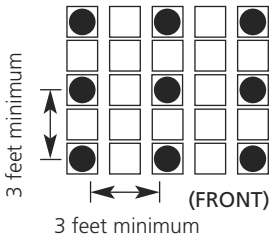
Examples of Seating Arrangements

●	One examinee
L	One left-handed examinee
□	One desk

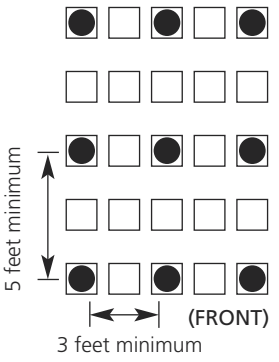
Level Seating with Movable Desks



Level Seating with Stationary Desks



Multiple-Level Seating with Stationary Desks



Left-handed Examinees at Right-handed Desks

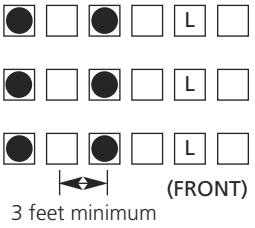
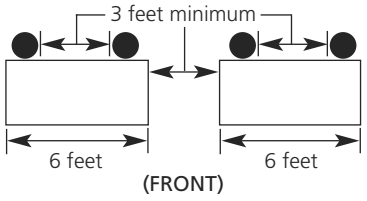
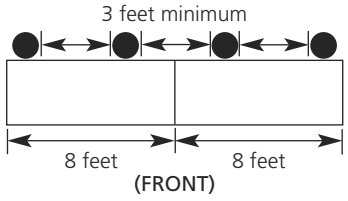


TABLE SPACING

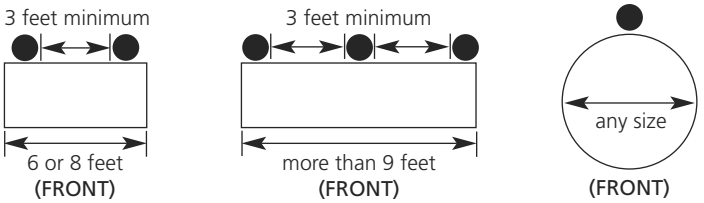
6-Foot Table Spacing



8-Foot Table Spacing



Other Spacing



Use of Calculators on the Mathematics Test

ACT allows the use of a calculator on the Plan Mathematics Test (but not on any of the other tests in Plan). Students are **not required** to use a calculator. All problems can be solved without a calculator. If students regularly use a calculator in their math work, they may wish to use one they are familiar with as they take the Mathematics Test. Using a more powerful, but unfamiliar, calculator is not likely to give students an advantage over using the kind they normally use.

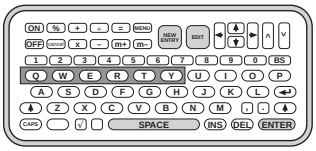
Students may use any four-function, scientific, or graphing calculator, unless it has features described in the **Prohibited** list. For models on the **Permitted with Modification** list, they will be required to modify some of the calculator's features.

Examples of Permitted Calculators

Scientific or graphing

Four-function

Examples of Prohibited Calculators



QWERTY keyboard

Paper tape

Calculators Permitted With Modification

The following types of calculators are permitted, but **only** after they are modified as noted:

- calculators with paper tape—Remove the tape.
- calculators that make noise—Turn off the sound.
- calculators with an infrared data port—Completely cover the infrared data port with heavy opaque material such as duct tape or electrician's tape (includes Hewlett-Packard HP 38G and HP 39G series and HP 48G).
- calculators that have power cords—Remove all power/electrical cords.

Prohibited Calculators

The following types of calculators are **prohibited:**

- calculators with built-in computer algebra systems—*Prohibited calculators in this category include:*
  - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92;** and the **TI-Nspire CAS**—Note: The **TI-Nspire** (non-CAS) is permitted.
  - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G, HP 49G,** or **HP 50G**
  - Casio: **Algebra fx 2.0, ClassPad 300, ClassPad 330,** and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—Note: *The Sharp EL 9600 is permitted.*
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)—Note: *Letter keys not in QWERTY format are permitted.*

ACT regularly updates information about which calculators are prohibited. To be certain their calculator will be permitted on test day, students should visit **www.act.org/planstudent/tips/calculator.html** or call 800.498.6481 for a recorded message.

Options to Consider Before Administration

Plan offers a number of administration options to best match the needs of your school. ACT recommends that you discuss these options with your school or district administration, assessment staff, and faculty well in advance of your Plan testing.

1-Day or 2-Day Administration

If the entire Plan program is administered in one day, the student information sections of the test must be administered first, followed by the four academic tests (English, Mathematics, Reading, and Science).

Because of the time required to complete the student information sections of Plan, some schools prefer to administer Plan over a two-day period. In this case, the student information sections must be administered on Day 1, and the academic tests on Day 2. If your schedule allows, this option may increase the students' focus and minimize testing fatigue. However, care must be taken to ensure that students have the correct answer folder on Day 2. **In no case should the academic tests of Plan be administered prior to the student information sections.** Doing so increases the risk of students filling in random bubbles on the test sections if they did not complete a section of the test or otherwise making extraneous marks that can affect scoring.

Choosing a Testing Option

Prior to the test day, determine which administration option will be used to present instructions for the student information sections. **Remember that these sections should be administered prior to the tests and will take approximately 60–75 minutes.** You and your staff may select any of the following options for the administration:

- **Option 1:** Room supervisor reads all directions aloud to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder.*
- **Option 2:** Students read most of the directions themselves from their copies of *Instructions for Completing Your Answer Folder.*
- **Option 3:** Room supervisor reads directions for Pre-ID label users aloud to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder.*

Academic Tests

The academic tests must be administered on a single day to all students at the same time since this model was used in the national Plan norming study. The tests should be administered in the order presented in the test booklet (English, Mathematics, Reading, and Science). Allow 130–140 minutes for the academic test sections, including distribution and collection of materials, instructions, and a break. Exceptions to this policy are make-up testing and accommodated testing, which are discussed later in this manual.

Pre-ID Labels

Plan offers Student Pre-ID Labels to help schools and districts save administration time and ensure accuracy in student demographic information. To place your order, go to **www.act.org/education/order/preid**. Please contact Customer Services at 877.789.2925 if you have questions regarding this process. Please allow at least three weeks after the receipt of a correctly formatted file for processing and delivery of your Pre-ID label order. The labels must be applied to page 1 of the Plan answer folder prior to your test day, as directed in the instructions that will be provided with your labels.

Student Information

ACT recommends careful completion of all student identification information on the student answer folder. These identification fields (name, date of birth, gender, Student ID number, address), allow for positive identification of student test record results as well as longitudinal analyses of Plan and other ACT results that require the matching of individual student records. Summary results such as ACT's Linkage Reports track student progress from Plan to the ACT® college readiness assessment, and assist in identifying areas of instruction and/or assistance from which students may benefit.

Optional Sort Codes—Block M

Three-digit optional sort codes may be used if you wish to receive Student Score Reports sorted by classroom, teacher, or other grouping. If you use sort codes, you must prepare directions to be read to the students, instructing them to enter the appropriate code in block **M** of the answer folder. On the Plan School Header, you must also complete block **H**, "Do you want student reports in sort code order?" **Reports will not be prepared by sort code unless you respond "Yes" in block H.** Customized Profile Summary Reports may also be ordered by sort code. There is an additional fee for these reports.

Pre-ID Label Users Only: If you wish to use sort codes and you are using Pre-ID labels, **you must include sort codes in your Pre-ID file.** This eliminates the need for students to grid this data in block **M** of their answer folder. The sort code data in the Pre-ID file overrides any student entered data in this field.

Supplemental Local Items—Block V

Block **V** on the Plan answer folder allows collection of student responses to as many as 12 supplemental items developed by your school or district. Questions for this section might cover topics such as the number of hours spent studying, watching television, or working each day or week; interest in vocational/technical courses, or student opinions about various aspects of the school environment. Questions **must** be designed for students to select only one response per item. Your Plan Profile Summary Report will include a table summarizing student responses by item number and response option. Responses are also included in the student data file CD.

If your school/district chooses to develop and administer supplemental items, each room supervisor should have sufficient copies of the items to distribute to students during administration of the student information sections.

Testing Students From Other Schools

If you include students from other schools in your Plan test administration, ACT recommends that you be prepared to provide these students with the correct ACT school code number for their respective schools to be entered in block **L** of the Plan answer folder. If students from your school are taking Plan at another school, be sure to provide them with your correct school code.

If you are administering Plan jointly with another school, it is extremely important that you submit completed answer folders **separately** for each school in order for results to be recorded for and reported to the correct school. Prepare a School Header for each school and each grade tested within the school, shipping each school's answer folders in separate envelopes. All students should indicate on page 1 of the Plan answer folder that they are testing at their own school. The school identified on each School Header (or its billing entity) is responsible for payment of Plan scoring fees for all answer folders submitted under that header.

Testing Home-Schooled Students

If you are testing any home-schooled students, instruct them to choose "NO" in block **K** and to enter 979-999 as their high school code in block **L**. Their Plan reports will be mailed directly to the school where the student tested. The answer folder(s) should be submitted with those of your own students. When these procedures are followed, home-schooled students will not be included in Plan results for your school. However, your school **is responsible** for collecting and paying testing fees due to ACT.

Testing Students Through a Postsecondary Outreach or Other Special Program

If you are administering Plan to students from one or more high schools as part of a college outreach or other special program, and you want to receive all Plan reports, students should respond "Yes" to block **K** and omit block **L** when completing the student background information on the Plan answer folder. Complete a School Header (Figure 2, page 43) with your outreach program's Plan code and the name that appears on your packing list. All reports will then be returned to the institution/program identified on the School Header.

If students respond "No" to block **K** and provide a valid high school code number in block **L**, their reports will be mailed to that high school rather than to the institution/program identified on the School Header.

Makeup Testing

Makeup test sessions for students who are absent or become ill during scheduled test sessions should be administered in accordance with the standard test administration procedures described in this manual. Return all answer folders to the ACT scoring center at the same time to ensure that your School Profile Summary Report is complete.

Testing Students With Accommodations

Students with physical or learning disabilities who cannot complete the Plan tests in the standard time limits, using standard test materials, may be tested under special conditions and/or using accommodated testing materials available from ACT. **All student information sections of the Plan program can be completed with the assistance of a reader or scribe in an untimed setting.**

Recommended Eligibility Requirements for Accommodated Testing

The following section pertains to students who need accommodated testing. Procedures listed in the section **ACT Plan Test Administration Procedures** must be followed precisely unless specifically addressed in this section of the manual.

Administration of Plan with accommodations is entirely at the discretion of school personnel. However, ACT recommends accommodated administrations of Plan only for students with **current documented disabilities,** and who have been **professionally diagnosed** as physically or learning disabled such that they cannot test under standard conditions. Students best served by the use of a testing accommodation are those for whom the accommodation would minimize the impact of the student's disability when it is not relevant to the primary focus of the assessment, thus giving a more accurate picture of the student's ability. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. An Individual Education Plan (IEP) or 504 plan on file at the school within the last three school years is generally acceptable evidence of reconfirmation. Students and parents should understand that students will not necessarily be eligible for accommodations on the ACT simply because they receive accommodations on Plan.

Students may be accommodated for testing if they require:

- an audio DVD or Braille version of the test
- a reader who must use a reader's script prepared by ACT. ACT recommends testing individually in a separate room as is required when using a reader while taking the ACT test.
- a scribe to record student responses on the answer sheet (must be in a separate room as is required when taking the ACT test)
- additional breaks with standard time (must be in a separate room as is required when taking the ACT test)
- separate test sessions
- testing over multiple days
- extended time to complete each test
- a sign language interpreter to sign verbal instructions, test items, and response choices in exact English signing (ESS) if authorized by the test supervisor (ACT recommends testing individually in a separate room as is required when using an interpreter while taking the ACT test.)

Testing Arrangements

Accommodated testing may be administered at a time mutually convenient for the student and test supervisor, as close as possible to the date on which Plan is administered to other students. **ACT recommends that students receiving extended time plus any type of assistance from a reader or scribe be tested in a separate room as is required when taking the ACT test.** Students using an audio DVD may test as a group provided they all use individual earphones and can control the progress of their own audio DVD player and the time allotted is the same for all students. Tests should be administered at the school, not in the supervisor's home or other location, unless the student is currently confined to his or her home or is receiving homebound instruction. To protect both the examinee and the supervisor from questions of potential conflict, the room supervisor must not be a relative or guardian of the examinee.

Testing Over Multiple Days or During Separate Sessions

If testing over multiple days has been authorized, each test must be completed during one session and the examinee may not return to a previous test after being dismissed for that testing session.

Testing More Than One Examinee at a Time

ACT normally encourages group administrations for examinees with similar accommodations. **However, ACT recommends that a student testing with a reader be tested individually as is required when using a reader while taking the ACT test.** In contrast, examinees using audio DVDs may test as a group, provided they all use individual earphones and can control the progress of their own audio DVD players.

Accommodated Testing Options

Students with visual impairment or blindness may use a large-print (18 point) or Braille test form, have the test read to them, have assistance in marking their responses, use a large-print response worksheet, and/or receive extended time. A reader's script or audio DVD test forms provided by ACT may be used.

Students with hearing impairments whose hearing loss has caused a reading disability may be considered for extended time. An interpreter may assist with the pre-test information and instructions. A copy of the verbal instructions to students can be provided for the student to read. If exact English signing of test questions has been authorized by the test supervisor, a reader's script must be used with the same restrictions described above.

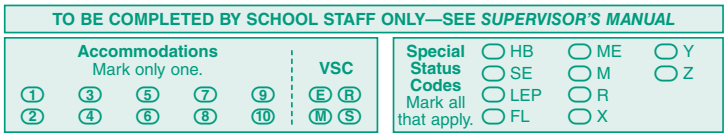
Students with learning disabilities may be eligible for extended time and/or either a reader or an audio DVD, with headphones and playback machine for each examinee, consistent with testing accommodations currently provided at the school.

Students with motor disabilities that affect their ability to mark the answer folder may be eligible for extended time, use of large-print materials or a reader, or assistance in marking responses.

For students who use a large-print response worksheet, item responses must be carefully transferred by school personnel to a standard Plan answer folder for scoring. ACT will **not** score a large-print worksheet or transfer responses to a standard answer folder.

Accommodation Codes

A testing accommodation code should be marked in the shaded box at the top of the back page of the answer folder (see graphic below) for all students receiving an accommodation. Mark the **one** code that best describes the accommodation given.



The codes are as follows:

1. Standard print materials with *extended* time limits (no other assistance)
2. Large-print test booklet with *standard* time limits
3. Large-print test booklet with *extended* time limits
4. Oral presentation from audio DVD with *extended* time limits

5. Oral presentation (from reader's script only) with *extended* time limits
6. Braille test booklet with *extended* time limits
7. Scribe to transfer answers to answer folder with *standard* time limits
8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (e.g., FM audio system) with *extended* time limits
10. Reserved for future use

When a code of 1, 3, 4, 5, 6, 8, or 9 is gridded, the test is considered "non-standard because of extended time allowed for testing." In most cases, these records will not be included in any aggregated data (e.g., School Profile Summary Report, Item–Response Summary Report, or College Readiness Standards data).

Security of Test Materials

Test materials are to be kept in a secure area with limited access. Only the test supervisor and possibly a few specifically authorized persons may have access to the area. The supervisor must protect the materials from damage, theft, or loss.

Plan test booklets, answer documents, alternate formats, manuals, and other test materials are copyrighted and cannot be photocopied, replicated, or used for any other purpose. Test booklets should not be opened by any person other than the examinee on the test date.

Standardized Procedures

Throughout this document, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. All accommodated testing personnel should read the materials provided by ACT, including the entire contents of this manual.

Selecting Test Rooms

Test supervisors are responsible for selecting and reserving test rooms. The following paragraphs describe the types of rooms to avoid and the room characteristics that will help in having a successful accommodated testing experience.

The tests must be administered at the school or institution, not in the supervisor's home or other location. If the examinee is currently confined to his or her home or is receiving homebound instruction, the test supervisor may allow for administering the tests in the home of the examinee. If you will be testing more than one examinee with the same accommodations in the same room, select rooms that are not so small as to be crowded. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others' answer folders. ACT prefers classrooms and recommends no more than 10 examinees with accommodations be tested in one room.

Be sure to reserve the room for each day you will be testing. It is best to schedule consecutive days for examinees that are to test over multiple days, but you may skip a day or a weekend as necessary, as long as the tests are administered in sequence.

Accessibility

Under the Americans with Disabilities Act, Plan tests must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Test supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Materials Available From ACT

Your accommodated testing materials may include:

- Regular-Type (10 pt.) Test Booklet for examinees without visual impairments
- Large-Type (18 pt.) Test Booklet for examinees with visual impairments
- Braille Booklet (one volume)—one regular-type booklet included for supervisor reference. (Supervisor is not to read tests to examinee.) *Extended Time*
- Audio DVD—one regular-type booklet included for examinee. (Room supervisor is not to read tests to examinee.) See Audio DVD Information Guide below. *Extended Time*
- Reader's Script—One reference copy of regular-type booklet included for examinee. (Room Supervisor is allowed to read tests to examinee.) *Extended Time*
- Answer Folders—regular-type for examinees without visual impairments
- Large-Type Worksheet—One large-type worksheet is included in each large-print testing packet. If additional copies are needed for large-print testing, call ACT Plan Customer Services at 877.789.2925. If the examinee uses a large-type worksheet or writes responses in the test booklet, the supervisor must transfer the responses to the answer folder. **You must transfer responses before returning materials to ACT. ACT will not score large-type worksheets.**

Audio DVD Information Guide

Introduction, Guidelines, General Instructions . . . . . DVD 1
Test 1—English . . . . . DVD 1 and 2
Test 2—Mathematics . . . . . DVD 3
Test 3—Reading . . . . . DVD 4
Test 4—Science . . . . . DVD 5

Use of Audio DVD Version

Audio DVD players must have the capability to page forward or back by tracks. An index of the tracks is included with each set and must be available to the examinee. The narration on the audio DVD cannot be played within the standard time limits allowed for each test. Examinees must be allowed time to replay any portion of the test being worked on as many times as necessary, within the approved time limits. **Students may be given up to 120 minutes to complete Test 1, and up to 90 minutes to complete each of the other three tests.** Do not begin timing until the examinee has listened to all of the directions, and do not end timing until he/she has had time to review the responses.

Sign Language Interpreter for Spoken Instructions

If your school chooses to make available the services of a sign language interpreter, examinees with hearing impairments requiring extended time or testing over multiple days may request to test with the assistance of an interpreter. The interpreter may stay in the room throughout the administration and is expected to sign all instructions spoken by the room supervisor throughout the test and interpret any questions from the examinee to the room supervisor and his/her responses. Actual test items may not be interpreted without authorization from the test supervisor.

Sign Language Interpreter for Exact English Signing of Items

The interpreter is required to use exact English signing and may sign for only one student in a separate room as is required when taking the ACT test. The interpreter must sign from the script provided and follow the same procedures as listed for a reader (see next page).

Reader

ACT recommends that a reader read for only one student in a separate room and be required to read from the script provided without change or comment. Passages may be repeated, but only as requested by the examinee. Each time a passage is read, the reader should read the test directions, test passages, and test questions **exactly** as they are presented, with no explanation and no additional information provided to the examinee through the reading.

All Plan questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect what the tests are designed to measure.

Materials Supplied by the Test Supervisor/School

Your school is responsible for providing the following items for each testing room:

- A supply of soft-lead (No. 2) pencils (no ink or mechanical pencils) to lend to examinees who did not bring them
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, or interval timer
- If the audio DVD version of the test is being used, a playback machine with earphones

Materials That May Be Supplied by the Examinee(s)

Tell examinees to bring soft-lead (No. 2) pencils with good erasers to the testing session. If any of the following devices are specifically needed by the examinee, the examinee is expected to bring his or her own unless the school normally provides them for the students:

- Abacus
- Braille stylus
- Magnifying glass
- Color overlays
- Permitted calculator (if desired) for use on the Mathematics Test (See page 9 of this manual for an explanation of permitted calculators.)

Ordering Accommodated Testing Materials

Accommodated testing materials can be ordered online at **www.act.org/plan**. If you have questions about ordering additional accommodated testing materials, call Plan Customer Services at 877.789.2925.

Timing

Testing with most accommodations requires extended time allowances. The test supervisor will have determined by category the time allowances for each test. In most cases, the timing will be time-and-a-half or double the standard test time. In some cases the test may not be timed at all. **You will need to substitute the appropriate text in the Verbal Instructions where reference is made to the specific test time.** If the student testing will be untimed, the verbal reference to specific test times should be omitted. If the test is timed, the room supervisor should use a stopwatch or interval timer to keep time. To verify the time given for each test, the Start and Stop times and the 5-minutes-remaining time should be written in the appropriate place in this manual; computations should be checked carefully before time is called. Scores cannot be adjusted to compensate for a misiming.

If a misiming does occur, allow the students to make up the shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on the next test, do not interrupt their work. Wait until the current test is completed; then, allow the additional time on the previous test.

ACT Plan Test Administration Policies

Unauthorized Testing Aids

The use of highlight pens, scratch paper, notes, unapproved calculating devices, foreign language dictionaries, or other dictionaries is not permitted. Scratch work is to be done in the test booklet.

Questions/Guessing

During the testing session, do not answer questions regarding individual test items or questions about how to use a calculator.

Specific instructions about guessing are printed on the back cover of the test booklet. If students ask you about guessing, refer them to these instructions. Do not comment on or add in any way to the printed directions.

Rest Period

When the tests are to be administered in a single session, allow students a short (five to ten minutes) rest period between Test 2 and Test 3. If the student information sections are administered in the same session as the academic tests, you may also allow a break before Test 1. Do not allow students to leave the room except to use the rest room. They may stand and move around the room or stand by their desks for a few moments.

Leaving the Room During Testing

Students may be allowed to go to the restroom during the timed portion of the tests, but it is best not to make a general announcement to that effect. Only one student may leave the testing room at a time without being accompanied by a proctor. Collect the test booklet and answer folder before the student leaves the room and return the materials when the student returns. Students who leave the room during the timed portion of the test may not make up lost time. Such absences need not be recorded on the Testing Irregularity Report form. **Do not leave a testing room unsupervised at any time.**

Announcement of Time Remaining

A verbal announcement of time remaining will be read five minutes before the end of each test. Do not distract examinees during the test session with additional oral or written announcements of time remaining.

If a clock is visible to all students in the testing room, you may post the Start and Stop times and/or time allowed for each test on the board (e.g., Test 1, 30 minutes: Start time–9:00, Stop time–9:30). Do not post time remaining.

Electronic Devices

Examinees are not allowed to have cell phones, pagers, or any electronic communication devices on their person. Preferably they should not bring them into the testing room; if they do, these devices should be turned off and placed under their desks. Beeper alarms on watches, pagers, or cell phones can distract examinees. A warning to examinees to NOT set watch or cell phone alarms is included in the verbal instructions.

Reporting Irregularities in Testing Administration

The Testing Irregularity Report on page 73 is intended for use primarily by school personnel as a record of any test administration irregularities that may affect student scores or the interpretation of Plan results. Testing personnel should use the form to report any of the irregularities occurring within the room. Room supervisors should document any of the following occurrences during administration of the tests:

1. A student becomes ill or leaves the room during testing.
2. A student fails to follow instructions (marks responses randomly, obviously does not read questions prior to responding, or refuses to mark responses).
3. A student exhibits behavior that disrupts other students.
4. A student is **observed** reading ahead in the test booklet, working ahead or behind, giving or receiving assistance, or filling in ovals after time is called. See page 20 for instructions on voiding one or more tests.
5. A student is **observed** using unauthorized testing aids. See page 20 for instructions on voiding one or more tests.
6. A test is mistimed.
7. A disturbance or distraction occurs which could affect one or more students' scores.
8. A student questions the accuracy or validity of an item.
9. A student has a defective test booklet or answer folder.
10. A student is observed using a cell phone, pager, or any electronic communications device.
11. A student is observed engaging in, or attempting to engage, in any prohibited behavior.

Retain a copy of all Testing Irregularity Reports and original voided answer documents in your school at least until Plan results are received and distributed to students. Make a copy of any Testing Irregularity Reports that involve defective materials, challenged test items, or timing errors that could not be corrected. Forward the original copies of all Testing Irregularity Reports to ACT with the completed answer folders. Attach defective materials to the report.

Student Challenge of Test Items

If a student challenges typographical errors or ambiguities in particular test items, instruct the student to choose an answer on the basis of the information available. Make an entry on the Testing Irregularity Report, including identification of the test form, the test and item, and an explanation of the student's question. ACT will respond to concerns about individual test items.

Mistiming

Use a stopwatch or interval timer to ensure the exact time is allowed for each test. **Scores CANNOT BE ADJUSTED to compensate for a mistiming.** To verify the time given for each test, the Start and Stop times and the 5-minutes-remaining time must be written in the appropriate place in this manual (in pencil) and computations checked carefully before time is called. If a proctor is assigned to the room, that person should also keep time with the room supervisor.

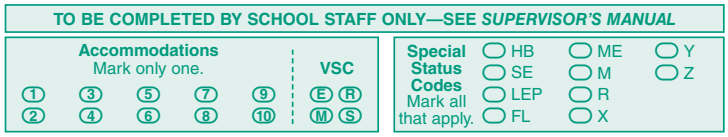
If a mistiming does occur, allow the students to make up a shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on the next test, do not interrupt their work. Wait until that test has been completed; then, allow the additional time on the previous test. Report any mistiming that could not be corrected on the Testing Irregularity Report and return the report with your answer folders.

Defective Test Booklet or Answer Folder

Replace a defective test booklet or answer folder as quickly as possible with another from your supply to minimize time lost. If you are replacing a test booklet and have already begun administering the test sections, be sure to replace it with one of the same form. If you are replacing an answer folder, have the student transfer **all** information to the new answer folder after the timed portion of testing is completed. Mark the defective answer folder VOID. Describe the nature of the defect on the Testing Irregularity Report (page 73) and attach defective materials to the report.

Voiding Tests or Answer Folders

Individual tests may be voided by gridding the appropriate oval under Void Scoring Codes (VSC) at the top of the back page of the answer folder (illustrated below)—**E to void English, M to void Mathematics, R to void Reading, and S to void Science.** If it is determined that an entire answer folder should not be scored, mark the document VOID and **retain the voided answer folder** in the student's file or your testing files to verify the reason the student is not receiving a score report. **Do not return** the completely voided answer folder to ACT. The student should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.



Student Who Becomes Ill

If a student becomes ill and asks to leave the room after starting the timed academic tests, collect the student's answer folder and test booklet. If the student returns to the room and continues testing, the lost time cannot be made up.

If the student wishes to discontinue testing because of illness, try to determine whether he or she wants to have the answer folder scored. If the answer folder is to be scored, all student information sections completed and tests attempted will be scored. If the entire answer folder is to be voided, mark it VOID; DO NOT return the answer folder to ACT. For school records, make an entry on the Testing Irregularity Report explaining why the answer folder was voided. Only mark the "Void Scoring Codes" if you wish to void a portion of a student's test. **When a scoring code is marked, that portion of the test will not be scored.**

Prohibited Behavior

The following behaviors are prohibited during administration of the Plan tests:

- looking back at a previous test on which time has already been called.
- looking ahead in the test booklet.
- looking at someone else's test booklet or answer folder.
- giving or receiving assistance.
- disturbing other examinees.
- using headphones (other than by examinees taking Plan via audio DVD under accommodated testing arrangements).
- using highlight pens, scratch paper, notes, or dictionaries.
- using a calculator on any test other than the Mathematics Test.
- sharing a calculator with another examinee.
- using calculators to share or exchange information during the test.
- using any device to share or exchange information at any time during the tests or during break (**all** electronic communication devices, including cell phones, must be turned off from the time the examinee is admitted to test until dismissal after testing concludes).
- attempting to remove test materials, including test questions or answers, from the test room by any means.
- filling in ovals after time has been called. Filling in ovals on a previous test during a later test or filling in ovals even with the test booklet closed is prohibited.

If you SUSPECT a student is engaged in any of the prohibited activities, discreetly warn the student that these actions are prohibited and continue close observation. To discourage looking at someone else's answer folder or giving or receiving assistance, you may move the student to another seat. Document your suspicions and actions on the Testing Irregularity Report (page 73).

If you OBSERVE any of these behaviors, collect the answer folder and test booklet. Advise the student that the answer folder will not be scored. Void the entire answer folder and the test booklet, but do not return them to ACT. On the Testing Irregularity Report, include an explanation of why the answer folder was voided.

Test Day Procedures

Previously Completed Student Information Sections

If you administer the student information sections of Plan on a previous day, hand the answer folders directly to each student to ensure that each student has his or her own answer folder. Once this is completed and students have confirmed they have their own answer folder, you may distribute the test booklets.

Same-Day Completion of Student Information Sections

Distribute an answer folder and copy of *Instructions for Completing Your Answer Folder* to each student. These materials may be counted and given to the first student in each row to pass back. The test supervisor will have informed you as to whether the instructions are to be read aloud to students or if they may proceed on their own following the printed instructions. A break will typically follow completion of the student information sections. Wait until all students have completed blocks **A** through **U** before taking this break.

Once all students have returned from the break and are seated, distribute the test booklets. Do not pass test booklets back or across the aisles. During the examination, count the booklets being used and the extras. The total must equal the number of booklets assigned to the room. Before the test is administered, no person is allowed to examine the contents of the test booklets.

Room supervisors and proctors should walk around the room while students are completing both the student information and test sections of Plan to be sure students are working in the correct sections of their answer folders.

Checking Calculators

Students are responsible for making sure their calculator is working and has reliable batteries. Students may bring a backup calculator and extra batteries to the test. Students will not be allowed to share calculators during testing.

Testing staff will check calculators before testing to verify they are permitted, and they will monitor students' use of their calculators to ensure that the students:

- use a calculator only during the Mathematics Test;
- use a backup calculator only after it has been checked by a member of the testing staff;
- do not share a calculator; and
- do not store test materials in the calculator's memory.

If a student's calculator has characters one inch high or larger, or a raised display, testing staff may seat the student where no other test taker can see the calculator.

Avoiding Common Errors When Completing Answer Folders

To expedite reporting of Plan results, room supervisors should be aware of the types of errors students commonly make when completing their Plan answer folders. Emphasize the correct procedures to avoid these errors, walking around the testing room to observe students as they complete these steps.

In completing blocks **B** and **P–S** (student name and address), students must:

- start with the first box and first column of ovals in a block.
- grid last and first name and address in addition to printing them in the boxes.
- fill in only one oval per column.

When completing blocks **D–O** (important record identification information), double-check for accuracy of information written in the boxes and gridded below. It is highly desirable for testing personnel to check these sections of the students' answer folders, particularly block **G** (gender), block **J** (grade level), block **K** (testing at own school), and block **L** (high school code for students not testing at their own school) since these data elements can affect School Profile Summary Reports. ACT **will not** correct this information on student records after answer folders are processed.

Verbal Instructions for Student Information Sections

Room Supervisor Instructions

Please study these instructions before the test day. The student information sections that you are about to administer may be handled by reading the instructions to the students (Option 1), by leading the students through the sections as they read the instructions (Option 2), or for schools using Pre-ID Labels, by reading the instructions specific for using Pre-ID Labels to the students (Option 3). **Your test supervisor will advise you as to which option will be used.**

ACT recommends that the appropriate box with a question mark next to the text be highlighted for ease of identifying the correct text for your situation. Read aloud all instructions enclosed in the applicable shaded blocks (except those in parentheses, which are for your information only); do not depart from this text. Where a series of dots appears, pause to let the students follow instructions.

Read the first shaded block to all students (Options 1–3). When all students have been admitted and seated, and everyone has a pencil, greet the students and say:

Please clear your desks of everything except your pencils. During these test activities no food or drink will be permitted. The use of timers, cell phones, and electronic devices of any kind is not allowed at any time, **including during the break.** If your phone or other device is activated, or you use it at any time, you will be dismissed, the device may be confiscated, and your answer document will not be scored. Take a moment to confirm the power is turned off on all devices and place them on the floor under your seat. If you brought a calculator, put it away now; you may use it only during the Mathematics Test. . . .

The information that you provide when you fill out your Plan answer folder will be used to prepare reports for you and our school. Be careful to follow these instructions and those on the folder itself. Your answer folder will be scanned by machine. It is essential to follow directions and to mark your responses accurately to ensure that the responses ACT records for you are the ones you intend. Use a soft-lead (No. 2) pencil to complete your answer folder. Do not use ink or mechanical pencil. Fill in each oval completely, making sure all marks are dark and heavy and within the appropriate ovals. All errors must be erased thoroughly.

Plan answer folders and instruction booklets are now going to be distributed. Do not mark on either of them until you are told to do so.

Distribute the answer folders and instruction booklets.

Option 1: Room Supervisor Reads All Instructions

? **Read these instructions if students are to follow along while the room supervisor reads aloud all instructions for completing student information sections.**

Turn to page 2 of your instruction booklet. Read the information at the top of page 2, paying particular attention to the instructions in boldface type in the right-hand column. . . .

Note that the information you provide on your answer folder, as well as your scores, may be used by ACT as described in ACT's data use policy. A summary of this policy can be found at the top of page 2 of your instruction booklet.

Now turn your answer folder so that page 1 faces you. In block **A,** print the name of the school where you are testing. . . . In block **B,** print your name in the boxes labeled **Last Name, First Name, MI** (for middle initial). Begin in the first box for each part of your name. Enter as much as possible using one box for each letter. Do not extend any part of your name into the boxes reserved for another part of your name. Fill in the corresponding oval in the column directly below each letter of your name. Fill in the empty oval below any space or hyphen in your name.

Enter your school-assigned **Student ID number** in the boxes of block **D** beginning in the first box. Then fill in the corresponding oval below the number. ACT will use this number only for positive identification of your test record and to match your ACT Plan record to other ACT tests taken at other times (such as ACT Explore® or the ACT college readiness assessment). [If your school does not assign student IDs, you may instruct students to leave this block blank.]

Turn to page 3 of your instruction booklet. In block **F, Date of Birth,** fill in the oval next to the month you were born. Next, print the day and year of your birth in the boxes provided. Enter a zero for any blank. For example, if born January 6, 1997, fill in the January oval, write 06 under day and 97 under year. Fill in the corresponding oval below each box. . . .

Fill in the appropriate oval for block **G, Gender**. . . .

In block **H, Race/Ethnicity Background,** fill in the oval corresponding to the response that best represents whether or not you are of Hispanic or Latino background. Mark only one response. Fill in the oval corresponding to the phrase that best represents your race as commonly recognized by your family and friends. Mark all that apply.

Students should now turn to page 3 of their instruction booklet and resume with block I. Block I asks students if they wish to participate in the Educational Opportunity Service (EOS). EOS is a free college and scholarship information service for students who take Plan. Through EOS, information about Plan-tested students is made available to colleges, scholarship programs, ACT, and other approved organizations so they may contact students about opportunities they may be interested in exploring. All organizations that receive EOS information have agreed to use it only for this purpose. Names are not provided to the military or for any commercial purpose.

Block I asks if you want to participate in the Educational Opportunity Service (EOS), a FREE college and scholarship information service for students ages 13 or older who take ACT Plan. EOS permits you to receive important information about educational, scholarship, career, and financial aid opportunities from colleges, scholarship programs, ACT, and other approved organizations. **If you wish to participate, fill in the "Yes" oval.** By responding "Yes," you authorize ACT to send information about you (your name, address, date of birth, gender, high school, race/ethnic background, e-mail address, and career choice) to colleges and organizations so they may contact you about programs you may be interested in exploring. All organizations that receive this information have agreed to use it only for this purpose. **Note:** They will not receive your test score or school ID.

In block **J,** indicate your **present grade level.**

? **If you are testing only students from your school, say:**

Now look at block **K, Are You Testing at the School You Attend?** Fill in "YES" in block **K** and skip block **L.**

? **If you are testing students from one or more high schools as part of a college outreach or other special program and your counselors want to receive all results for the students you are testing, have the students respond "Yes" to block K and omit block L by saying:**

Now look at block **K, Are You Testing at the School You Attend?** In order for your Plan results to be returned to our program, fill in "Yes" and skip block **L.**

? **If your testing group includes home-schooled students or students from another high school, substitute the following instructions for blocks K and L:**

Now look at block **K, Are You Testing at the School You Attend?** If you are a student at this school, fill in "YES" and leave block **L** blank.

If you attend another school, fill in "NO" in block **K.** Then, in block **L,** enter the ACT code of your high school and fill in the correct oval in each column. This will permit ACT to send your reports to your school. If you do not know that number, please raise your hand.

If you are home-schooled, fill in "NO" in block **K** and enter **979-999** in block **L.**

If a student from another school does not know the ACT code for that school, continue with the administration but make a note of the student's name and school. After the test session is completed, report this information to your test supervisor. If needed, the test supervisor may call Plan Customer Services (877.789.2925) and ask for the correct ACT high school code to be entered in block **L** of the student's answer folder. The test supervisor must then print and grid this site code on the answer folder prior to sending to ACT.

? **If your test supervisor has indicated that students should complete Sort Codes in block M, distribute the instructions for completing this block now. Then continue by saying:**

Refer to pages 3 through 5 in your instruction booklet to complete block **N, Student Information**. This information is important because educational and scholarship programs often wish to contact students who have specific educational plans or career interests or who have particular characteristics, such as religious affiliation. By providing this information, you can receive information about educational and financial aid programs offered by colleges, scholarship and government agencies, and professional associations. There are ten questions in this section. Read the questions and response choices carefully, then mark your responses on your answer folder in block **N**. Look up when you have finished. . . .

Next, print your current e-mail address, if you choose, in block **O.** If you answered "Yes" to EOS in block **I,** colleges, scholarship programs, and ACT may prefer to contact you by e-mail. You can still receive information by regular mail if you do not have or wish to provide an e-mail address.

Again, look up when you are finished. . . .

Allow 5–10 minutes for students to complete blocks N and O. When everyone seems to be finished, say:

Raise your hand if you need more time to complete these blocks. . . . (Allow additional time if necessary.)

When students have finished block O, say:

Turn your answer folder to page 2. Now look at blocks **P, Q, R,** and **S—Mailing Address, City, State Code,** and **ZIP Code.** To receive mail from colleges, scholarship programs, and ACT, you must fill in the address information correctly. In block **P,** print your current mailing address in the boxes. Be sure to leave a space between the parts of your address. If you need to abbreviate in block **P**, refer to the abbreviations listed in your instruction booklet for examples. (Letter ovals are in the upper part and number ovals are in the lower part of block **P**.) If you live in an apartment, enter the apartment number after the name of the street, as shown in the first example below. In blocks **Q, R,** and **S,** enter your city, state, and ZIP code. For block **R,** State Code, look at the list of **state codes on page 2 of your answer folder**. Fill in the correct oval in the column below each letter of your address.

When students have finished blocks P, Q, R and S, say:

Turn to page 7 of Instructions for Completing Your Answer Folder, and follow along as I read the instructions for completing block **T, Interest Inventory**. The things you like to do now can give you clues about jobs you might like in the future. This inventory will help identify jobs you may want to explore. Show how much you would like doing each of the activities listed below. Mark an answer to an activity even if you are uncertain how you feel about it. Consider whether you would **like** or **dislike** the activity, not your ability to do it.

For **each** activity, choose one of the answers below. In block **T** of your answer folder, fill in the oval that contains the letter for your answer. Try to answer **like** or **dislike** as often as possible.

- I would **dislike** doing this activity . . . . . D
- I am **indifferent** (don't care one way or the other) I
- I would **like** doing this activity L

This should take you about 10 minutes. Look up when you finish. You may begin. . . .

? **When everyone seems to have finished, say:**

Does anyone need more time? (Allow additional time to complete block **T** if necessary.)

Now look at block **U, Needs Assessment.** Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished. . . .

If you are administering Supplemental Local Items, distribute copies of these questions now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions, marking ONLY ONE response per item in block **V.** Look up when you have finished. . . .

After everyone has finished, say:

Now turn your answer folder to page 3 and look at block **W, High School Course/Grade Information.** Read the directions before you begin. Refer to page 8 in your instruction booklet for a description of each course listed. The descriptions may help you decide which oval to fill in for courses you have taken or plan to take. [If your test supervisor has prepared a list of local course titles to be used in completing this section, distribute copies to the students now.]

Look up when you have finished. You may begin. . . .

After 15–20 minutes have passed and everyone seems to have finished, say:

Does anyone need more time? (Allow additional time if necessary.)

? **If you are NOT continuing with the Plan academic tests in this session, read the directions in the next box.**

I/We will now collect your answer folders and instruction booklets. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

Collect the answer folders and store them securely until they are redistributed on test day. Instruction booklets can be discarded or saved for later reference.

? **If you are CONTINUING with the Plan academic tests today, continue below:**

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We'll take a short break and then begin the Plan tests. Our next break will be between tests 2 and 3 of the four Plan tests. Please be back in your seats at _____. (Provide instructions about use of restrooms, etc. during the break.)

When students have returned to their seats, continue with the Verbal Instructions for the Academic Tests, page 36.

? Option 2: Students Read Instructions with Guidance from Room Supervisor

Read these instructions if students are to complete the student information sections on their own as they follow the directions printed in the booklet *Instructions for Completing Your Answer Folder.*

The information you provide on your answer folder, as well as your scores, may be used by ACT as described in their data use policy. A summary of this policy can be found on page 2 of your instruction booklet.

? If you are only testing students from your school say:

Before you begin filling in your personal information, look on page 1 of your answer folder at block **K, Are You Testing at the School You Attend?** Since you are all students at this school, fill in "YES," and you will then skip block **L.**

Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **L** and then wait for further instructions from me. When you have completed block **L,** put you pencil down and look up. . . .

? If your testing group includes home-schooled students or students from another high school say:

Before you begin filling in your personal information, look on page 1 of your answer folder at block **K, Are You Testing at the School You Attend?** If you are a student at this school, fill in "YES" now and leave block **L** blank.

If you attend another school, fill in "NO" now in block **K.** Then, in block **L,** enter the ACT code of your high school and fill in the correct oval in each column. This will permit ACT to send your reports to your school. If you do not know that number, please raise your hand.

If you are home-schooled, fill in "NO" now in block **K** and enter **979-999** in block **L.**

Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **L** and then wait for further instructions from me. When you have completed block **L,** put you pencil down and look up. . . .

If a student from another school does not know the ACT code for that school, continue with the administration but make a note of the student's name and school. After the test session is completed, report this information to your test supervisor. The test supervisor may call Plan Customer Services (877.789.2925) and ask for the correct ACT high school code to be entered in block **L** of the student's answer folder. The test supervisor must then print and grid this site code on the answer folder prior to sending to ACT.

? **If you are testing students from one or more high schools as part of a college outreach or other special program and your test supervisor wants to receive all results for the students you are testing, have the students respond "Yes" to block K and omit block L by saying:**

Now look at block **K, Are You Testing at the School You Attend?** In order for your Plan results to be returned correctly, fill in "Yes" in this block, skipping block **L.**

Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **L** and then wait for further instructions from me. When you have completed block **L**, put you pencil down and look up. . . .

This student information portion will take approximately 5 minutes to complete. When all students seem finished or 5 minutes have passed, say:

Raise your hand if you need more time to complete blocks **A through L** on your answer folder. . . . (Allow additional time if necessary.)

If your test supervisor has indicated that students should complete Sort Codes in block M, distribute the instructions for completing this block now. Then continue by saying:

Find block **N, Student Information**, at the bottom of your answer folder. Look at **pages 3 through 5 in your instruction booklet**. There are ten questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. Look up when you are finished. You may begin. . . .

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time [Allow more time if necessary.]

Now look at block at the bottom of your answer folder. Turn to page 6 of your instruction booklet and read the instructions. Print your current e-mail address, if you choose, in block **O**.

When everyone seems to have finished, say:

Raise your hand if you need more time. [Allow more time if necessary.] Turn to page 2 of your answer folder and locate blocks **P**, **Q**, **R**, and **S**. Turn to page 6 of your instruction booklet. Read the instructions and enter your mailing address, city, state code, and ZIP code in these blocks.

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Turn your answer folder so that block **T**, INTEREST INVENTORY, faces you. . . .

Turn to page 7 of the instruction booklet. . . . Read the instructions carefully. For each of the activities, choose your response and fill in the corresponding oval.

This should take about 10 minutes. Look up when you are finished. You may begin. . . .

When everyone seems to have finished, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Now, look at block **U**, Needs Assessment. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished. . . .

? **If you are administering Supplemental Local Items, distribute copies of the questions provided by your test supervisor now and continue:**

I am now distributing some additional questions for you to complete today. Begin when you receive your questions. Mark your responses in block **V.** You may mark only one response per question. Look up when you have finished. . . .

? **If you are not administering Supplemental Local Items, instruct students to ignore block V.**

Now turn your answer folder to page 3 and look at block **W, High School Course/Grade Information**. Read the directions before you begin. Refer to page 8 in your instruction booklet for a description of each course listed. The descriptions may help you decide which oval to fill in for courses you have taken or plan to take. [If your test supervisor has prepared a list of local course titles to be used in completing this section, distribute copies to the students now]

Look up when you have finished. You may begin. . . .

After 15–20 minutes have passed and everyone seems to have finished say:

Does anyone need more time? [Allow more time if necessary.]

? **If you are not continuing with the Plan academic tests in this session, read the directions in the next box.**

I/We will now collect your answer folders and instruction booklets. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

Collect the answer folders and store them securely until they are redistributed on test day. Instruction booklets should be discarded.

? **If you are continuing with the Plan academic tests today, continue below:**

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We'll take a short break and then begin the Plan tests. Our next break will be between tests 2 and 3 of the four Plan tests. Please be back in your seats at _____. (Provide instructions about use of restrooms, etc. during the break.)

When students have returned to their seats, continue with the Verbal Instructions for the Academic Tests, page 36.

Option 3: Instructions for Pre-ID Label Users

If your school ordered Pre-ID labels, hand the answer folders with the Pre-ID labels directly to each student to ensure each student has his or her own answer folder. Read these instructions to ensure that students only complete the specific portions that apply to Pre-ID Users.

The information you provide on your answer folder, as well as your scores, may be used by ACT as described in their data use policy. A summary of this policy can be found at the top of page 2 of your instruction booklet.

Carefully review the printed information on your Pre-ID label for correctness. Review the address on your barcoded label. This should be the address where you receive your mail. If you answer "Yes" in block **I** for the Educational Opportunity Service, this is the address to which educational, scholarship, and financial aid information will be sent. If address corrections are needed, please fill in the oval in block **C. Do not make any changes on your Pre-ID label.** For those of you who need to correct your mailing address (those who filled in the oval in block **C**) please turn to page 2 of your answer folder and complete only the specific block (**P, Q, R** and/or **S**) of the address where the correction is needed. Instructions for completing these blocks can be found on page 6 of *Instructions for Completing Your Answer Folder.* You must leave blocks **B, D–H** and **J–M** blank.

If any of the other information printed on a student's Pre-ID label is incorrect, have the student fill in all of the blocks of an unused answer folder as directed in the *Instructions for Completing Your Answer Folder.*

Turn to page 3 of *Instructions for Completing Your Answer Folder*. Block **I** asks if you wish to participate in the Educational Opportunity Service, a FREE college and scholarship information service for students ages 13 or older who take Plan. EOS permits you to receive important information about educational, scholarship, career, and financial aid opportunities from colleges, scholarship programs, ACT, and other approved organizations. **If you wish to participate, fill in the "Yes" oval.** By responding "Yes," you authorize ACT to send information about you (your name, address, date of birth, gender, high school, race/ethnic background, e-mail address, and career choice) to colleges and organizations so they may contact you about programs you may be interested in exploring. All organizations that receive EOS information have agreed to use it only for this purpose. **Note:** They will not receive your test score or school ID.

Refer to pages 3 through 5 in your instruction booklet to complete block **N**, Student Information. This information is important because educational and scholarship programs often wish to contact students who have specific educational plans or career interests or have particular characteristics, such as religious affiliation. By providing this information,

you can receive information about educational and financial aid programs offered by colleges, scholarship and government agencies, and professional associations. There are ten questions in this section. Read the questions and response choices carefully, then mark your responses on your answer folder in block **N**. Look up when you have finished. . . .

Next, print your current e-mail address, if you choose, in block **O.** If you answered "Yes" to EOS in Block **I,** colleges, scholarship programs, and ACT may prefer to contact you by e-mail. You can still receive information by regular mail if you do not have or wish to provide an e-mail address.

Again, look up when you are finished. . . .

? Turn to page 7 of *Instructions for Completing Your Answer Folder,* and read the instructions for completing block **T, Interest Inventory.** Being careful to follow the instructions given, mark your responses for each activity. This should take you about 10 minutes. Look up when you finish. You may begin. . . .

When everyone seems to have finished, say:

Does anyone need more time? (Allow additional time to complete block **T** if necessary.)

Now look at block **U, Needs Assessment.** Read the directions before you begin. Look up when you have finished. . . .

If you are administering Supplemental Local Items, distribute copies of these questions now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions, marking ONLY ONE response per item in block **V.** Look up when you have finished. . . .

After everyone has finished, say:

Now turn your answer folder to page 3 and look at block **W, High School Course/Grade Information.** Read the directions before you begin. Refer to page 8 in your instruction booklet for a description of each course listed. The descriptions may help you decide which oval to fill in for courses you have taken or plan to take. [If your test supervisor has prepared a list of local course titles to be used in completing this section, distribute copies to the students now.]

Look up when you have finished. You may begin. . . .

After 15–20 minutes have passed and everyone seems to have finished, say:

Does anyone need more time? (Allow additional time if necessary.)

? **If you are NOT continuing with the Plan academic tests in this session, read the directions in the next box.**

I/We will now collect your answer folder and instruction booklet. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

Collect the answer folders and store them securely until they are redistributed on test day. Instruction booklets should be discarded.

? **If you are CONTINUING with the Plan academic tests today, continue below:**

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We'll take a short break and then begin the Plan tests. Our next break will be between tests 2 and 3 of the four Plan tests. Please be back in your seats at _____. (Provide instructions about use of restrooms, etc. during the break.)

When students have returned to their seats, continue with the Verbal Instructions for the Academic Tests, page 36.

Verbal Instructions for the Academic Tests

If the student information sections were administered on an earlier date, greet the students at the beginning of this session and be sure all students have at least one No. 2 pencil. Then redistribute the answer folders, being sure each student has his or her own folder from the earlier session.

? **If you are continuing with the academic tests on the same day as the student information sections, be sure students return from the break and take the same seats they were in previously.**

Please check to be sure you have your own answer folder. . . . The test booklets will now be distributed. Do not open them until I tell you to do so. When you receive your test booklet, print your name clearly and enter your school-assigned student ID in the space provided on the front cover of the booklet. Then, read the directions printed on the back cover. After you have read them, look up. . . .

Hand each student a booklet individually; do not pass booklets back or across aisles. **Keep an exact count of the number of test booklets distributed.**

? **If your school is using sort codes to sort score reports, also instruct students to write the same code they entered in block M of their answer folders on the booklets above the school-assigned student ID. This will facilitate returning the booklets along with the sorted score reports. When everyone has had enough time to write his or her name and read the directions, say:**

Raise your hand if you need more time to read the directions. (Allow additional time if necessary.) Turn your answer folder to page 4. Compare the test form number from the front of your test booklet to the options listed in the block labeled **Plan Form** on your answer folder. Write the test form number in the boxes provided and fill in the corresponding oval. . . .

When everyone has recorded this information, say:

We are now ready to begin the testing period. The use of highlight pens, scratch paper, notes, unapproved calculating devices, and foreign language or other dictionaries is not permitted. If you brought a calculator for the Mathematics Test, put it away now. **Scratch work should be done in your test booklet.** Only responses marked on your answer folder during the time allowed for that test will be counted. If you need another pencil during the test, raise your hand.

I (or we, if a proctor has been assigned to your room) will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer folder. If you have a question, raise your hand for assistance rather than looking around.

If you are wearing a watch with an alarm or have any other alarm device, or if you are carrying a cell phone, pager, or other electronic communication device, please turn it off now and remove it from your testing surface. These devices distract others and are not allowed, and may be cause for dismissal. I will keep the official time for this examination with my timepiece. I will announce when 5 minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions?

If there are no questions, continue by saying:

The following behaviors are prohibited. You will be asked to turn in your test materials and your answer folder will not be scored if you are observed:

- looking back at a previous test on which time has already been called.
- looking ahead in the test booklet.
- looking at someone else's test booklet or answer folder.
- giving or receiving assistance.
- disturbing other examinees.
- using headphones (other than by examinees taking Plan via audio DVD under accommodated testing arrangements).
- using highlight pens, scratch paper, notes, or dictionaries.
- using a calculator on any test other than the Mathematics Test.
- sharing a calculator with another examinee.
- using any device to share or exchange information at any time during the tests or during break (**all** electronic communication devices, including cell phones, must be turned off from the time the examinee is admitted to test until dismissal after testing concludes).
- using an unapproved calculating device.
- attempting to remove test materials, including test questions or answers, from the test room by any means.
- filling in ovals after time has been called. Filling in ovals on a previous test during a later test or filling in ovals even with the test booklet closed is prohibited.

Are there any questions?

If there are no questions, continue by saying:

Now, on the front cover of your test booklet, read the Examinee Agreement. . . . Copy the certification in the space provided. Sign and write today's date in the spaces below.

Answer any questions, then continue by saying:

From this time on, there must be absolutely no talking. Listen carefully to these instructions and do not open your booklets until I tell you to do so.

You will have **30 minutes** to work on **Test 1.** During this time you are to work only on **Test 1.** If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the test booklet. Do not go on to the next test.

Set your stopwatch or interval timer to 30 minutes, and then say:

You will have **30 minutes** to work on this test. Open your test booklet to **Test 1,** read the directions carefully, and begin working.

Test 1

30 Minutes

START	5 minutes remaining	STOP

As you begin testing, record the Start, Stop, and five-minutes-remaining times for Test 1 in this manual. Testing staff should walk around the room and check to be sure all students are working on the correct test and marking answers appropriately.

Reminder: You may post the Start and Stop times on the board if a clock is visible to all students in the room; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

When your watch or timer indicates exactly 25 minutes have passed and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates exactly 30 minutes have passed and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up. . . .

When everyone has stopped work, continue by saying:

You will have **40 minutes** to work on **Test 2.** During this time you are to work only on **Test 2.** If you finish before time is called, recheck your work. Do not go on to the next test and do not work on the previous test. You may write your calculations in your test booklet. All problems on the Mathematics Test can be solved without using a calculator. However, **you are permitted to use an approved calculator on this test if you brought one with you.** You may get your calculator out now. . . .

You are responsible for knowing if your calculator is acceptable. If you are found to be using an unauthorized calculator, you will be dismissed and your answer folder will be voided.

Testing personnel must check all calculators. If you have not already done so, check calculators at this time. (Refer to page 9 in this manual for specific guidelines and examples.) Then say:

You are responsible for making sure your calculator is working properly. We will not provide you with backup batteries or a replacement calculator. Do not share your calculator with any other examinee. If you need to use your backup calculator, raise your hand and we will check it. If you did not bring a backup calculator and yours malfunctions, continue testing.

Set your stopwatch or interval timer to 40 minutes, and say:

You will have **40 minutes** to work on this test. Open your booklet and turn to **Test 2,** read the directions carefully, and begin working.

Test 2

40 Minutes

START	5 minutes remaining	STOP

Record the Start, Stop, and five-minutes-remaining times for Test 2 on the lines above. Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates exactly 35 minutes have passed and you have checked the time, say:

You have 5 minutes remaining on this test.

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

Please stop working. Put your pencil down and look up. Put your calculators away now; you will not be permitted to use them on the next two tests.

You may allow students a short rest period at this time. Instruct students to place their answer folders inside their booklets and close the booklets. Students may be allowed to go to the restroom, one at a time, or stand beside their desk for a few minutes. Remind students they may not use phones or other electronic devices during the break, and may not eat or drink anything in the test room. Call students to attention after 5–10 minutes and ask them to be seated. Tell them to remove their answer folders from their test booklets. Then continue with the directions in the next box.

You will have **20 minutes** to work on **Test 3.** During this time, you are to work only on **Test 3.** If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test and do not work on previous tests.

Set your stopwatch or interval timer to 20 minutes, and say:

Open your booklet and turn to **Test 3**, read the directions carefully, and begin working.

Test 3

20 Minutes

_____	_____	_____
START	**5 minutes remaining**	**STOP**

Record the Start, Stop, and five-minutes-remaining times for Test 3 on the lines above. Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates exactly 15 minutes have passed and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates exactly 20 minutes have passed and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up. . . . You will have **25 minutes** to work on **Test 4.** During this time you are to work only on **Test 4.** If you finish before time is called, recheck your work, then place your answer folder inside your test booklet, and close the test booklet. You may not look back at any other test in the booklet. You must remain quietly in your seats until all answer folders and test booklets are collected after Test 4. There must be no talking.

Set your stopwatch or interval timer to 25 minutes, and then say:

Turn to **Test 4,** read the directions carefully, and begin working.

Test 4

25 Minutes

START	5 minutes remaining	STOP

Record the Start, Stop, and five-minutes-remaining times for Test 4 on the lines above. Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates exactly 20 minutes have passed and you have checked the Stop time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates exactly 25 minutes have passed and you have checked the time, say:

Please stop working. Close your booklet. Read the statement in the lower left-hand corner of your answer folder, then sign—do not print—and date your answer folder. Today's date is _____. When you are finished, turn your answer folder so that page 1 faces up and place it on your desk.

When examinees are finished, say:

I/We will now collect your answer folders. Your test booklets will be picked up individually; do not pass them in. You may not leave until everything has been checked. If you brought a calculator for the Mathematics Test, be sure to take it with you when you leave. Please remain quietly in your seats.

Collect the answer folders and turn them so that page 1 is folded to the outside. Then, collect the test booklets individually. Do not allow the booklets to be passed to the front, side, or back of the row. **You must count the test booklets and answer folders to verify that the number of booklets and answer folders distributed matches the number collected before you dismiss the students.** If you are short one or more test booklets, match the booklets with the answer folders.

Make certain that students do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer folders after they have been returned to the proctor or room supervisor. The room session is complete after all test booklets and answer folders have been collected and counts verified.

Post-Test Activities to Be Completed by the Test Supervisor

Checking Answer Folders

To ensure that each student's test results are reported as accurately and quickly as possible, each room supervisor should assemble and check the answer folders carefully.

- ☐ Turn all answer folders the same way with the same side up; they need not be alphabetized.
- ☐ Make sure there is one answer folder for each student who took the test.
- ☐ Check the answer folders for the following and correct as necessary:
  - ☐ Are answers marked with a soft-lead pencil? If a student used a pen or marker, use a soft-lead (No. 2) pencil to mark over his or her answer choices.
  - ☐ Have all stray marks or doodles been erased?
  - ☐ Are all marks neat and dark, filling the answer spaces completely?
  - ☐ Is each student's name printed and gridded properly in block **B** (if Pre-ID label has not been used)?
  - ☐ Is all student information requested on page 1—student ID number, date of birth, gender, grade, high school code (if needed), etc.—complete and accurate (if Pre-ID label has not been used)?
  - ☐ Is the correct test form marked on the top of page 4?
- ☐ Use the Testing Irregularity Report on page 73 to describe any irregularities that could affect students' scores (see pages 19–21). Forward the report to your test supervisor with the completed answer folders.
- ☐ Keep used and unused test booklets and other test materials separate.

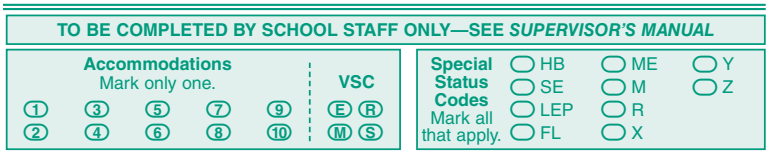
Accommodation Codes

The Plan test supervisor should be certain that, for all students afforded accommodations for the Plan tests, the primary accommodation/modification code is gridded in this section of the answer folder (at the top of page 4). The codes are as follows:

1. Standard print materials with *extended* time limits (no other assistance)
2. Large-print test booklet with *standard* time limits
3. Large-print test booklet with *extended* time limits
4. Oral presentation from audio DVD with *extended* time limits
5. Oral presentation from reader script only with *extended* time limits
6. Braille test booklet with *extended* time limits
7. Scribe to transfer answers to answer folder with *standard* time limits

8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (e.g., FM audio system) with *extended* time limits
10. Reserved for future use

When a code of 1, 3, 4, 5, 6, 8, or 9 is gridded, the record will not be included in any aggregated data (e.g., School Profile Summary Report, Item–Response Summary Report, College Readiness Standards reports).



Special Status Codes

ACT offers this mechanism for identifying records of students with particular characteristics for Title I or other subgroup analysis. Due to potential sensitivity of some characteristics, **ACT strongly recommends that you or another school administrator mark this information in the shaded box at the top of page 4 of the answer folder after students have finished testing.**

The assigned designation of each of these Special Status Codes is as follows:

HB – Homebound

SE – Special Education

LEP – Limited English Proficiency

FL – Free or reduced lunch

ME – Migrant Education Program

M – Title I Math

R – Title I Reading

X – Locally designated

Y – Locally designated

Z – Locally designated

Voiding Tests or Answer Folders

You may void an individual test by marking the "Void Scoring Codes (VSC)" to the right of the Accommodations Codes at the top of page 4 of the answer folder. Mark "E" to void the English Test, "M" to void the Mathematics Test, "R" to void the Reading Test, or "S" to void the Science Test.

WARNING! If void scoring codes are marked, the corresponding test will NOT be scored! Please be sure the void scoring codes are marked only if you want one or more tests to be voided.

If it is determined that an entire answer folder should not be scored, mark the document VOID and **retain the voided answer folder** in the student's file or your testing files to verify the reason the student is not receiving a score report. **Do not return** the completely voided answer folder to ACT. The student should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.

Completing Your School Header

Your responses to blocks C and D, Grade Tested and Test Date, will determine the appropriate national norm group for your reports. The cycle code on your Plan Pack/Return Slip may be more than three digits; however, you must only code the first three numeric digits in Block E. It is CRITICAL that you correctly enter your three-digit cycle code. Inaccurate entry may adversely affect how quickly your scores are reported, and (if applicable) the manner in which your district- and state-level reports are created. Your cycle code is printed in Block B as shown in Figure 1 below on the sample Pack/Return Slip.

Two School Headers are enclosed with your Test Supervisor's Packet, in the event you are testing students in more than one grade or scoring group. **DO NOT** separate documents by School Headers if the intention is for all documents to be scored together. **One** header should be used in such a case, even if multiple packages are sent in (one School Header per scoring group.) If you need additional forms, or if you can't locate a header, please call Plan Customer Services at 877.789.2925. **Please do not complete photocopied header sheets. These cannot be read by ACT's scoring equipment.**

The School Header should identify the school where tested students are enrolled. See Figure 2 on page 46. Please contact Plan Customer Services if you have questions about completing your School Header. (NOTE: Institution Site Code listed on your Pack/Return Slip [Figure 1 below] is the same as your ACT High School Code.)

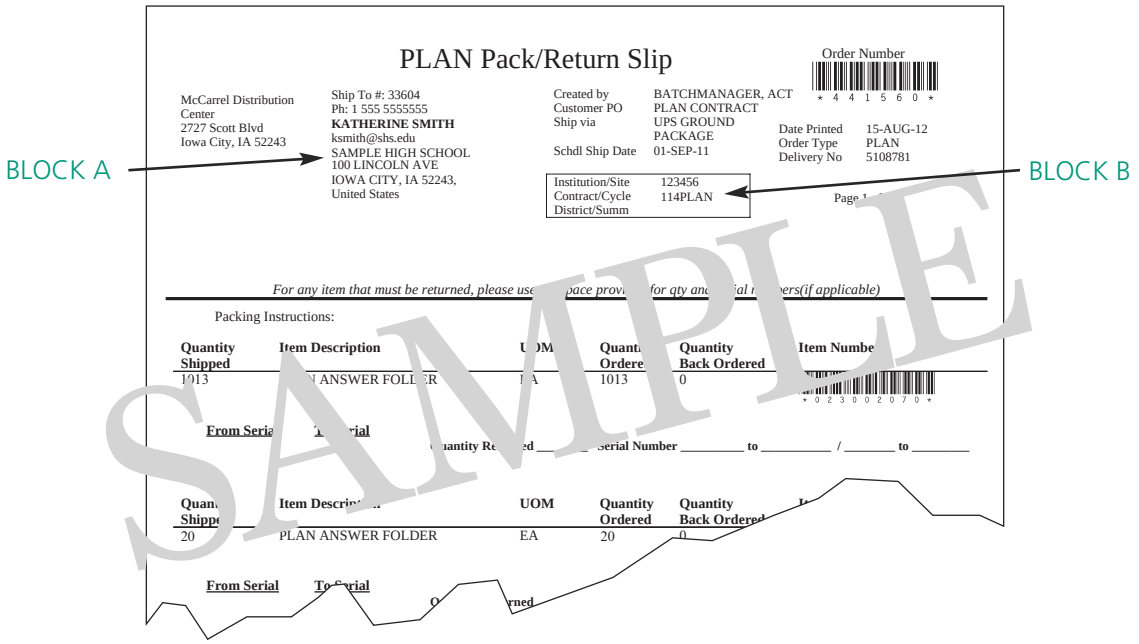
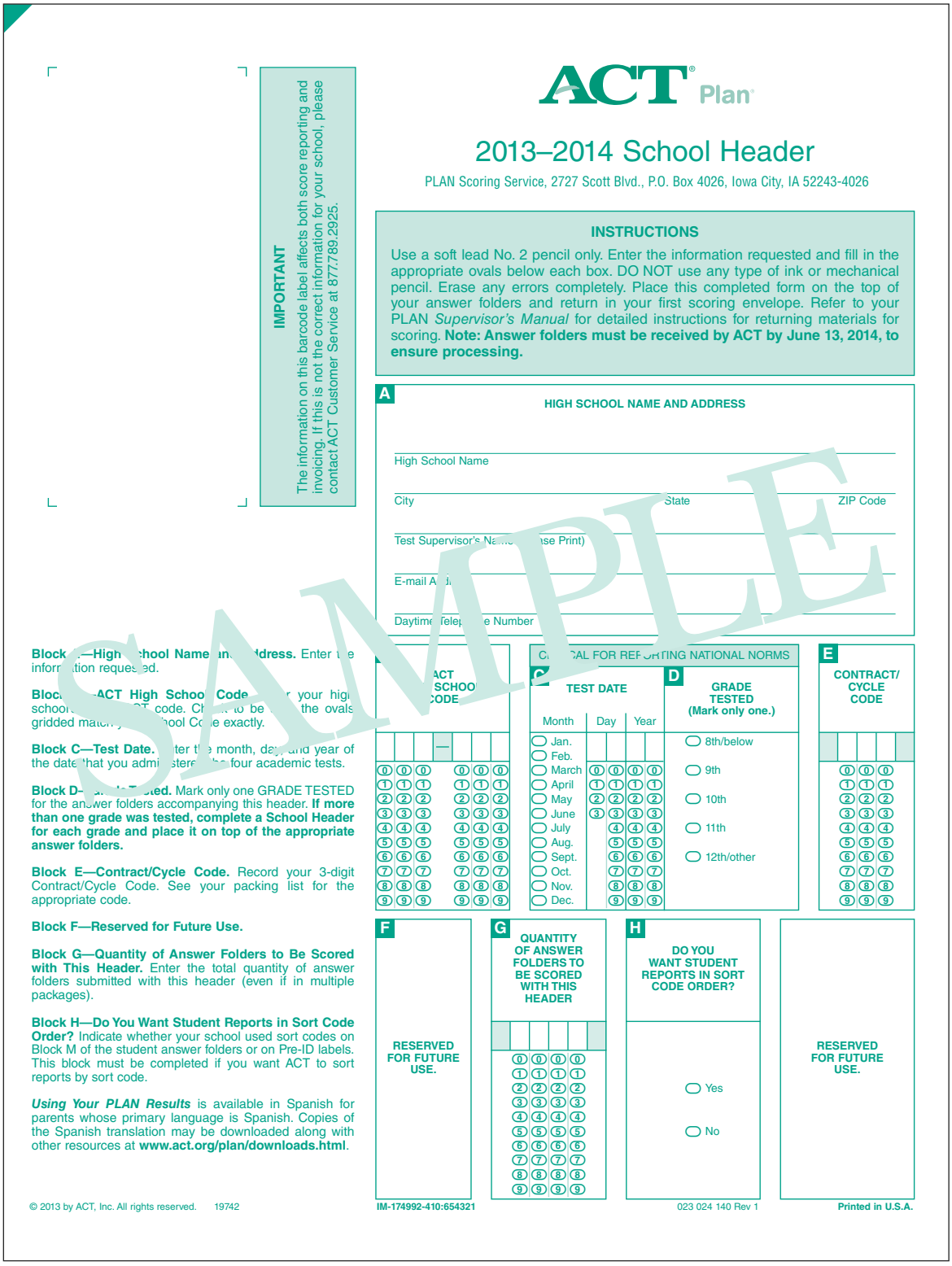


Figure 1. Pack/Return Slip



ACT® Plan®

2013–2014 School Header

PLAN Scoring Service, 2727 Scott Blvd., P.O. Box 4026, Iowa City, IA 52243-4026

IMPORTANT

The information on this barcode label affects both score reporting and invoicing. If this is not the correct information for your school, please contact ACT Customer Service at 877.789.2925.

INSTRUCTIONS

Use a soft lead No. 2 pencil only. Enter the information requested and fill in the appropriate ovals below each box. DO NOT use any type of ink or mechanical pencil. Erase any errors completely. Place this completed form on the top of your answer folders and return in your first scoring envelope. Refer to your PLAN *Supervisor's Manual* for detailed instructions for returning materials for scoring. **Note: Answer folders must be received by ACT by June 13, 2014, to ensure processing.**

A HIGH SCHOOL NAME AND ADDRESS

High School Name

City State ZIP Code

Test Supervisor's Name (Please Print)

E-mail Address

Daytime Telephone Number

B ACT SCHOOL CODE

CLINICAL FOR REPORTING NATIONAL NORMS

C TEST DATE

Month Day Year

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.

D GRADE TESTED (Mark only one.)

8th/below 9th 10th 11th 12th/other

E CONTRACT/CYCLE CODE

F RESERVED FOR FUTURE USE.

G QUANTITY OF ANSWER FOLDERS TO BE SCORED WITH THIS HEADER

H DO YOU WANT STUDENT REPORTS IN SORT CODE ORDER?

Yes No

RESERVED FOR FUTURE USE.

Block A—High School Name and Address. Enter the information requested.

Block B—ACT High School Code. Enter your high school's ACT code. Check to be sure the ovals gridded match your School Code exactly.

Block C—Test Date. Enter the month, day, and year of the date that you administered the four academic tests.

Block D—Grade Tested. Mark only one GRADE TESTED for the answer folders accompanying this header. **If more than one grade was tested, complete a School Header for each grade and place it on top of the appropriate answer folders.**

Block E—Contract/Cycle Code. Record your 3-digit Contract/Cycle Code. See your packing list for the appropriate code.

Block F—Reserved for Future Use.

Block G—Quantity of Answer Folders to Be Scored with This Header. Enter the total quantity of answer folders submitted with this header (even if in multiple packages).

Block H—Do You Want Student Reports in Sort Code Order? Indicate whether your school used sort codes on Block M of the student answer folders or on Pre-ID labels. This block must be completed if you want ACT to sort reports by sort code.

Using Your PLAN Results is available in Spanish for parents whose primary language is Spanish. Copies of the Spanish translation may be downloaded along with other resources at **www.act.org/plan/downloads.html**.

© 2013 by ACT, Inc. All rights reserved. 19742

IM-174992-410:654321 023 024 140 Rev 1 Printed in U.S.A.

SAMPLE

Figure 2. ACT Plan School Header

Returning Answer Folders for Scoring

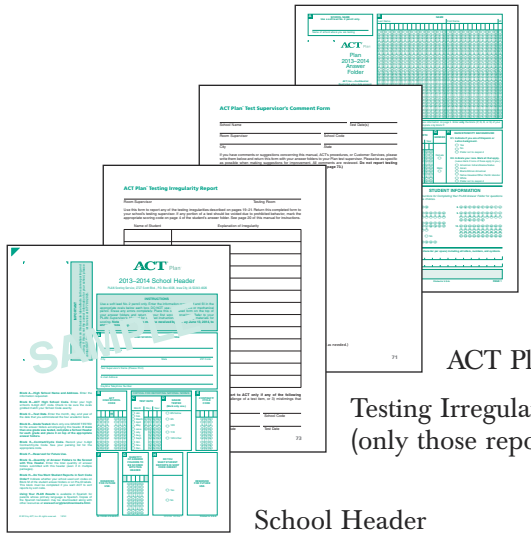
ACT recommends that all answer folders (standard, make-up, and accommodated testing) be returned together to ACT immediately after your last testing session. (ACT will attempt to score all answer documents returned to the scoring center.)

STEP 1

Used Answer Documents (and headers) → White Tyvek Plan Scoring Services Envelope(s)

Contents should be placed in the following order, top to bottom, as illustrated below.

- Make sure that a completed School Header and all its documents are packed together in the same envelope. If you do need to split the answer documents within a single scoring group, do not use an additional header, rather label envelopes 1 of 2, 2 of 2, etc.
- If testing multiple scoring events, i.e., grade 10 and grade 11, there must be a separate header for each scoring event.
- Testing Irregularity Reports should be packaged with attached answer documents.
- The completed School Header should be at the top of documents packed in envelope 1.



Approximately 250 answer documents will fit in each Tyvek envelope.

Answer Folders

ACT Plan Supervisor's Comment Form

Testing Irregularity Report(s)
(only those reporting defective materials or challenges of test items)

School Header

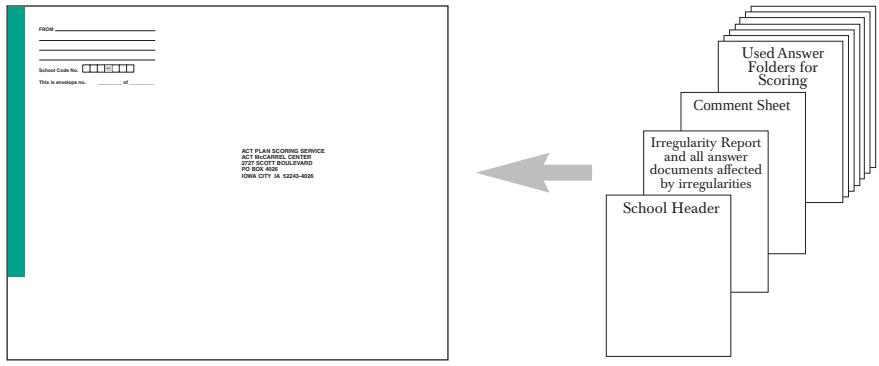


Figure 3. Packaging ACT Plan Answer Folders for Scoring

As shown in Figure 3, place your School Header (Figure 2) on top of your stack of answer folders in your first envelope. Testing Irregularity Reports and Comment Forms should be placed immediately below the School Header. If you have tested more than one grade or scoring event, stack answer folders from each grade separately, **completing a School Header for each grade and marking the appropriate circle in block D. The grade on the header determines the national norm group to be used on your reports. If no grade is marked or if more than one grade is marked on the same form, ACT will report national Fall 10th-Grade Norms.**

STEP 2

White Tyvek Plan Scoring Services Envelopes → Plastic Polymailer Bag(s)

Preaddressed Authorized Return Service (ARS) labels were attached to each polymailer bag provided for returning used answer documents. The ARS labels are scannable; take care not to damage or alter them. These labels cannot be photocopied.

How many sealed white Tyvek scoring envelopes do you have, in total?

- If you have 2 or less, you will use a single plastic polymailer bag to return all envelopes to ACT. Place the sealed envelopes into a plastic polymailer bag.
- If you have more than 2 envelopes, you will need to use two or more plastic polymailer bags to return the envelopes to ACT.

After you have filled the polymailer bags with all Tyvek scoring envelopes:

- If you have any extra plastic polymailer bags, insert them into one of the bags being returned to ACT. Do the same for any extra envelopes.
- Seal the plastic polymailer bag(s).
- Complete the "Polymailer __ of __" information requested on the outside of the plastic polymailer bag(s). For example, if you had 2 bags, the first bag would say "Polymailer 1 of 2" and the second bag, "Polymailer 2 of 2."

NOTE: You will need to use a **permanent** marker to write on the bags and envelopes.

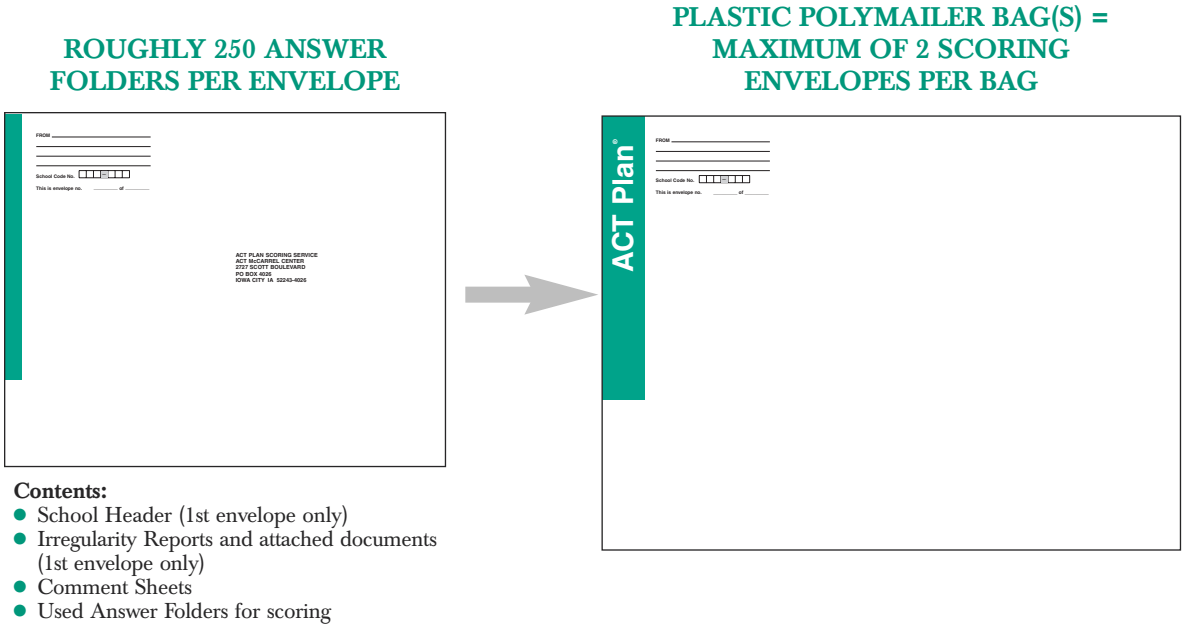


Figure 4. Packaging Answer Folders into Plastic Polymailer Bags

Result: You should have one or more plastic polymailer bags sealed and ready for return to ACT, containing the white Tyvek ACT Scoring Service envelope(s) and any extra plastic polymailer bags and Tyvek envelopes. To facilitate quick turnaround of score reports, it is critical that you return all used answer documents in the polymailer bags.

If you are submitting a large number of answer folders for scoring, you may wish to use a single carton to ensure that all materials arrive at the ACT scoring center together, using the ARS label provided with your material shipment.

If you are shipping more than one parcel, number the boxes in sequence—for example, 1 of x, 2 of x, etc., where x is the total number of Plan parcels. If you wish to have answer folders returned to ACT in multiple parcels scored and reported together, do **not** include a School Header in each parcel. Place your School Header in the first parcel only. **Answer folders separated by School Headers will be scored and reported separately.**

If you would like to track your shipment back to ACT, write down the tracking number on the ARS label.

Authorized Return Service

If the carrier on your ARS label regularly picks up or delivers packages at a supervised area at your school, place the sealed packages there. A supervised mailroom or central office is acceptable.

The next time the carrier stops at your location, the driver will pick up the packages. Do NOT call to arrange pickup; you may incur a service charge that cannot be paid by ACT.

If your normal pick-up area is not supervised, or you do not have regular pickup at your school (at least every other day), ACT requests that you take your sealed packages to any staffed site that provides drop-off service. As long as ARS labels are clearly visible, the site will accept the packages for shipment without additional paperwork. Please make a record of where and when you dropped the packages for shipment. Do **not** leave packages at an unattended drop-off location.

Disposition of Other Testing Materials

Keep voided answer folders for your records or destroy them. DO NOT RETURN VOIDED ANSWER FOLDERS TO ACT. Destroy unused answer folders, as they cannot be used next year.

Used test booklets should be securely stored and returned to students with their Plan score reports. Each student should receive the booklet he/she used for testing.

You may securely store unused test booklets and provide them to staff for reference when reviewing the item-response data in your reporting. ACT will provide one test booklet with your reporting order. Securely discard unused test booklets at the end of the year. Test forms are scored by ACT only during the school year in which they are distributed.

All other materials (*Instructions for Completing Your Answer Folder,* unused answer folders, accommodated testing materials [such as audio DVDs and Reader Script], etc.) should be destroyed. You may wish to keep your test room rosters or sign-up sheets until you are certain that score reports for all students tested have been received. We ask that you return Braille test forms after you have reviewed the test results with your students.

Scoring and Reporting Deadlines—June 13, 2014

Plan 2013–14 answer folders must arrive at ACT by **June 13, 2014**, in order to be scored. **Contract Reporting deadlines may vary and customers who are participating in a contract should check their contract-specific deadlines for return of answer documents.**

Students whose answer folders are scored through December will be available for the Plan Educational Opportunity Service (EOS) in January 2014. Students whose answer folders are scored after December 2013, and before May 2014, will be available for Plan EOS in May 2014.

Additional Resources

You will find these resources on the following pages:

- Procedures Checklist, for your reference (page 69)
- Test Supervisor's Comment Form (page 71)
- Testing Irregularity Report (page 73)

Copy and use these materials as needed.

Test Results: What They Tell You

Test Scores

Four test scores (English, Mathematics, Reading, and Science), two subscores for the English Test (Usage/Mechanics and Rhetorical Skills), two subscores for the Mathematics Test (Pre-Algebra/Algebra, and Geometry), and a Composite score (the average of the four test scale scores, rounded to an integer) are reported for the Plan tests.

For each of the four Plan tests, the number of questions answered correctly is counted to obtain a raw score, which is then converted to a scale score. Scale scores for the four tests and the Composite range from a low of 1 to a high of 32. Because no test can measure educational development with absolute precision, each Plan score should be thought of as a range, rather than a precise point. For example, a score of 16 on one of the four tests means that the student's level of educational development in the subject is probably somewhere from a 14 to 18 (16 plus or minus 2). For the Composite Score, the range is plus or minus 1.

Explore and Plan use a common score scale. This relationship means that students would be expected to receive the same score on Explore and Plan if they took both test batteries on the same day. When you compare students' Explore scores (most often from grade 8 or 9) to their Plan scores (most often from grade 10), you can interpret an increase directly and confidently as academic growth, allowing for some amount of measurement error, as described in the Plan *Technical Manual* at **www.act.org/plan** under Resources and reported for grade 10 in Figure 5 on page 52 of this manual. Although the tests are on a common scale, there are some differences. Plan is more difficult than Explore in order to assess the greater academic development that may be expected of 10th graders. This is reflected in the different score ranges of the two test batteries. The maximum score allowed on Explore is 25, whereas Plan test takers may score as high as 32.

Also, even though Explore and Plan are on a common scale, and Plan and the ACT are on a common scale, it cannot be stated that Explore and the ACT are on a common scale. The sameness of the scales holds only for adjacent batteries; Explore and the ACT are too disparate in subject matter and difficulty (8th grade versus 12th grade) for the same-scale property to extend from Explore to the ACT.

The four Plan subscores, two in English and two in Mathematics, are reported on a scale ranging from 1 to 16. These subscores have been scaled independently from their respective tests, so, for example, the sum of the English subscores will not necessarily equal the English scale score. Neither are the Explore subscores on the same scale as Plan subscores.

It is possible for an examinee who answers all of the items correctly on a particular test to receive a scale score of less than 32 for that test. If an all-correct raw score were forced to equal a scale score of 32, then a 32 on new Plan forms might reflect a different level of achievement than a score of 32 on earlier Plan forms. Plan scores must be as comparable as possible from year to year so that they can accurately reflect how the overall achievement levels of schools, school districts, and various population groups of students vary from year to year.

It is important to note that while test scores can be compared across different years, within any one year only one form is used. Therefore, if the maximum score on a test is less than 32, it is less than 32 for all examinees who test within that same year.

To provide maximum continuity, the results for Plan and the ACT are reported on a common score scale with a range of 1–32 for Plan and a range of 1–36 for the ACT. Each Plan test score is interpretable as the ACT test score that a student would be expected to achieve if that student had taken the ACT at the time of Plan testing. No relationship is intended between Plan and ACT subscores.

Plan forms are equated through special studies so that scores can be interpreted and compared regardless of the form administered.

Selected technical characteristics of the Plan tests are given in Figure 5.

Estimated Reliabilities for Fall 10th Graders	Estimated Standard Error of Measurement for Fall 10th Graders
● English: .87; Mathematics: .80; Reading: .85; and Science: .82	● English: 1.59; Mathematics: 2.08; Reading: 1.85; and Science: 1.64
● Usage/Mechanics: .84; Rhetorical Skills: .72	● Usage/Mechanics: 1.14; Rhetorical Skills: 1.62
● Composite Score: .95	● Composite Score: 0.90

Figure 5. Technical Characteristics

College Readiness Benchmark Scores

ACT has identified scores for each of the four Plan tests—English, Mathematics, Reading, and Science—that indicate students' probable readiness for college-level work by the time they graduate from high school. This information (Figure 6) can be used to help students improve their academic readiness for college-level work.

Test	Grade 10 Benchmark Scores	Grade 11 Benchmark Scores
English	15	18
Mathematics	19	22
Reading	18	22
Science	20	23

Figure 6. College Readiness Benchmark Scores for Plan

Tenth-grade students now scoring at or above the Plan English benchmark score (15) are likely on track to develop the skills necessary to succeed in a college English composition course; those scoring at or above the Plan Mathematics benchmark score (19) similarly are likely on track to develop the skills necessary to succeed in an entry-level college algebra course; and those scoring at or above the Plan Science benchmark score (20) are likely on track to develop the skills necessary to succeed in an introductory college-level biology course. Students scoring at or above the Plan Reading benchmark score (18) are likely on track to develop the skills necessary to succeed in college social science courses. This predictability assumes the student will continue to demonstrate the same level of academic achievement that has been exhibited up to this point. College Readiness Benchmark Scores are also available for Explore and the ACT.

College Readiness Benchmark Scores are based on the actual performance of ACT-tested students in first-year college courses (English Composition, College Algebra, Social Science courses, and College Biology). ACT College Readiness Benchmark Scores were established to correspond to a 50 percent likelihood that students would achieve a grade of B or better in these courses. Then, Explore and Plan College Readiness Benchmark Scores were identified at grades 8, 9, 10, and 11 that reflected a strong likelihood that students would meet the ACT benchmark scores by the time they graduated from high school.

Norms

National Norms

A good way to interpret performance on Plan is to compare your students' scores to those of a national norming group. Visit **www.act.org/plan/norms** for information on how to use Plan norms to interpret test scores.

Local comparisons to the national norm group are most appropriate when Plan is administered under conditions similar to those in the norming study—with all four tests administered in a single session in the standard order, and students having calculators available for use on the Mathematics Test.

Examinees below 10th grade, and 10th-grade students whose test date is between August 15 and January 31, will receive Fall 10th-Grade Norms. Tenth graders whose test date is between February 1 and June 1 will receive Spring 10th-Grade Norms. Examinees in 11th grade or above will receive Fall 11th-Grade Norms on their student reports.

State Norms

State norms are reported only when specified by contract.

District Norms

District norms are provided as part of the Plan Reporting Package (pages 57–58); they are included on the Data File CD. District norms are calculated for customers who identify themselves as a district, even when there is only a single school (or scoring group) in the district. These norms reflect the results of current year tested students in all schools affiliated with that district.

School Norms

School norms are also part of the Plan Reporting Package (pages 57–58); they appear on the Student Score Reports and the Student List Report, and are included on the Data File CD. School norms reflect the results of current year tested students at the school.

Student Information Sections

In addition to measuring academic achievement, Plan provides critical information for helping students improve their skills, explore careers, and build rigorous high school course plans. By completing the student information sections of Plan, your students will receive valuable information to enhance the career and educational planning process.

Student Demographic Information

The student information section of the answer folder collects basic demographic information about each student who takes Plan:

- Name
- Student ID number
- Birth date
- Gender
- Current grade in school
- Race/ethnicity background

The student's name, ID, and birth date help you match your school records and help ACT in matching the student's Plan scores to other ACT tests (Explore and the ACT). Gender, current grade, and race/ethnicity background are necessary to provide complete information for your school summary reports.

Needs Assessment

A brief *Needs Assessment* gives students an opportunity to indicate a need for assistance in seven selected academic areas and enabling skills. Students are asked to indicate whether they need additional help in the following areas:

- Making plans for their education, careers, and jobs after high school
- Improving writing skills
- Improving reading speed or comprehension
- Improving study skills
- Improving mathematical skills
- Improving computer skills
- Improving public speaking skills

Plans and Background

The *Plans and Background* section asks students about the following:

- Language the student knows best
- High school program of study
- High school coursework plans in five subject areas
- Participation in accelerated, honors, or outreach programs
- Parents' highest levels of education
- Educational and career plans after high school

When indicating career plans, students are asked to examine a list of twenty-six career areas and sample occupations and select the area that best represents their current interests. These career areas are shown in Figure 8a on page 61.

The information from this section helps guide students in discussions about future educational and career plans.

Local Supplemental Items

The Plan answer folder facilitates collection of student responses to as many as twelve supplemental items developed by your school or district. Questions for this section might cover topics such as the number of hours spent studying, watching television, or working each day or week; interest in vocational/technical courses; and student opinions about various aspects of the school environment. Questions must be designed to collect only one response per question. The school version of the Plan Profile Summary Report includes a table summarizing student responses by item number and response option.

UNIACT Interest Inventory

As career choices become more complex, one of the most difficult challenges facing students today is the identification of career options compatible with their personal goals and interests. Making informed choices requires both a panoramic view of the work world and a way to focus career exploration within that world. The Unisex Edition of the ACT Interest Inventory (UNIACT) provides a focus for exploring career options by pointing to areas of the world of work that are compatible with the student's interests.

UNIACT consists of 72 items organized into six scales. The six scales measure career interests that parallel the well-known career typology of John Holland (1997). Results are expressed on the Student Score Report as regions of the World-of-Work Map, ACT's unique interpretive tool that summarizes all occupations in the work world. UNIACT results are located in the Your Career Possibilities section of the Student Score Report (see Figure 8a on page 61).

The Plan booklet *Interpretive Guide for Student and School Reports* provides details on interpreting UNIACT results. Refer to that booklet for information on UNIACT scores, options for students without UNIACT results, the World-of-Work Map, and suggestions for interpreting UNIACT results. Technical information is found in the *ACT Interest Inventory Technical Manual* (ACT, 2009).

High School Course Information

The Course Information section of the Plan answer folder collects information about the core courses students have taken and plan to take before completing high school. Descriptors of courses that constitute the typical high school core curriculum are included to help students relate each of the 30 courses listed to courses offered in their own schools.

This kind of information is useful to school counselors, faculty, and administrators. If students are not taking or planning to take the specific courses appropriate to their career area of interest, counselors can guide them into courses that will best prepare them for further training or allow them to get relevant experience in a particular occupational area. For teachers, curriculum coordinators, and administrators, the course information can be used in conjunction with Plan scores and ACT scores to study the relationship between the curriculum and student performance on these tests.

Plan Educational Opportunity Service (EOS)

The Plan Educational Opportunity Service (EOS) is a free college and scholarship information service for students who take Plan. EOS enables students to receive important information about educational, scholarship, career, and financial aid opportunities from colleges, scholarship organizations, ACT, and governmental education agencies who may want to send information to students with special characteristics (e.g., those who live in a particular state, who express a particular career preference, or whose Plan scores fall in a given range).

By responding "yes" to the question in block I on page 1 of their Plan answer folder, students authorize ACT to release information—name, mailing address, e-mail address, gender, date of birth, race/ethnicity background, high school, grade in school, and career choice—to colleges and organizations offering programs that the student may be interested in exploring. All organizations that receive this information have agreed to use it only for this purpose. Names are not provided to the military or for any commercial purpose. **(Note: School ID and test scores are not reported through EOS.)**

ACT Plan Reports and Data Services

Reporting Package

The Plan Reporting Package includes the following reports:

Student Score Report. Two copies for each student will be provided to your school. See Figures 8a and 8b on pages 61–62 for more details about the information provided in this report.

Student Score Labels. Student score labels (Figure 7) are self-adhesive labels to be affixed to a student's permanent record. Two copies of each student score label will be provided to your school.

TAYLOR ANN C NAME OF STUDENT									123457
ACT Plan	ENG	MATH	READ	SCI	COMP	TEST DATE 04/06/2013 ENGLISH SUBSCORES		MATH SUBSCORES	
NATIONAL SCORES	27	32	30	32	30	15	13	16	16
SCHOOL %ILE	99	100	99	100	99	U/M	RS	ALG	GEOM

Figure 7. Student Score Label

Student List Report. The Student List Report is an alphabetical listing of all students tested showing, by student, the test scores, national percentile ranks, estimated ACT Composite score range, career and educational plans, and coursework plans in selected subject areas.

School/District Profile Summary Reports. Every school testing with Plan will receive a School Profile Summary Report, featuring the following information:

- Comparison of your students' performance with national norm groups' performance
- Detailed presentation of Plan performance in each of the four test areas and subscore areas
- Score range summary table linked to the College Readiness Standards **www.act.org/standard**
- Breakdown of Plan performance by gender and race/ethnicity background
- Summary of current career plans, self-reported needs for help, and educational aspirations of your students
- Summary of locally-developed items

Districts ordering Plan for their schools will also receive a District Profile Summary Report of the above information, with district-wide results based on the aggregated data from all affiliated schools.

Early Intervention Rosters. Four lists identifying students from your school under the following categories:

- Do not plan to complete high school or have no post-high school educational plans
- Earned a Plan Composite Score of 16 or higher, but reported they have no plans to attend college
- Reported that they plan to attend college, but earned a Plan Composite Score of 15 or lower, or do not plan to take college core coursework
- Expressed a need for help in one or more selected areas

Presentation Packet. The Presentation Packet includes full-page, black-and-white charts displaying aggregated Plan results presented in the School Profile Summary Report, plus a picture of three-year trends in average Plan scores.

Item-Response Summary Report. Provides tables describing the item-by-item performance of your Plan examinees. Item-response results are categorized by test (e.g., English), by subscore (e.g., Usage/Mechanics), and by content area (e.g., Punctuation) and provide comparisons to other students taking the same test form.

It is important to note that your Profile Summary and Item-Response Summary Reports (both school- and district-level) will not include data for students who tested with extended time or students without a valid composite score (i.e., those students who did not take one or more of the tests or who had one or more tests voided).

Research Data File. Files are delivered on CD in fixed length and comma-separated formats to provide flexibility for local use. This service provides complete Plan data for every student tested in your school or district, enabling you to:

- Import relevant Plan data into your local student database
- Develop a customized Plan database to address specific issues and concerns
- Extend or expand the analyses offered through other Plan services
- Develop a multiyear Plan database for studying trends in your school/district

Plan Data Encrypted. Your Plan student-level data file will be encrypted for enhanced security purposes. The decryption key will be provided in a separate communication from ACT. If you have questions regarding how to decrypt your file once you have received the decryption key, please contact Plan Customer Services at 877.789.2925.

School and District Norms. The Plan Reporting Package automatically includes school norms on the Student Score Reports and the Data File CD (see above). When a district orders the Plan Reporting Package, both school and district norms will also be included on the Data File CD; district norms will not appear on Student Score Reports.

School norms—and by extension, aggregate district norms—will be calculated at report time and will include all available test records.

Reporting for Multiple Grades

Schools/districts that test multiple grades will receive aggregate reports for at least one grade (the grade with the highest n-count). In addition, they will receive aggregate reports for any grades with 25 or more students, at no additional cost. Aggregate reports for grades where the n-count is less than 25 will be available for an additional fee through the optional reporting service. It is highly recommended that schools return all answer folders in a single scoring event together in a single shipment.

Optional Reporting Services

To learn more about these services or to place an order for them, please call Plan Customer Services at 877.789.2925.

Customized Profile Summary Report

Allows you to select the subgroup of students for which the report will be prepared. Customized reports can be useful in examining the performance of specific groups of students. Select subgroups using any information included in the Plan student record, such as gender, race/ethnicity background, educational plans, or No Child Left Behind categories.

Linkage Reports

ACT has developed linkage reports to assist you in evaluating student academic development and progress as they move through Explore, Plan and the ACT. These reports are based on a process of matching Explore and Plan student records and analyzing the changes in student performance between grade 8 or 9 and grade 10. The match process between Plan and ACT records allows analysis of changes between grade 10 and graduating seniors. Local changes are compared to those of a reference group of students nationally.

Matching of records is facilitated primarily by the use of local student ID, name, and date of birth fields. Attention to this aspect of your Explore and Plan administrations will ensure your eligibility for these reports and maximize the benefit your school or district can receive from your linkage reports.

Order forms for eligible schools are mailed in early spring for Explore/Plan and mid-fall for Plan/ACT. For questions regarding eligibility, please call Plan Customer Services at 877.789.2925.

Discussing ACT Plan Results With Students and Parents

One of the most critical aspects of assessment is interpreting the results. The integrated results offer a rich resource to the teacher, the student, and the parent in exploring and planning for the future. *Using Your Plan Results* introduces the wealth of information presented on the Plan Score Report.

The following ideas for interpreting and discussing Plan results are presented in relation to the various components of the program. These ideas are intended to stimulate thinking and discussion about each area of assessment results, but, more importantly, to encourage the integrated review of the results. See a Sample Plan Score Report in Figures 8a and 8b on pages 61–62.

Student Score Report

Your Scores

The four tests provide a snapshot of student academic skills and knowledge in English, mathematics, reading, and science. The scale scores and norms (cumulative percentiles) for each test, the subscores, and the Composite can be used to evaluate a student's general knowledge in each area and determine how the student compares to other Plan-tested students.

Subscores from the English Test and the Mathematics Test can help the teachers and students grasp more fully the student's specific areas of strength and weakness. Test results can be used to guide individual coursework plans and to direct attention to areas that need more focus.

CUMULATIVE PERCENTS

The column labeled "In the U.S." shows how students' scores compared with those of students in the appropriate national norm group. (Visit **www.act.org/plan/norms** for a description of these norm groups.) The columns labeled "In Your School" and "In Your State" show how students' scores compare to those of students in their own school or state. State norms are reported only when specified by contract. The norms reported here are defined as the percent of students in the comparison group (national, school, or state) who received a given score or lower.

COLLEGE READINESS STANDARDS

What do the test scores on Plan mean? What does the student know and what is he or she able to do? College Readiness Standards help answer these questions by describing the types of skills and knowledge typically demonstrated by students who score in particular score ranges on each test of Plan.

The Plan College Readiness Standards are sets of statements that represent widely held learning goals or expectations of what students should have learned up to 10th grade. These goals are important for success in high school and beyond. The Standards show how skills can progress, becoming increasingly sophisticated from score range to score range. College Readiness Standards are provided for five score ranges (13–15, 16–19, 20–23, 24–27, and 28–32) in the four academic areas measured by Plan: English, mathematics, reading, and science. The College Readiness Standards can be found at **www.act.org/standard**.

It is important to acknowledge that Plan does not measure everything students have learned thus far, nor does any particular test measure everything necessary for students to know to be successful in their remaining high school experience. Plan includes questions from skill domains and areas of knowledge that have been judged important for success in high school and beyond. Thus, the College Readiness Standards should be interpreted in a responsible way that will help students understand what they need to know and do if they are going to make a success of high school and postsecondary education.

OTHER CONSIDERATIONS

When evaluating the results of any of the tests, teachers will want to determine whether scores are consistent with the student's performance in class and with his or her GPA. In the case of discrepancies (for example, where the student performs well in class but not well on the tests), it may be valuable to determine whether the student has difficulty taking standardized tests. An examination of the fit of the tests' content relative to the curricular objectives of the student's classes also may be helpful.

In looking at the overall profile, it is often possible to see that a student performs well in some areas and not as well in others. Some students, for example, will score better on the English and Reading Tests and less well on the Mathematics and Science Tests, as indicated by their standings relative to the national norms. A review of the student's coursework plans and career and educational plans will help identify what the student plans to do. It will be the teacher's role to help the student strengthen those weaker areas in ways appropriate to the student's needs and plans.

ESTIMATED ACT COMPOSITE SCORE RANGE

Based on the Plan Composite score reported, this is the range within which the student's ACT Composite score would be expected to fall if he or she takes the ACT as a 12th grader.

The ACT is very similar in content and format to Plan, but is more difficult than Plan, as it includes materials appropriate to higher grade levels. Therefore, the ACT Composite score scale (1–36) extends higher than the Plan Composite score scale (1–32).

Estimated ACT Composite score ranges depend on when the examinee takes Plan, and on the assumption that he or she will take the ACT during the fall of 12th grade. The ACT Composite score range for each Plan Composite score includes approximately the middle 75 percent of the ACT Composite scores actually earned by students with that Plan Composite score. The Estimated ACT Composite tables can be found at **www.act.org/plan/norms**.

Estimated ACT Composite score ranges can be used to explore options for postsecondary education. Just below the Estimated ACT Composite Score Range, the Plan Score Report also shows the typical achievement levels, represented by ACT Composite scores, of students enrolling in colleges with various admission standards. Students can compare their estimated ACT Composite score range with the ranges shown to help them consider which colleges may be best suited to their expected academic preparation.

Both Plan and the ACT are curriculum-based testing programs. This is one reason we expect that some students will fall short of or improve upon their estimated ACT Composite scores ranges. Students should be reminded that the ACT Composite score range is an estimate, not a guarantee. If students do not maintain good academic work in school, their actual ACT Composite scores may fall short of their estimated score ranges. The converse is also true: some students who improve their academic performance may earn ACT Composite scores higher than their estimated score ranges.

Your Plans

YOUR HIGH SCHOOL COURSE PLANS COMPARED TO CORE

This section compares courses the student has taken and plans to take to a set of core courses (four years of English and three years each of mathematics, social studies, and science), recommended by ACT as the minimum for students to be prepared for entry-level college courses or work training. Students who take the recommended core curriculum are generally better prepared for college-level courses or work training than students who do not take core.

October 15, 2013 OOI: 1234567 PIN: 98765432 000001

ACT® Plan
Your Score Report

EXAMPLE, STUDENT
123 EXAMPLE STREET
EXAMPLE CITY, USA 00000
ID#: 123876
GRADE: 10
SORT CODE: –

SCHOOL NAME: EXAMPLE HIGH SCHOOL **SCHOOL CODE:** 000000 **TEST FORM:** SM3 **TEST DATE:** October 7, 2013

Your Scores

Percent of students scoring at or below your score

	Score Range (1–36)	In the U.S. (Fall 10th)	In Your School	In Your State
Composite Score	**18**	67%	66%	
English	18	71%	67%	
Usage/Mechanics (1–16)	10	83%	81%	
Rhetorical Skills (1–16)	9	69%	64%	
Mathematics	19	71%	75%	
Pre-Alg./Algebra (1–16)	13	80%	91%	
Geometry (1–16)	8	40%	56%	
Reading	17	60%	63%	
Science	18	63%	66%	

ACT, Inc.—Confidential Restricted when data present.

More Info at www.planstudent.org

Your Estimated ACT Composite Score Range

19-23

Use this score range to help plan for college.

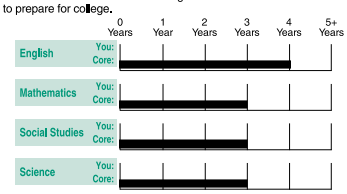
Your Educational Plans for After High School

Graduate/Professional Studies

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.



About Your Course Plans. Your plans fall short of the recommended courses. Consider taking additional courses in Math, Social Studies, and Science. (Note: successful college students completed all of these recommended courses when they were in high school.) You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

College Readiness

Students scoring at or above these benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	Benchmark Scores (10th Grade)	Your score is: Below	At	Above
English	15			✓
Mathematics	19		✓	
Reading	18	✓		
Science	20	✓		

About Your Scores. One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.

Admission Standards

Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16–21
Traditional	18–24
Selective	21–26
Highly Selective	25–30

Profile for Success

Your Career Area Preference

Engineering & Technologies

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:

24-28

See *Using Your PLAN Results*.

Your reported needs

- ✓ Making plans for my education, career, and work after high school
- Improving my writing skills
- Improving my reading speed and comprehension
- Improving my study skills
- Improving my mathematical skills
- ✓ Improving my computer skills
- Improving my public speaking skills

EXAMPLE, STUDENT

Your Career Possibilities

STEP 1: You and the World of Work

The World-of-Work Map is your way to home-style jays to the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided into 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things.

STEP 2: Your Interests

When you completed PLAN you were asked to:
- choose a Career Area you would like.
- complete an interest inventory.

Your results are shown on the World-of-Work Map below.
- You chose Career Area O: Engineering & Technologies.
- Your interest inventory results suggest that you may enjoy jobs in map regions 2, 3, and 4. See the Career Areas in those regions.

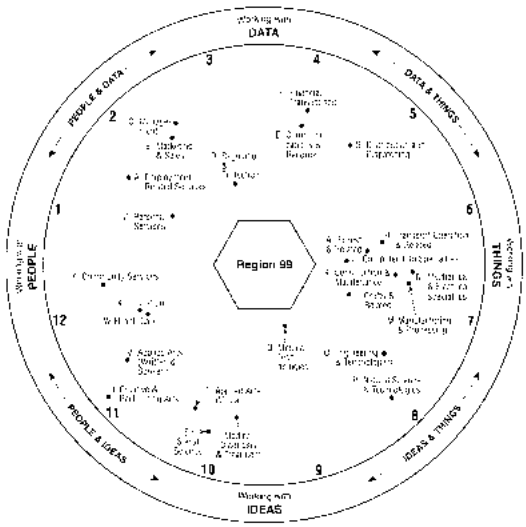
STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially any that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the tips in your booklet, or go to www.planstudent.org.

World-of-Work Map



Information for Counselors Scores: RM 12 A3 S5 S8 O6
Likes: Indifferent, Dislike: 24—55—21

Career Area List

A. Employment-Related Services
Human Resources Manager; Recruiter; Interviewer

B. Marketing & Sales
Agents (Insurance, Real Estate, etc.); Retail Salesworker

C. Management
Executive; Office Manager; Hotel/Motel Manager

D. Regulation & Protection
Food Inspector; Police Officer; Detective

E. Communications & Records
Secretary; Court Reporter; Office Clerk

F. Financial Transactions
Accountant; Bank Teller; Budget Analyst

G. Distribution & Dispatching
Warehouse Supervisor; Air Traffic Controller

H. Transport Operation & Related
Truck/Bus/Cab Drivers; Ship Captain; Pilot

I. Agriculture, Forestry & Related
Farmer; Nursery Manager; Forester

J. Computer & Information Specialties
Programmer; Systems Analyst; Desktop Publisher; Actuary

K. Construction & Maintenance
Carpenter; Electrician; Bricklayer

L. Crafts & Related
Cabinetmaker; Tailor; Chef/Cook; Jeweler

M. Manufacturing & Processing
Tool & Die Maker; Machinist; Welder; Dry Cleaner

N. Mechanical & Electrical Specialties
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

O. Engineering & Technologies
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

P. Natural Science & Technologies
Physicist; Biologist; Chemist; Statistician

Q. Medical Technologies (also see Area W)
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

R. Medical Diagnosis & Treatment (also see Area W)
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

S. Social Science
Sociologist; Political Scientist; Economist; Urban Planner

T. Applied Arts (Visual)
Artist; Illustrator; Photographer; Interior Designer

U. Creative & Performing Arts
Writer; Musician; Singer; Dancer; TV/Movie Director

V. Applied Arts (Written & Spoken)
Reporter; Columnist; Editor; Librarian

W. Health Care (also see Areas Q and R)
Recreational Therapist; Dental Assistant; Licensed Practical Nurse

X. Education
Administrator; Athletic Coach; Teacher

Y. Community Services
Social Worker; Lawyer; Paralegal; Counselor; Clergy

Z. Personal Services
Waiter/Waitress; Barber; Cosmetologist; Travel Guide

023 046 140 Rev 1 19823
© 2013 by ACT, Inc. All rights reserved.

Figure 8a. ACT Plan Student Score Report (Side 1)

EXAMPLE, STUDENT

Your Skills

More Info at www.planstudent.org

Ask for your test booklet so you can review the questions and your answers.
"+" = correct answer, "o" = no response, "*" = marked more than one answer

Suggestions for improving your skills are based on your scores.

English

SUBSCORE AREA
(u = Usage; r = Rhetorical Skills)

Content Areas	To improve your skills you can:
Topic Development	read closely writers like George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman
	write longer and more sophisticated essays
	describe the main idea of a paper you wrote
	read writing about; cut out sentences that don't fit the topic
Organization	draft problem-solution or compare-contrast papers, using appropriate transition words or phrases like *because* or *therefore*
	have a classmate read your paper and mark parts where more information is needed
	try different ways to begin papers (present startling information, a question, main points, etc.); see how each changes the rest of the paper
Word Choice	revise writing to delete clumsy repetition, as in changing "The *puppy dog* barked *noisily* and *loudly*." to "The *puppy* barked *loudly*."
	read a published essay and note the way words, details, and sentence length can create tone
	continue learning the uses and meanings of transition words and phrases like *Indeed, furthermore*, and *however*; practice their use in your writing
Sentence Structure	write increasingly sophisticated sentences, handling effectively such elements as introductory phrases like "In the past, . . ."
Usage	become familiar with commonly used idioms like "hold your horses"
	check each verb to make sure it matches the subject in number and person, even when other nouns are between them
Punctuation	use commas to set off expressions that aren't essential to the sentence (for example, "Bob, in spite of all the bad reviews, wanted to see the movie.")
	delete commas that create unnecessary pauses, as in "He walked[,] by quickly."

- You correctly answered 30 out of 50 questions.
- You omitted 0 questions.
- You incorrectly answered 20 questions.

Mathematics

SUBSCORE AREA
(a = Algebra; g = Geometry)

Content Areas	To improve your skills you can:
Basic Operations	determine the discount price of items on sale (for example, an item that normally costs $10.00 is on sale for 13% off, so the sale price of the item is $8.70)
Probability	calculate the score value you need on your next math test to raise your overall grade by a certain percent
	predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)
Numbers: Concepts and Properties	research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)
Expressions, Equations, and Inequalities	obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate
	practice adding and subtracting algebraic expressions such as $(3x + 8k) - (5x - 2k) = -2x + 10k$
	practice solving two-step equations such as $2x - 18 = -32$; $2x = -14$; $x = -7$
Graphical Representations	draw coordinate maps of your school, home, town, etc., labeling one point as the origin (0,0) and locating all other points appropriately; recognize lines that are vertical or horizontal and increasing and decreasing slopes of lines
	use number lines to represent lengths of segments (for example, have a friend point to any two points on a meterstick and mentally calculate the distance between the two points)
Properties of Plane Figures	determine how the sum of the interior angles of polygons are related (for example, cut the angles off of a triangle and arrange them to make a line; cut the angles off of a quadrilateral and arrange them to make a circle)
Measurement	quiz yourself and practice using the basic area and perimeter formulas for various polygons

- You correctly answered 22 out of 40 questions.
- You omitted 4 questions.
- You incorrectly answered 14 questions.

Reading

Content Areas	To improve your skills you can:
Main Ideas and Author's Approach	decide whether a paragraph in a short story or novel has its own main idea or serves mainly to support another point
Supporting Details	explain in your own words why certain facts or details are important to the meaning of an essay, a film, an ad, a picture, etc.
Relationships	highlight words or phrases in a cartoon strip, short story, or novel that suggest what happened first, second, etc.
	pick an event in a piece of writing and find statements that clearly show the reason(s) it happened and the final result(s)
Meanings of Words	figure out the meaning of words or descriptive phrases by looking for clues in the writing (for example, how the word is used [noun, verb, etc.]; if other sentences define or provide hints about its meaning; if the word looks like other words you know)
Generalizations and Conclusions	review a variety of materials, looking for statements that oversimplify ideas or stereotype people (for example, "All girls want to get married and have children.")
	identify details in a challenging text that support or challenge conclusions drawn by the author or narrator and by you or your friends

- You correctly answered 14 out of 25 questions.
- You omitted 0 questions.
- You incorrectly answered 11 questions.

Science

Content Areas	To improve your skills you can:
Interpretation of Data	know how to locate several pieces of data in a complex table or graph (for example, a graph with several curved lines or axes displaying values that increase by powers of ten)
	take data from an experiment you or others did and use it to make a line graph and a bar graph
	describe how the values of several pieces of data from a line graph are different (for example, larger or smaller)
Scientific Investigation	do an experiment that includes a *control group* (something used as the basis for comparison) and that uses procedures with several steps
	create a one-step experiment that will answer a specific question
	tell how two experiments are the same or different
Evaluation of Models, Inferences, and Experimental Results	read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis
	read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming that opinion

- You correctly answered 15 out of 30 questions.
- You omitted 2 questions.
- You incorrectly answered 13 questions.

Figure 8b. ACT Plan Student Score Report (Side 2)

Suggestions for Improving Skills

Side 2 of the Student Score Report (Figure 8b, page 62) provides students with descriptions of the skills and knowledge they have most likely already developed and with practical ideas for building their skills and knowledge further.

For each content area on the tests, the report gives descriptions (based on the ACT College Readiness Standards) of what the student most likely knows and is able to do, based on the test scores the student attained.

Similarly, the report offers suggested learning experiences (based on the ideas for progress associated with the College Readiness Standards) that are designed to help students strengthen their skills and understanding in each subject area. These learning experiences also are based on the individual student's test scores.

Students are encouraged to discuss the suggested learning experiences referenced in *Using Your Plan Results* and **www.planstudent.org** with their teachers, counselors, and parents, in the interest of getting the most out of their courses and reaching the goal of being "college ready."

Some of the ideas for academic improvement offered on the report suggest individual activities, such as editing an essay. Other ideas suggest that students discuss readings and concepts with others. All the ideas offered are intended to stimulate learning in, and further exploration of, the content areas. In discussing the ideas with your students and with parents, you may wish to ask the student which ideas seem best to him or her, or whether the student has alternative ideas to suggest. You might emphasize some ideas over others, propose your own related ideas, or make specific suggestions of readings, activities, and other learning opportunities, based on your personal knowledge of the student.

Coursework Planner

The Coursework Planner in *Using Your Plan Results* helps students organize the information they need to begin to select courses for next year. This activity leads to general course recommendations and encourages students to seek information from your school on courses required for graduation and courses that will prepare them for college. The activities in the Coursework Planner generate a preliminary list of courses, while helping students see the relationships between course plans and general career plans. Your students may develop a greater sense of responsibility for making educational decisions if information gathered via the Coursework Planner is considered during course scheduling. A sample Coursework Planner and a blank form are provided on pages 67 and 68.

To begin the Planner, students are asked to select two or three preferred Career Areas. These selections flag a list of high school course subject areas related to those career areas. Subsequent steps ask the students to list core courses that will prepare them for college, as well as courses required for high school graduation. The worksheet provides space for students to develop a preliminary set of course plans from these different sources of information. Students are encouraged to seek the help of a counselor or teacher to complete the Planner.

To help students complete the Coursework Planner worksheet, provide them with the following:

- A list of local courses that satisfy college admission requirements
- A list of local courses that satisfy high school graduation requirements
- Any information available about technical or "tech prep" courses offered by your school, and their program requirements

This information will be particularly helpful if the courses are organized into the subject areas shown on the Coursework Planner worksheet.

As they complete the Planner, students should consider their academic strengths and weaknesses. Additionally, students can identify and explore specific occupations at **www.planstudent.org** for information (work tasks, entry requirements, salaries, growth, etc.) on more than 500 occupations. Occupations are organized by career area to facilitate exploration.

Students typically know very little about most occupations and are often surprised by what they learn. Following individual career exploration at **www.planstudent.org** and other resources, students can benefit from group discussions in which they share what they've learned about occupations they've explored.

Counselors should consider whether a student's course plans seem appropriate in light of other Plan information. Is the student with a high Mathematics Test score and Interest Inventory results in Region 8 (mathematician, chemist, etc.) planning to take upper-level mathematics courses? Is the student with a high English Test score and Interest Inventory results in Region 11 (journalist, editor, etc.) considering additional English courses? Plan facilitates exploration of educational options by helping students identify tentative goals and focusing attention on the steps necessary to achieve them.

Local Courses to Be Reported on ACT Plan Course/Grade Information

Student Name _____

Courses Listed on Plan Answer Folder (page 3)	Corresponding Local Course Names	Term Length: 1/2 or 1 year	Grade Earned
ENGLISH			
English taken in grade 9			
English taken in grade 10			
English taken in grade 11			
English taken in grade 12			
Other English courses			
MATHEMATICS			
Algebra 1			
Geometry			
Algebra 2			
Trigonometry			
Pre-Calculus			
Other advanced math courses			
College Prep Integrated Math—grade 9			
College Prep Integrated Math—grade 10			
College Prep Integrated Math—grade 11			
College Prep Integrated Math—grade 12			
SOCIAL STUDIES			
U.S. History (American History)			
World History			
Government/Civics			
World Cultures/Global Studies			
Economics			
Psychology			
Sociology			
Other social studies courses			
NATURAL SCIENCES			
Physical/Earth/General Science			
Biology Year 1			
Biology Year 2			
Chemistry Year 1			
Chemistry Year 2			
Physics			
Anatomy/Physiology			
Other science courses			

(Downloadable in pdf format at **www.act.org/plan** under Resources for Educators)

Example Coursework Planner for Grade 11

Note: If courses will differ per term, be sure to indicate this on the planner.

Subjects	Courses
Core Area Courses	
English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	*Honors English III (Semester 1 & 2)* *Journalism (Semester 2)*
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	*Trigonometry (Semester 1)* *Statistics (Semester 2)*
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	*U.S. History II (Semester 1 & 2)*
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	*Chemistry (Semester 1 & 2)*
General Courses	
Health and Fitness (for example: First Aid, Health, Physical Education)	
Foreign Languages (for example: French, German, Spanish)	*Spanish III (Semester 1 & 2)*
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	*Chorus (Semester 1 & 2)*
Communications (for example: Drama, Speech)	
Specialized Courses	
Agriculture (for example: Agribusiness, Animal Science, Landscaping, Horticulture)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	*Accounting I (Semester 1)*
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

Coursework Planner for Grade ___

Provided to students in *Using Your PLAN Results.*

Subjects	Courses
Core Area Courses	
English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	
General Courses	
Health and Fitness (for example: First Aid, Health, Physical Education)	
Foreign Languages (for example: French, German, Spanish)	
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	
Communications (for example: Drama, Speech)	
Specialized Courses	
Agriculture (for example: Agribusiness, Animal Science, Landscaping, Horticulture)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

This may be reproduced as needed

Procedures Checklist

This checklist for the administration of Plan is provided for your convenience. It does not replace the administrative procedures in this manual.

Pre-Test Activities

- ☐ Display Plan posters.
- ☐ Read this manual carefully.
- ☐ Distribute copies of *Why Take ACT Plan*.
- ☐ Post sign-up sheets (if student sign-up is required).
- ☐ Order Pre-ID labels online at **www.act.org/education/order/preid**.
- ☐ Notify ACT if more materials are required.

Preparation for Testing

- ☐ Open and check test materials upon receipt.
- ☐ Reserve test rooms (preferably classrooms).
- ☐ Plan seating arrangements.
- ☐ Make provisions for left-handed examinees.
- ☐ Store test materials securely until test day.
- ☐ Announce to students the day/time of testing, the location of the testing room(s), and what to bring on test day.
- ☐ Assemble materials to be provided by your school.
- ☐ Select and train testing staff. Provide this manual to all testing staff before the test day. ACT recommends that you hold a briefing session if you are using two or more testing staff. See pages 4–5.
- ☐ Determine the following and inform testing staff: (see pages 10–11)

  When will the student information sections be administered?

  Which option will be used for administering non-test sections?

  Will sort codes be used?

  Will supplemental local items be administered?
- ☐ If administering Plan in two sessions, collect the answer folders after the student information sections are completed and store them securely until they are redistributed on test day.
- ☐ Count out test materials by testing room. Ensure that test booklets are stored securely until they are distributed directly to room supervisors on test day.

Test Day

- ☐ Verify that testing rooms are properly arranged.
- ☐ Distribute test materials to testing staff.
- ☐ Direct students to seats; do not allow them to select their seats.

Administration

- ☐ Distribute answer folders and instructions to students.
- ☐ Hand each examinee a test booklet.
- ☐ Verify that the number of test booklets distributed and the number remaining equal the number of booklets assigned to the room.
- ☐ Administer tests in proper sequence.
- ☐ Write the **Start/Stop times** and **5-minutes-remaining time** in the manual for each test.
- ☐ Time each test exactly.
- ☐ Check calculators before testing.
- ☐ Monitor test room throughout the test session.
- ☐ Do not leave testing room unattended at any time.
- ☐ Collect answer folders first, then test booklets.
- ☐ Review answer folders to be sure critical fields are gridded correctly.
- ☐ Verify counts of test materials before students are dismissed.

Wrap-Up After Testing

- ☐ Document irregularities and accommodated testing administrations.
- ☐ Schedule and administer makeup testing as necessary.
- ☐ Store used test booklets so they can be returned with score reports to the students who used them.
- ☐ Destroy unused test booklets, answer folders, and *Instructions for Completing Your Answer Folder* (see page 49).
- ☐ Complete a School Header for each scoring group tested; check gridding of school code and cycle code for accuracy; return with completed answer folders.
- ☐ Fill in Accommodation Codes, Void Scoring Codes (VSC), and Special Status Codes sections on the top of page 4 of the answer folder (see pages 43–44).
- ☐ Make a copy of any Testing Irregularity Reports that involve defective materials or challenged test items; return these reports with completed answer folders.
- ☐ Keep file copies of all forms and reports mailed to ACT with answer folders.

ACT Plan® Test Supervisor's Comment Form

School Name _____ Test Date(s) _____

Room Supervisor _____ School Code _____

City _____ State _____

If you have comments or suggestions concerning this manual, ACT's procedures, or Customer Services, please write them below and return this form with your answer folders to your Plan test supervisor. Please be as specific as possible when making suggestions for improvement. All comments are reviewed. **Do not report testing irregularities on this form. (For Testing Irregularity Report, see page 73.)**

(This form may be photocopied as needed.)

ACT Plan® Testing Irregularity Report

Room Supervisor _____ Testing Room _____

Use this form to report any of the testing irregularities described on pages 19–21. Return this completed form to your school's testing supervisor. If any portion of a test should be voided due to prohibited behavior, mark the appropriate scoring code on page 4 of the student's answer folder. See page 20 of this manual for instructions.

Name of Student	Explanation of Irregularity

Complete the information below and **send a copy of this report to ACT only if any of the following irregularities are reported:** 1) defective materials, 2) student challenge of a test item, or 3) mistimings that could not be corrected.

School Name _____ School Code _____

City _____ State _____ Test Date _____

References

ACT. (2009). *ACT National Curriculum Survey 2009*. Iowa City, IA: Author.

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.

ACT. (2007). *Plan technical manual*. Iowa City, IA: Author.

ACT (2009). *The ACT Interest Inventory technical manual*.
Available from **www.act.org/research-policy/research-reports/**

ACT®

0230231140 Rev 1