2008/2009

The ACT®

User Handbook

ACT®

Assistance Directory

For assistance with operational questions or problems or other specific matters (e.g., misdirected score reports, publications orders), contact the appropriate department at the ACT national office in Iowa City. Normal office hours are 8:30 a.m. to 5:00 p.m., central time, Monday through Friday. For general assistance with uses of ACT data, contact the ACT regional office that serves your state.

TDD for persons with hearing impairments 319/337-1701 (must call from a TDD)

Customer Services (publications orders)
P.O. Box 1008
Iowa City, IA 52243-1008
319/337-1429

Educational Opportunity Service (EOS)
P.O. Box 168
Iowa City, IA 52243-0168
e-mail: **ACT-EOS@act.org**
319/337-1350

Essay View (images of student essays)
P.O. Box 168
Iowa City, IA 52243-0168
319/337-1245
e-mail: **essayview@act.org**

Extended Time National Testing
P.O. Box 4068
Iowa City, IA 52243-4068
319/337-1851

Institutional Services
(score reporting for colleges and high schools)
P.O. Box 168
Iowa City, IA 52243-0168
319/337-1360—colleges; 319/337-1365—high schools
fax: 319/337-1221
e-mail: **ACT-Report@act.org**

Records (Additional Score Reports)
P.O. Box 451
Iowa City, IA 52243-0451
319/337-1320 (**help line for high school counselors only**—for example, missing or misdirected score reports)
fax: 319/337-1285
e-mail: **ACT-RCDS@act.org**
319/337-1313 (student requests for ASRs)

Registration
P.O. Box 414
Iowa City, IA 52243-0414
8:00 a.m. to 8:00 p.m., central time, Monday–Friday
319/337-1270 (to check registration status or order registration packets)
fax: 319/339-3032 (to order registration packets)
e-mail: **ACT-Reg@act.org**

Research Services (for colleges and high schools)
P.O. Box 168
Iowa City, IA 52243-0168
319/337-1111

Residual Testing (colleges only, on-campus)
P.O. Box 4028
Iowa City, IA 52243-4028
319/337-1321
fax: 319/337-1221

Special Testing (for students with disabilities who cannot test at test centers)
P.O. Box 4028
Iowa City, IA 52243-4028
319/337-1332
fax: 319/337-1285

Test Administration (test centers)
P.O. Box 168
Iowa City, IA 52243-0168
319/337-1510
fax: 319/339-3039
e-mail: **TestACT@act.org**

Test Security (questioned scores)
P.O. Box 168
Iowa City, IA 52243-0168
319/337-1371
fax: 319/339-3020

Go to www.act.org
- Order registration packets
- ACT news and research
- Other ACT programs and services

Go to www.actstudent.org
- Register to test or make changes
- Services for students with disabilities
- Test preparation materials/practice questions
- View or send ACT scores

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 educational 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 (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

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ACT Educational Services

To help high schools and colleges derive maximum benefits from their participation in ACT services and programs, Educational Services maintains a staff of consultants located within a few hours of any secondary or postsecondary institution in the United States.

Each of our consultants has years of experience in the educational community, knows the full potential of ACT services, and can advise educational officials on local uses of ACT data. The help of these consultants is part of our regular service to our clients and is available at no cost or obligation.

Questions and comments about ACT services are always welcome. If you need additional ACT information or assistance, please write or call the ACT office in or closest to your state.

ACT Offices

ACT National Office
500 ACT Drive
P.O. Box 168
Iowa City, Iowa 52243-0168
319/337-1000
fax: 319/339-3020

East Region
(Serving: Alabama, Connecticut, Delaware, District of Columbia, Florida, Georgia, Kentucky, Maine, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia)

4 Pine West Plaza, Suite 403
Albany, NY 12205-5564
518/869-7378
fax: 518/869-7392
albany@act.org

3355 Lenox Road N.E., Suite 320
Atlanta, GA 30326-1332
404/231-1952
fax: 404/231-5945
atlanta@act.org

1315 E. Lafayette Street, Suite A
Tallahassee, FL 32301-4757
850/878-2729
fax: 850/877-8114
tallahassee@act.org

Southwest Region
(Serving: Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

8303 MoPac Expressway North, Suite A-110
Austin, TX 78759-8369
512/345-1949
fax: 512/345-2997
austin@act.org

Midwest Region
(Serving: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, West Virginia, Wisconsin)

300 Knightsbridge Parkway, Suite 300
Lincolnshire, IL 60069-9498
847/634-2560
fax: 847/634-1074
act.midwest.region@act.org

1001 Centennial Way, Suite 400
Lansing, MI 48917-8249
517/327-5919
fax: 517/327-0772
act.midwest.region@act.org

700 Taylor Road, Suite 210
Gahanna, OH 43230-3318
614/470-9828
fax: 614/470-9830
ohio@act.org

West Region
(Serving: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming)

2880 Sunrise Blvd., Suite 214
Rancho Cordova, CA 95742-6549
916/631-9200
fax: 916/631-8263
westreg@act.org

3131 South Vaughn Way, Suite 218
Aurora, CO 80014-3507
303/337-3273
fax: 303/337-2613
denver@act.org

How to Use This Handbook

The *ACT User Handbook* includes four main sections:

1. Components of the ACT
2. ACT Reports and Data Services
3. Using ACT Student Data
4. Taking the ACT

Section 1, which contains general information about the ACT tests, probably will be of interest both to high school counselors and to college advisors and other staff. (In this handbook, the word "college" means any accredited, degree-granting institution beyond the high school level.)

In **Section 2** and **Section 3,** the first half of the material in each section is intended primarily for high schools; the latter half is primarily directed toward colleges.

Section 4 is mostly for high schools, although colleges may be interested in the information about various testing programs.

To locate a particular topic, first scan the appropriate section of the Table of Contents. If you don't find what you're looking for there, use the Index (page 45).

The Assistance Directory on page ii provides telephone numbers and addresses for all ACT offices and departments mentioned in this handbook. ACT regional offices are listed on page iii.

All ACT publications cited in this handbook are available from ACT Customer Services and some may also be downloaded at **www.act.org**.

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1 Components of the ACT

Each year more than one million high school students use ACT programs and services to develop postsecondary educational plans. ACT helps thousands of high schools, colleges, and scholarship agencies meet the needs of their students.

Tests of Educational Development

One component of the program is the ACT® tests: four curriculum-based, multiple-choice tests in English, mathematics, reading, science, and an optional 30-minute Writing Test, which tests essay composition skills. The ACT tests are based on the major areas of high school and postsecondary instructional programs. A student's performance on the tests has a direct relationship to his or her educational achievement. The meaning of that performance, as indicated by scores, subscores, and skill statements based on the ACT College Readiness Standards™, can be readily understood and interpreted by educators and students. The specific knowledge and skills selected for evaluation in each test are discussed in *Your Guide to the ACT,* available at **www.act.org/path/secondary/resources.html**.

Scores

MULTIPLE-CHOICE TESTS

For each of the four multiple-choice tests, the raw score is the number of correct responses. Raw scores are converted to scale scores through statistical equating procedures to ensure that scores reported across test forms have a constant meaning (i.e., a scale score of 21 on Form A has the same meaning as a scale score of 21 on Form B). Scale scores range from 1 (low) to 36 (high) for each of the four multiple-choice tests and the Composite score. The Composite is the average of the four multiple-choice test scores, rounded to an integer. Fractions of .5 or higher are rounded up to the nearest whole number.

Subscores are reported for the English, Mathematics, and Reading Tests. The scales for these subscores range from 1 (low) to 18 (high). There is no direct, arithmetic relationship between subscores and test scores. For example, the sum of the subscores for the English Test is not defined to be the scale score for the English Test. In short, the test scores and subscores have different score scales.

OPTIONAL WRITING TEST

Two scores are reported for the optional Writing Test: a Combined English/Writing score on a scale of 1–36 and a Writing subscore on a scale of 2–12. ACT also provides Comments from one of the trained readers who scored each student's essay. The Combined English/Writing score and Writing subscore are reported *in addition to* the scores and subscores on the four multiple-choice tests and the Composite score. Please note that a student's scores on the Writing Test have no impact on his or her scores on any other ACT test or the Composite score. Similarly, if a student does not take the Writing Test, the absence of Writing scores has no effect on her or his score on any other ACT test or the Composite score.

The **Combined English/Writing score** is created by using a formula that weights the English Test score two-thirds and the Writing subscore one-third to form a Combined English/Writing score. This Combined score is then reported on a 1–36 scale. Table 1.1 on page 2 shows the conversions.

The **Writing subscore** ranges from 2 to 12, and is the sum of two trained readers' scores for an essay. Essays are scored holistically—that is, on the basis of the overall impression created by all the elements of the writing. The ACT Writing Test Scoring Rubric is on page 3. Each reader gives each essay a rating from 1 (low) to 6 (high). The sum of those ratings is a student's Writing subscore. Thus, if an essay receives a "6," that means both readers gave the essay a score of "3." If the essay receives a score of "7," that means one reader assigned a score of "3" and the other assigned a score of "4." If the readers' ratings disagree by more than one point, a third trained reader resolves the discrepancy by rescoring the essay.

Comments on the Essay are reported on the Student Report, and they are represented as Comment Codes on the High School and College Reports. The Comments are selected by one of the readers and are designed to give each student feedback on the strengths and weaknesses of the essay. The full text for each Comment Code is provided on page 4 and may be viewed at **www.act.org/aap/writing/sample/comments.html**.

Table 1.1
Combined English/Writing Scale Scores

English Test Score	Writing Subscore										
	2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	6	7	8	9	10	11
3	2	3	4	5	6	7	8	9	10	11	12
4	3	4	5	6	7	8	9	10	11	12	13
5	4	5	6	7	8	9	10	11	12	12	13
6	5	6	7	7	8	9	10	11	12	13	14
7	5	6	7	8	9	10	11	12	13	14	15
8	6	7	8	9	10	11	12	13	14	15	16
9	7	8	9	10	11	12	13	13	14	15	16
10	8	9	9	10	11	12	13	14	15	16	17
11	8	9	10	11	12	13	14	15	16	17	18
12	9	10	11	12	13	14	15	16	17	18	19
13	10	11	12	13	14	14	15	16	17	18	19
14	10	11	12	13	14	15	16	17	18	19	20
15	11	12	13	14	15	16	17	18	19	20	21
16	12	13	14	15	16	17	18	19	20	20	21
17	13	14	15	16	16	17	18	19	20	21	22
18	13	14	15	16	17	18	19	20	21	22	23
19	14	15	16	17	18	19	20	21	22	23	24
20	15	16	17	18	19	20	21	21	22	23	24
21	16	17	17	18	19	20	21	22	23	24	25
22	16	17	18	19	20	21	22	23	24	25	26
23	17	18	19	20	21	22	23	24	25	26	27
24	18	19	20	21	22	23	23	24	25	26	27
25	18	19	20	21	22	23	24	25	26	27	28
26	19	20	21	22	23	24	25	26	27	28	29
27	20	21	22	23	24	25	26	27	28	28	29
28	21	22	23	24	24	25	26	27	28	29	30
29	21	22	23	24	25	26	27	28	29	30	31
30	22	23	24	25	26	27	28	29	30	31	32
31	23	24	25	26	27	28	29	30	30	31	32
32	24	25	25	26	27	28	29	30	31	32	33
33	24	25	26	27	28	29	30	31	32	33	34
34	25	26	27	28	29	30	31	32	33	34	35
35	26	27	28	29	30	31	31	32	33	34	35
36	26	27	28	29	30	31	32	33	34	35	36

Calculating the Combined English/Writing Scale Score

Complete these steps to calculate the Combined English/Writing score:

1. Locate the examinee's scale score for the English Test in the left column ("English Test Score").
2. Locate the examinee's Writing subscore at the top of the table.
3. Follow the English Test score row across and the Writing Test subscore column down until the two meet.
4. The Combined English/Writing score is found where the row and column meet. For example, if an English Test score were 19 and a Writing subscore were 8, the Combined English/Writing scale score would be 20.

If either the English or Writing score is "– –," the Combined English/Writing score is also reported as "– –."

Six-Point Holistic Scoring Rubric for the ACT Writing Test

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

Score = 6

Essays within this score range demonstrate effective skill in responding to the task.

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

Score = 5

Essays within this score range demonstrate competent skill in responding to the task.

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

Score = 4

Essays within this score range demonstrate adequate skill in responding to the task.

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

Score = 3

Essays within this score range demonstrate some developing skill in responding to the task.

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

Score = 2

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

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

Score = 1

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

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

No Score

Blank, Off-Topic, Illegible, Not in English, or Void

ACT Writing Test Essay Comments

Essay Comments, derived from the Scoring Rubric, are selected by one of the ACT readers to help student writers understand the strengths and weaknesses of their essays.

The Comments appear in their entirety on the Student Report. The code numbers for the selected Comments are listed on the High School and College Reports. Complete text for each Comment Code appears below.

No Writing Results

01. The pages submitted for the Writing Test could not be scored. No scores are reported if the pages are blank or were marked void at the test center, or if the essay is illegible, is not written in English, or does not respond to the prompt.
02. A Combined English/Writing score and Writing subscore can be reported only when there is a valid English score. Because there were no responses to any items on the multiple-choice English Test, no Writing results are reported.

Make and Articulate Judgments

20. Your essay responded to the prompt by taking a position on the issue.
21. Your essay responded to the prompt by taking a clear position on the issue.
22. Your essay acknowledged counterarguments on the issue but did not discuss them.
23. Your essay showed recognition of the complexity of the issue by addressing counterarguments.
24. Your essay showed recognition of the complexity of the issue by partially evaluating its implications.
25. Your essay addressed the complexity of the issue by fully responding to counterarguments.
26. Your essay addressed the complexity of the issue by evaluating its implications.

Develop Ideas

30. Your essay provided very little writing about your ideas. Try to write more about the topic.
31. The ideas in your essay needed to be more fully explained and supported with more details.
32. Your essay used some specific details, reasons, and examples, but it needed more of them.
33. Your essay adequately supported general statements with specific reasons, examples, and details.
34. General statements in your essay were well supported with specific reasons, examples, and details.
35. Your essay effectively supported general statements with specific reasons, examples, and details.

Sustain Focus

40. Your writing did not maintain a focus on the issue. Try to plan your essay before you write.
41. Your essay focused on the general topic rather than on the specific issue in the prompt.
42. Your essay maintained focus on the specific issue in the prompt.

Organize and Present Ideas

50. Your essay lacked organization. Try to plan and arrange your ideas logically.
51. Your essay was not clearly organized. Try to plan and arrange your ideas logically.
52. Your essay showed basic organizational structure, but the ideas needed to be more clearly connected.
53. The organization of your essay was adequate, but the rigid structure seemed to limit discussion.
54. Your essay was well organized, making it easy to understand logical relationships among ideas.
55. The logical sequence of ideas in your essay fit its persuasive purpose well.

Communicate Clearly

60. Grammar, spelling, and punctuation errors made your essay difficult to understand.
61. Grammar, spelling, and punctuation errors were distracting. Proofread your writing.
62. Using correct grammar and more varied sentence structures would improve your essay.
63. Using more varied sentence structures would make your essay clearer and more engaging.
64. Using more sentence variety and precise word choice would make your essay clearer and more engaging.
65. Some varied sentence structures and precise word choice added clarity and interest to your writing.
66. Your essay showed a good command of language by using varied sentences and precise word choice.

College Readiness Standards™

What do the scores on the ACT *really* mean? That is, when a student obtains a certain score on the ACT, what does the score indicate about what that student is *likely* to know and to be able to do? To respond to these questions, ACT has developed College Readiness Standards for the ACT. The standards are descriptions of the scores that reflect the progression and complexity of skills in each of the academic areas measured by the ACT—English, mathematics, reading, and science—and writing. The standards describe the skills and knowledge most students scoring in particular score ranges are able to demonstrate on the ACT.

For the multiple-choice tests, College Readiness Standards are provided for six score ranges along the ACT score scale. For Writing, standards are provided for five score ranges. The purpose of the score descriptors is to help those who use the test results to better understand how the scores on the ACT relate to the types of skills and knowledge needed for success in college and the world of work. The College Readiness Standards can be found at **www.act.org/standard**. If you wish, you may request a copy from ACT Customer Services.

Norms

NORMS FOR THE MULTIPLE-CHOICE TESTS

The norms on the score reports reflect the most recent scores of high school seniors who graduated during the previous three years and who tested as 10th, 11th, or 12th graders under standardized conditions, either on a national test date or as part of a state testing initiative. These students are the source of the national and state norms for multiple-choice tests printed on score reports during 2008–2009.

The numbers reported are *cumulative percents*. A cumulative percent is the percent of students who scored at or below a given score. For example, suppose a Composite scale score of 20 has a cumulative percent of 49. This means that 49 percent of the graduates over the previous three years had a Composite score of 20 or lower. Consequently, 100% – 49% = 51% had a Composite score of 21 or higher. Although 100 percent of the students scored at or below the highest possible score, the highest reported cumulative percent is 99. Students who tested with extended time are not included in any of the state or national norms.

Because each test score and subscore was scaled separately, scores on the tests and subscores are not directly comparable. For example, a score of 27 on the Mathematics Test does not indicate the same level of educational development as a score of 27 on the Reading Test. One way to compare Mathematics and Reading scores is to use the norms that appear at **www.actstudent.org/scores/norms.html**.

For example, a score of 26 has different cumulative percents for each of the four tests and for the Composite. As a further illustration, while a scale score of 26 on Science might have a cumulative percent of 90, a scale score of 28—not 26—on English might have this same cumulative percent. Thus, it can be stated that a scale score of 26 on Science is comparable to a scale score of 28 on English for one group of ACT-tested graduates, in the sense that the two scores have the same cumulative percents for this group. Note that comparisons using norms are always based on a particular group of examinees, and the norms may change from group to group and year to year. As this example shows, comparisons of scores across tests are best made using normative information.

The most recent norms for ACT-tested graduates from the last three years appear at **www.actstudent.org/scores/norms.html**.

NORMS FOR THE WRITING TEST

The Writing norms for the Combined English/Writing score and Writing subscore are based on the most recent scores of high school seniors who graduated during the previous three years and who took the English and Writing tests as 10th, 11th, or 12th graders under standard time conditions on a national or state test date. Students who take both the English Test and the Writing Test in the same session receive two scores: a Combined English/Writing score and a Writing subscore. The numbers reported on score reports include the *cumulative percent* of students with scores at or below a given score.

Additional Information About the Tests of Educational Development

Information about the purposes and foundations of the ACT tests and how the ACT tests are developed can be found in *Your Guide to the ACT*, which can be found at our website. *Your Guide to the ACT* also includes a detailed description of each test, the content of each test, the scores reported for each test, and the College Readiness Standards for each test. Additional information about the scale scores and their technical characteristics can be found in the *ACT Technical Manual* at **www.act.org**.

Find the most recent ACT Writing Test norms at **www.actstudent.org/scores/norms.html**.

Noncognitive Components

The noncognitive components of the ACT include:

- High School Course/Grade Information
- ACT Interest Inventory
- ACT Student Profile Section

They appear in the booklet *Registering for the ACT* and on the Web. Students respond to them when they register for a national or international ACT test date.

HIGH SCHOOL COURSE/GRADE INFORMATION

A common finding in education is that high school grades are predictive of college grades and that test scores and high school grades combined are a better predictor of college grades than either is alone.

The High School Course/Grade Information Section asks students who register for national or international test dates about the courses they have completed or plan to take in high school and the grades they have received. The 30 courses listed represent six major curricular areas—English, mathematics, natural sciences, social studies, languages, and arts. The courses include those that customarily form the basis of a college preparatory curriculum, and frequently are required for college admission.

Results furnished to colleges on the ACT College Report provide preliminary data for use in admissions, course placement, and academic advising. The information also may assist college officials in addressing federal and state requirements regarding the high school coursework of prospective or admitted first-year students.

Tables summarizing the relationship between students' curricular preparation and ACT scores are furnished to high school personnel in the High School Profile Report. Counselors and administrators can examine the relationship between ACT scores and the curricular background and plans of their school's students.

Accuracy of High School Course/Grade Information

According to ACT research, students report data on the High School Course/Grade Information Section with a high degree of accuracy. In a study based on a nationally representative sample of 1,074 students at 53 high schools throughout the United States, about 87 percent of the information students provided on the courses they had taken agreed with corresponding data obtained from their high school transcripts. Moreover, many of the non-matches were due to problems in the interpretation of the transcript or to omissions.

For typical courses, about 71 percent of students' self-reported grades agreed exactly with the grades on the transcripts, and about 97 percent were within one letter grade. Detailed information about this study is provided in ACT Research Report 88-1, *Accuracy of Self-Reported High School Grades of College-Bound Students* (available at **www.act.org**).

ACT INTEREST INVENTORY

Development and Content

The ACT Interest Inventory is usually completed when students register for the ACT. The Unisex Edition of the ACT Interest Inventory (UNIACT), introduced in the ACT in 1977, was updated in 1989 and again in 2003. The six Interest Inventory scales, each based on 12 questions, were developed to parallel the six interest and occupational types proposed by John Holland (Holland, Whitney, Cole & Richards, 1969; Holland, 1997). Figure 1.1 explains what each scale measures. The Holland type is shown in parentheses below the name of the related scale.

Science & Technology (I-Investigative)[a]	Investigating and attempting to understand phenomena in the natural sciences through reading, research, and discussion.
Arts (A-Artistic)	Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities (e.g., listening to music, reading literature).
Social Service (S-Social)	Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, and engaging in social/political studies.
Administration & Sales (E-Enterprising)	Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management.
Business Operations (C-Conventional)	Developing and/or maintaining accurate and orderly files, records, accounts, etc; designing and/or following systematic procedures for performing business activities.
Technical (R-Realistic)	Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery and raising crops/animals.

[a] Related Holland (1997) type

Figure 1.1. **Content of Interest Inventory scales**

Interest Inventory norms are based on a nationally representative sample of 12th grade students tested during 2003–2004 as part of the ACT program. Specifics regarding Interest Inventory rationale, development, and psychometric characteristics are reported in the *ACT Interest Inventory (UNIACT) Technical Manual* (ACT, 2008). The Technical Manual describes research supporting the validity of the Interest Inventory, including support for use with diverse racial/ethnic groups.

Item Content

UNIACT item content emphasizes familiar work-relevant activities and avoids job titles subject to sex-role stereotypes (e.g., carpenter, secretary, nurse). In general, sex differences at the item and scale level are minimized by using items that tap the intended interest dimensions while avoiding connotations of gender propriety. This is in accord with the National Institute of Education guidelines on sex fairness (Diamond, 1975). Research indicates that the scoring and reporting procedures used with Interest Inventory offer the full spectrum of career options to both males and females.

Reporting Procedures

UNIACT scores are reported in three ways:

- World-of-Work Map Regions. The World-of-Work Map appears on the ACT Student Report. The 12 map regions indicate varying degrees of preference for Data, Ideas, People, and Things Work Tasks.
- Standard Scores (High School and College Reports). The six scores, one for each of the six Interest Inventory scales, have a mean of 50 and a standard deviation of 10 for a nationally representative sample of 12th graders.
- Percentile Ranks (High School and College Reports). Percentile ranks, based on the same nationally representative sample, are profiled as standard-error-of-measurement bands.

The back of the Student Report provides students with an Interest Inventory interpretation based on World-of-Work Map regions. (Also, see the “Career Options” steps on the back of the High School and College Reports.) Although many students will be satisfied with the suggestions they receive, counselors may wish to use these suggestions as a basis for more intensive self/career exploration. The standard scores and percentile ranks on the reports sent to counselors readily lend themselves to clinical interpretations drawing on professional training and experience. Of course, some students will need to be reminded that having interests in an area does not necessarily mean they have abilities in that area. Interests and abilities must be considered in combination as students develop lists of occupations and/or college majors to explore.

World-of-Work Map

The World-of-Work Map appears on the back of the Student Report. The map, which shows the locations of 26 career areas, was designed to serve two functions. First, it provides a simple yet comprehensive overview of the thousands of occupations in the work world. Second, it helps students identify occupations in line with their interests. To this end, the student's ACT Interest Inventory results are reported as World-of-Work Map regions. The map regions summarize the student's preferences, based on responses to the inventory, for working with data, ideas, people, and things. These four basic work tasks provide the crucial link between measured interests and career options.

The World-of-Work Map, which is empirically based, was updated in 2000. Redevelopment procedures and data sources are described by Prediger and Swaney (2004).

Work Tasks. The four basic work tasks are described in Figure 1.2 with alternate terms appearing in parentheses. Examples of work activities, occupations, and related UNIACT scales are noted. The occupations listed as examples were chosen according to the primary focus of the job activities. For example, though a scientist may work with data, the primary purpose is not to produce or handle data, but to create or apply scientific knowledge. Likewise, though an accountant may work with ideas, the ultimate goal is not to develop new ideas, but to organize, record, and verify data in a systematic manner.

The work tasks described in Figure 1.2 are compatible with the hexagon used by Holland to depict degree of similarity among his six interest/-occupational types (Holland et al., 1969; Holland, 1997). The hexagon, embedded in the World-of-Work Map, can be seen by connecting the points (R, I, A, S, E, C) for Holland's types. Degree of similarity is indicated by distance between the points (types).

A hexagon has two dimensions, which means that two dimensions are sufficient to depict similarities among Holland's types. Research on the structure of interests (e.g., Prediger, 1982; Prediger, 1996) indicates that these dimensions are the Data/Ideas and People/Things Work Task Dimensions underlying the Interest Inventory. The six scales are related to these dimensions as shown by the World-of-Work Map.

Career Areas. Because there are so many occupations—more than 900 are listed in the U.S. Department of Labor's O*NET Occupational Information Network—ACT has developed a system of grouping occupations that makes career exploration easier for the student. ACT's occupational groups, called "Career Areas," are based on each occupation's mix of the four basic work tasks: working with data, ideas, people, and things. Occupations with similar work tasks, purpose of work, and work setting are grouped into the same Career Area. The World-of-Work Map shows where each Career Area is located on the work task dimensions. For instance, Career Area B (Marketing & Sales) is located in Region 2, indicating primary involvement with data and people.

DATA/IDEAS DIMENSION

Data (facts, records, files, numbers; systematic procedures for facilitating goods/services consumption by people). "Data activities" involve *impersonal processes* such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and secretaries work mainly with data. Related UNIACT scales: Business Operations, Administration & Sales.

Ideas (abstractions, theories, knowledge, insights, new ways of expressing something—for example, with words, equations, or music). "Ideas activities" involve *intrapersonal processes* such as creating, discovering, interpreting, and synthesizing abstractions or implementing applications of abstractions. Scientists, musicians, and philosophers work mainly with ideas. Related UNIACT scales: Arts, Science & Technology.

PEOPLE/THINGS DIMENSION

People (no alternative terms). "People activities" involve *interpersonal processes* such as helping, informing, serving, persuading, entertaining, motivating, and directing—in general, producing a change in human behavior. Teachers, salespeople, and nurses work mainly with people. Related UNIACT scales: Social Service, Administration & Sales, Arts.

Things (machines, mechanisms, materials, tools, physical and biological processes). "Things activities" involve *nonpersonal processes* such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work mainly with things. Related UNIACT scales: Technical, Science & Technology, Business Operations.

Figure 1.2. **Basic work tasks**

The Career Area List appears in the student booklet *Using Your ACT Results*. Career Areas are organized into six clusters, similar to Holland's six types of occupations (Holland, 1997). An abbreviated version of the list, focusing on college majors, appears on the back of the High School and College Reports.

Use of Map Regions. On the basis of a student's map regions, the Student Report suggests Career Areas that the student might wish to explore. Students are referred to **www.actstudent.org**. This site contains information on more than 500 college majors (related courses, related occupations, etc.) and occupations (work tasks, salaries, etc.). Occupations are organized by Career Area to facilitate career exploration. (The "Career Options" unit on the back of the High School and College Reports can be used with students who no longer have their Student Reports.)

Some Cautions. Although care was taken to make the World-of-Work Map's career areas as homogeneous as possible, there is scatter among the occupations in each career area. Also, Interest Inventory scores—including map regions—are estimates (as are all test scores). The Map presents an overview of major work world regions, landmarks, and work task climates. This overview can provide focus to career exploration. Only career exploration by the student can provide specifics.

Region 99. When a student's six-score interest profile is undifferentiated ("flat"), it may not be possible to determine a student's specific map regions. In the "Your Interest Inventory Results" section of the Student Report, they are told "Because your results do not show a clear preference, map Region 99 is shaded." Counselors and advisors may be able to help these students through a clinical interpretation of the six-score interest profile on the High School or College Report in the context of other information (e.g., work-related plans and abilities).

Students may obtain a Region 99 because they have had a limited range of work-related experiences and knowledge. Counselors and advisors may be able to help such students by suggesting how they can obtain experiences involving data, ideas, people, and things activities and work tasks. Students can also benefit from expanding their knowledge of occupational work tasks by exploring the information at **www.actstudent.org**.

Considering Options. The "Planning Your Education and Career" section of the Student Report lists examples of majors and occupations that are similar to those reported by the student when they registered for the ACT. Learning more about these options can help students make more informed decisions as they firm up their plans for college and beyond. Extensive information about these majors and occupations can be found at **www.actstudent.org**.

References

ACT (2008). *ACT Interest Inventory (UNIACT) Technical Manual*. Iowa City, IA: Author.

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Holland, J. L., Whitney, D. R., Cole, N. S., & Richards, J. M. (1969). *An empirical occupational classification derived from a theory of personality and intended for practice and research* (ACT Research Report No. 29). Iowa City, IA: ACT.

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STUDENT PROFILE SECTION

The Student Profile Section (SPS) collects about 100 items of information related to students' educational and vocational aspirations, plans, abilities, accomplishments, and needs.

Effective with the 2007–2008 testing year, students no longer respond to selected SPS items that were outdated or little used. This reduction of items is intended to facilitate student completion of the SPS.

- **Admissions/Enrollment Information.** Housing plans, identification of disabilities (if applicable).
- **Educational Plans, Interests, and Needs.** Major and occupation choice, certainty of choice, highest degree objective.
- **Educational Needs and Interests.** Needs for academic or career guidance.
- **College Extracurricular Plans.** Plans to participate in each of 13 kinds of activities.
- **Financial Aid.** Plans to apply for financial aid, work plans.
- **Background Information.** Demographic information about student's family and community.
- **Factors Influencing College Choice.** Rank order of the following factors: type of college, student-body composition, location, cost, size, field of study, other. Preferences noted for cost and four other factors.
- **High School Information.** Characteristics of student's high school; student's class rank, GPA, program of study.
- **High School Extracurricular Activities.** Participation in each of 13 kinds of activities (same as "College Extracurricular Plans").
- **Out-of-Class Accomplishments.** In selected areas.

2 ACT Reports and Data Services

Because scores and other results are used in a variety of settings, we normally distribute three different reports for each student who completes the ACT:

- Student Report
- High School Report (if the student authorizes reporting)
- College Report (for colleges requested by the student)

The data used in preparing these reports are gathered from the student's responses to the ACT tests and noncognitive components, from ACT-participating colleges, and from ACT research in the areas of educational and vocational measurement. All student self-reported information is shown as recorded by the student at the time of registration. If the student omits information from any part of the ACT, a dash (--) appears in the corresponding areas of his/her reports.

Student Report

ACT mails one copy of the Student Report and a copy of the student guide *Using Your ACT Results* to each student's mailing address. Introduced in 2006–2007, this two-sided report contains individual results and basic explanations of what they mean.

The test option taken by the student (the ACT or ACT Plus Writing) appears as the report title. In addition to the student's name and high school, the report includes additional identifying data.

All students who test through National Testing are assigned an ACT ID. Students should be encouraged to use their ACT ID to help positively identify themselves when they create an ACT Web account. If the student provided a Social Security number, the last four digits also appear on this report.

The information on the report is presented in three parts:

- **Your ACT Scores.** The Composite score, test scores, and subscores are reported along with a graphical representation of the cumulative percents associated with each score. Concepts such as ranks or cumulative percents are explained on the report. ***If the student took the ACT Plus Writing***, the Writing results appear immediately below the multiple-choice scores, along with descriptive Comments on the essay. College Readiness Benchmark Scores are also provided, and an asterisk denotes each test score at or above those benchmarks. These advise students if their ACT scores indicate likely success in selected first-year college courses (a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher).
- **Your College Reports.** Information is provided about each of the student's first four college choices listed at the time of registration or testing, along with self-reported information from the student. This presentation allows the student to compare important factors about each college such as high school class rank, ACT Composite score, and high school GPA of first-year students, plus the availability of the student's preferred program of study, relative costs, and percentage of first-year students receiving financial aid.
- **Planning Your Education and Career.** Side 2 of the report provides information to help the student consider college majors and occupational choices. The student's Interest Inventory results are provided as shaded regions on the World-of-Work Map.

A sample Student Report appears as Figures 2.1 and 2.2. **Note: The norms on the sample report are from the 2007–2008 testing year.** A copy of the student guide *Using Your ACT Results* may be downloaded from our student website at **www.actstudent.org/scores/understand/index.html**.

The ACT® Plus Writing
Student Report

10060210-000000001

STUDENT'S NAME:	ANN C TAYLOR	ACT ID:	-54116290
HIGH SCHOOL NAME:	WHEAT RIDGE SR HIGH SCHOOL	SSN:	XXX-XX-2007
HIGH SCHOOL CODE:	067-890	TEST DATE & LOCATION:	APR 2008 NATIONAL

The ACT®

Your ACT Scores

Rank: Approximate percent of ACT-tested students at or below your score

		In Your State	In the U.S.
Composite Score	**21**	61%	56%
ENGLISH	**24***		**74%**
Usage/Mechanics	12		72%
Rhetorical Skills	12		72%
MATHEMATICS	**19**		**47%**
Pre-Algebra/Elem. Algebra	11		57%
Algebra/Coord. Geometry	10		54%
Plane Geometry/Trig.	09		37%
READING	**23***		**64%**
Social Studies/Sciences	12		69%
Arts/Literature	11		54%
SCIENCE	**18**		**29%**
COMBINED ENGLISH/WRITING	**25**		**77%**
Writing (score range 2 to 12)	10		98%

1% 10% 25% 50% 75% 90% 99%

Writing Results

The Combined English/Writing score ranges from 1 to 36 and is a combined measure of the Writing and English tests. The Writing score ranges from 2 to 12. Your ranks for these two scores are based on recent ACT-tested students who took the Writing test.

COMMENTS ON YOUR ESSAY: YOUR ESSAY SHOWED RECOGNITION OF THE COMPLEXITY OF THE ISSUE BY PARTIALLY EVALUATING ITS IMPLICATIONS. GENERAL STATEMENTS IN YOUR ESSAY WERE WELL SUPPORTED WITH SPECIFIC REASONS, EXAMPLES, AND DETAILS. SOME VARIED SENTENCE STRUCTURES AND PRECISE WORD CHOICE ADDED CLARITY AND INTEREST TO YOUR WRITING.

***Your College Readiness:** If your scores are at or above the following ACT benchmark scores, you will likely be ready for first-year college courses—English 18, Mathematics 22, Reading 21, Science 24.

- ACT® test scores and the Composite score range from 1 to 36; subscores range from 1 to 18.
- Your Composite score is the average of your scores on the four subject area tests. Subscores do not necessarily add up to your score for a subject area test.
- Your ranks tell you the approximate percentages of recent high school graduates in the U.S. and your state who took the ACT and received scores that are the same as or lower than yours. A rank of 70, for example, means that 70% of students received scores that are the same as or lower than your score.
- Your test scores are only estimates, not precise measures, of your educational development. You will find more information about interpreting your scores in the booklet you received with this report and at **www.actstudent.org.**

Looking for more information about your individual strengths and test preparation? Go to www.actstudent.org.

Your College Reports

At your direction, your scores from this test date are being reported to the colleges shown below. College planning information is provided for the first four choices you listed when you registered or tested. (Fifth and sixth choices, if any, appear just above your first choice.) Your GPA was calculated from the grades you reported. To view additional college planning information or to send additional reports, visit **www.actstudent.org.**

College Name and Code	What is the profile of enrolled 1st-year students at this college? High School Class Rank	ACT Composite Score	High School Grade Point Average	Is the program of study you prefer offered?	What are the approximate annual tuition and fees? In-state	Out-of-state	What percent of 1st-year students receive financial aid based on: Need?	Merit?
UNIVERSITY OF OMEGA 9521 OMEGA CO 800/498-6068 www.omega.edu	Majority in top 50%	Middle 50% between 18–24	2.76	Yes: 4-Yr. Degree	$5,600	$12,000	67%	20%
ALPHA UNIVERSITY 9059 UNIVERSITY CENTER IA 319/337-1000 www.alpha.edu	Majority in top 25%	Middle 50% between 21–26	3.12	Yes: 4-Yr. Degree	$9,000	$15,000	85%	27%
BETA COMMUNITY COLLEGE 8866 CLARKSTON CO 800/498-6481 www.betacc.edu	Majority in top 75%	Middle 50% between 16–21	2.49	Yes: Program Avail	$4,000	$4,000	58%	18%
MAGNA COLLEGE 8905 PLAINVIEW OH 800/525-6926 www.magna.edu	Majority in top 50%	Middle 50% between 21–26	2.71	Yes: 4-Yr. Degree	$8,500	$16,000	90%	35%

Your Information

Your Class Rank	Your Composite Score	Your Calculated GPA	Your Selected Major
TOP 25%	21	3.29	BUSINESS & MGMT, GEN

Check with colleges for recent changes in information. A dash (—) indicates information was not provided or could not be calculated. *Comprehensive fee including room and board.

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Figure 2.1. **Sample ACT Student Report—Side 1**

ANN C TAYLOR

Planning Your Education and Career

Many people consider several possibilities before making definite career plans. Before you took the ACT®, you had the opportunity to respond to questions about your educational and career plans. Use this information to consider possibilities that you may like to explore.

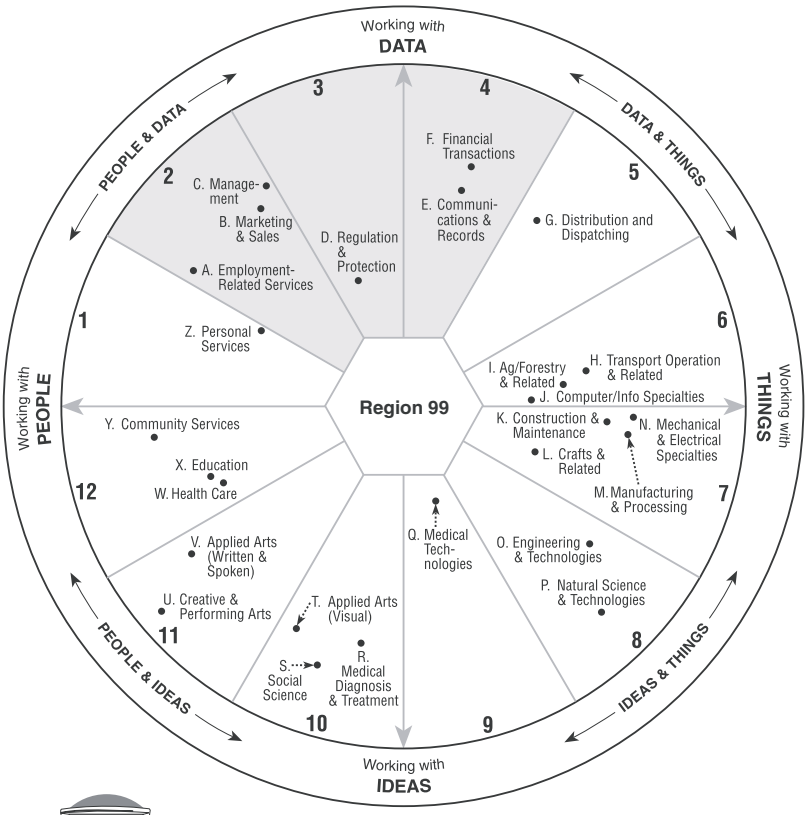
Your Interest Inventory Results	The College Major You Indicated	The Occupational Field You Indicated
YOUR RESULTS INDICATE A PREFERENCE FOR WORKING WITH PEOPLE AND DATA.	BUSINESS AND MANAGEMENT, GENERAL	BANKING AND FINANCE
SEE MAP REGIONS 2, 3, 4 THE SHADED REGIONS SHOW CAREER AREAS HAVING WORK TASKS YOU PREFER.	THIS MAJOR PRIMARILY INVOLVES WORKING WITH PEOPLE AND DATA.	**SEE MAP REGION 2** THE OCCUPATIONAL FIELD YOU CHOSE IS IN CAREER AREA C: MANAGEMENT
RELATED CAREER AREAS: COMMUNICATIONS & RECORDS EMPLOYMENT-RELATED SERVICES FINANCIAL TRANSACTIONS MANAGEMENT MARKETING & SALES REGULATION & PROTECTION	**RELATED MAJORS:** AGRICULTURAL BUSINESS BUSINESS ADMINISTRATION AND MGMT BUSINESS AND OFFICE, GENERAL BUSINESS EDUCATION INTERNATIONAL BUSINESS/MANAGEMENT MILITARY SCIENCE/TECHNOLOGY PERSONNEL/HUMAN RESOURCES MANAGEMENT SMALL BUSINESS/ENTREPRENEUR STUDIES	**RELATED OCCUPATIONS:** ASSOCIATION EXECUTIVE FINANCIAL MANAGER FOREIGN SERVICE OFFICER GENERAL MANAGER/TOP EXECUTIVE HOTEL/MOTEL MANAGER MANAGEMENT CONSULTANT PROPERTY/REAL ESTATE MANAGER

Your Guide to College and Career Planning

- All college majors and occupations differ in how much they involve working with four basic work tasks: working with **People** (care, services), **Things** (machines, materials), **Data** (facts, records), and **Ideas** (theories, insights). These four basic work tasks are the compass points on the World-of-Work Map.
- The map is divided into 12 regions, each with a different mix of work tasks. The map shows the locations of 26 occupational fields, called Career Areas (A-Z). Each Career Area contains many occupations that share similar work tasks.

*If no regions are shaded, you did not answer enough interest items to permit scoring.

The World-of-Work Map
(Your Interest Inventory results are shaded.*)



For more information about your college and career planning, visit **www.actstudent.org** or check the booklet you received with this report.

Figure 2.2. **Sample ACT Student Report—Side 2**

High School Report

A high school report is generated only if the student authorizes reporting to the school.

A sample ACT High School Report (Figure 2.3) is shown on the next page. The main data elements are described below.

For suggestions about using information from the High School Report in precollege counseling, see pages 21–24.

A. Basic student identification plus multiple-choice test scores, Composite score, and subscores. Cumulative percents for these scores are based on the most recent scores of high school seniors who graduated during the previous three years and who tested as 10th, 11th, or 12th graders under standard time conditions on a national or state test date. State norms are reported only if 1,000 or more examinees tested.

Note: The norms on the sample report are from the 2007–08 testing year. Current year norms are at **www.actstudent.org/scores/norms.html**.

B. The "College Readiness" chart displays the ACT College Readiness Benchmark Score for each of the four ACT multiple-choice tests and whether the student's score is "below" or "at or above" that level. A student scoring at or above one of these benchmark scores will likely be ready for first-year college courses in that corresponding subject area. A student who meets or exceeds the benchmark score in a subject area has a 50% chance of obtaining a B or higher in the corresponding first-year college course and about a 75% chance of obtaining a C or higher. See **www.act.org/standard**.

C. ***If the student took the ACT Plus Writing***, a Combined English/Writing score and Writing subscore are reported. Cumulative percents for these scores are based on the most recent score of high school seniors who graduated during the previous three years and who took both the English and Writing tests as 10th, 11th, or 12th graders under standard time conditions on a national or state test date. Codes are reported for up to four descriptive Comments about the student's essay. Text corresponding to each Comment Code is provided on page 4 and at **www.act.org**.

D. Self-reported educational and vocational plans, chosen from a list of nearly 300 college majors and occupations. The student also notes degree of certainty of these plans.

E. Self-reported educational needs and interests.

F. The student's ranking of seven college choice factors and preferences regarding five of the factors.

G. Self-reported plans for financial aid and employment while in college.

H. ACT Interest Inventory results reported as standard scores, percentile ranks, and World-of-Work Map regions.

I. Student's decision (Y = yes, N = no) on authorizing release of data to colleges and scholarship agencies that participate in ACT's Educational Opportunity Service.

J. Information about the colleges to which the student had ACT send reports. If the "Special Message" box applies to the student, an asterisk will be printed there. (Derivation and suggested uses of college information are discussed on pages 25–26.)

K. The student's high school grade point average (on an unweighted 4.0 scale), calculated by ACT from the student's self-reported grades.

L. To help identify different sets of test scores that may be achieved in the same month, ACT reports the location where the test was taken. The possible test locations are: National, International, State, or School. Effective with the 2007–08 testing year, National refers to test centers in the U.S., U.S. territories, Puerto Rico, and Canada. International refers to test centers in other countries. All test locations must be authorized by ACT.

Side 2 of the High School Report provides a Career Options activity for the student. The activity uses ACT's World-of-Work Map and the student's map regions (from the ACT Interest Inventory) as a starting point to explore career possibilities and related college majors.

TAYLOR ANN C	FEMALE	HIGH SCHOOL CODE: 067–890
7852 W 46TH ST	08/22/91	DATE TESTED: 04/08
WHEAT RIDGE, CO 80033	392–11–2007	YEAR OF H.S. GRADUATION: 2009

The ACT

ACT SCORES AND NORMS (See *ACT User Handbook*)

TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	PERCENT OF ACT-TESTED STUDENTS AT OR BELOW SCORE: NATIONAL	STATE
ENGLISH	24		74	78
Usage/Mechanics		12	72	76
Rhetorical Skills		12	72	76
MATHEMATICS	19		47	54
Pre-Algebra/Elementary Algebra		11	57	63
Intermediate Algebra/Coord. Geometry		10	54	60
Plane Geometry/Trigonometry		09	37	40
READING	23		64	67
Social Studies/Sciences		12	69	70
Arts/Literature		11	54	60
SCIENCE	18		29	34
COMPOSITE (Average) SCORE	21		56	61
ENGLISH/WRITING	25		77	--
WRITING (RANGE 2-12)		10	98	--

COMMENTS ON ESSAY (SEE WWW.ACT.ORG): 24, 34, 65

TEST LOCATION: NATIONAL

GRADE POINT AVERAGE (GPA) FROM SELF-REPORTED GRADES

GPA = 3.29 — CALCULATION BASED ON 4.0 SCALE USING GRADES REPORTED BY STUDENT IN H.S. COURSE/GRADE SECTION FOR COURSES IN ENGLISH, MATHEMATICS, NATURAL SCIENCES, AND SOCIAL STUDIES.

SPECIAL MESSAGE — H.S. GRADES FOR TWO OR MORE SUBJECT AREAS AND/OR ONE OR MORE TEST SCORES NOT REPORTED. NO PREDICTIVE INFORMATION POSSIBLE.

THE EDUCATIONAL AND VOCATIONAL PLANS STUDENT INDICATED

EDUCATIONAL MAJOR	HOW CERTAIN	DEGREE OBJECTIVE
BUSINESS & MGMT, GEN	FAIRLY SURE	PROF LEVEL

FIRST VOCATIONAL CHOICE	HOW CERTAIN
BANKING AND FINANCE	VERY SURE

COLLEGE READINESS

A student scoring at or above these benchmark scores will likely be ready for first-year college courses.

	BENCHMARK SCORES	THIS STUDENT'S SCORE IS: BELOW	AT OR ABOVE
ENGLISH	18		X
MATHEMATICS	22	X	
READING	21		X
SCIENCE	24	X	

THE EDUCATIONAL NEEDS AND INTERESTS STUDENT INDICATED

NEEDS HELP WITH: EDUCATIONAL OR VOCATIONAL PLANS	WRITING	READING	STUDY SKILLS	MATHEMATICS	INTEREST IN: FRESHMAN HONORS COURSES	INDEPENDENT STUDY	ROTC
Y	N	N	N	Y	Y	N	Y

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT BODY COMP.	LOCATION	COST (MAX. TUITION)	SIZE	FIELD OF STUDY	OTHER FACTOR
FOURTH	SIXTH	FIFTH	SECOND	THIRD	FIRST	SEVENTH
PUB-4YR	COED	COLORADO	2,000	5–10,000		

PLANS TO SEEK FINANCIAL AID: YES — NEEDS HELP TO FIND WORK: YES — HOURS/WEEK: 11–20

INTEREST INVENTORY (See *ACT User Handbook*)

STANDARD SCORE (20-80)	BASIC INTEREST AREA	%ILE
56	SCIENCE & TECH.	74
41	ARTS	19
51	SOCIAL SERVICE	55
64	ADMIN. & SALES	92
60	BUSINESS OPER.	85
41	TECHNICAL	18

%ILE: 1 %ILE, 5 %ILE, 25 %ILE, 50 %ILE, 75 %ILE, 95 %ILE, 99 %ILE

MAP REGIONS (See back of report): 02 03 04

EOS RELEASE = Y

INFORMATION ABOUT COLLEGES (See *ACT User Handbook*)

Note: Some of this information (e.g., tuition and fees) may have changed since it was reported to ACT by the colleges.

COLLEGE ACT CODE	NAME OF COLLEGE	STATE ABBREVIATION	FULL-TIME STUDENT ENROLLMENT	SIZE OF COLLEGE COMMUNITY	GENERAL ADMISSIONS POLICY	APPROXIMATE YEARLY TUITION AND FEES (WITHOUT ROOM/BOARD)	PERCENT OF FRESHMAN CLASS RECEIVING FINANCIAL AID BASED ON NEED	FALL FINANCIAL AID APPLICATION DEADLINE	FOR FUTURE USE	COLLEGE CALENDAR	STUDENT'S MAJOR AVAILABLE	FOR FUTURE USE	SPECIAL PROGRAMS: HONOR COURSES/PROGRAMS	REMEDIAL/STUDY SKILLS	CREDIT BY EXAMINATION	ROTC	HIGH SCHOOL AVERAGE FOR FIRST-YEAR STUDENTS	CHANCES IN TEN OF "C" OR HIGHER	AVERAGE FIRST-YEAR COLLEGE GPA	STUDENT'S RELATIVE RANK AT COLLEGE: ACT TEST AREAS E	M	R	S	C
9521	UNIVERSITY OF OMEGA	CO	28640	MTR	TRAD	5600	67	02/15		E–S	M		Y	Y	Y	Y	2.8	6	2.2	83	38	73	40	58
9059	ALPHA UNIVERSITY	IA	20118	MC	SEL	9000	85	03/01		E–S	M		Y	Y	Y	Y	3.1	5	2.5	85	35	80	37	60
8866	BETA COMMUNITY COLL	CO	6500	SC	OPEN	4000	58	04/01		T–S	C		N	N	N	N	2.5	9	2.4	95	65	90	80	85
8905	MAGNA COLLEGE	OH	2800	SC	TRAD	8500	90	03/01		414	M		Y	Y	Y	N	2.7	6	2.7	82	41	72	45	56

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Figure 2.3. **Sample ACT High School Report**

HIGH SCHOOL SCORE LABEL

The high school receives two score labels (Figure 2.4) for each student who authorized reporting to the school. One label is provided for the student's permanent record; one is for the counselor's files.

For all students, the labels show the student's name, last four digits of the Social Security number or ACT-assigned ID beginning with a dash, date of birth, four multiple-choice test scores, Composite score, cumulative percent for the Composite score, test date, and test location. ***If the student took the ACT Plus Writing***, the label also includes the Combined English/Writing score and Writing subscore.

TAYLOR ANN C	XXXXX2007	08/22/91
NAME OF STUDENT	SSN/ACT ID	DATE OF BIRTH

The ACT®

	ENGLISH	MATH	READING	SCIENCE	COMPOSITE	COMBINED ENGLISH/ WRITING	WRITING (SCORE RANGE 2-12)	TEST DATE & TEST LOCATION
SCORES:	24	19	23	18	21	25	10	04/08 NATIONAL
PERCENT AT OR BELOW NAT'L COMP.:					56	ACT®		

Figure 2.4. **Sample ACT High School Score Label**

HIGH SCHOOL REPORT CHECKLIST

A checklist accompanies each group of reports mailed to the high school (Figure 2.5). The checklist shows the students whose reports are included in that mailing. The checklist reflects the order in which that group of reports is shipped—alphabetically within the grade levels reported by the students when they registered. Checklists are not cumulative.

The checklist includes the four multiple-choice test scores, subscores, Composite score, national cumulative percents for test scores, test date, and test location. ***If the student took the ACT Plus Writing***, the checklist also includes the Combined English/Writing score with cumulative percent.

REPORTING OPTIONS

Students' ACT records, as shown on the High School Report, are available to high schools or districts on CD-ROM as an extra-cost reporting service. Schools that order CD-ROM reporting first receive the standard paper copies of the High School Report for use in counseling individual students. Order forms with specifications, schedules, and prices are available from ACT Institutional Services.

The ACT®

HIGH SCHOOL REPORT CHECKLIST

PAGE 0001

NAME OF STUDENT		SEX	TEST SCORE (1-36), PERCENT AT OR BELOW TEST SCORE, AND ASSOCIATED SUBSCORES (1-18)																	OPTIONAL			TEST DATE	TEST LOCATION
			ENGLISH				MATHEMATICS					READING				SCIENCE		COMPOSITE		ENGLISH/WRITING (1-36)				
			TEST SCORE	% ≤	USAGE/ MECH.	RHET. SKILLS	TEST SCORE	% ≤	ELEM. ALG.	ALG./ GEOM.	GEOM./ TRIG.	TEST SCORE	% ≤	SOC./ SCI.	ARTS/ LIT.	TEST SCORE	% ≤	SCORE	% ≤	TEST SCORE	% ≤	WRITING (2-12)		
THE FOLLOWING STUDENTS ARE HIGH SCHOOL JUNIORS																								
DONOVAN BAILEY	J	M	32	97	16	17	24	75	12	11	14	32	95	17	16	22	65	28	92	32	99	11	04/08	NATIONAL
FELDMAN ELLASON	C	F	24	74	15	11	25	80	14	10	14	25	74	14	13	22	65	24	75	--	--	--	04/08	NATIONAL
TAYLOR ANN	C	F	24	74	12	12	19	47	11	10	09	23	64	12	11	18	29	21	56	25	77	10	04/08	NATIONAL
ZEHMAN BRYNNE	W	F	21	58	11	10	17	33	08	09	08	18	34	09	09	20	48	19	40	20	42	07	04/08	NATIONAL
THE FOLLOWING STUDENTS ARE HIGH SCHOOL SENIORS																								
BRENNEMAN ZACHARY	F	M	26	84	15	12	15	14	07	08	07	21	53	09	12	20	49	21	56	25	77	08	04/08	NATIONAL
HOSIER BRENDA	J	F	17	31	08	09	15	14	06	07	09	20	48	09	11	20	49	18	33	--	--	--	04/08	NATIONAL

NOTE: This list reflects the score reports included in this mailing. Only students who authorized reporting to your high school are included.

Figure 2.5. **Sample ACT High School Report Checklist**

ACT ESSAY VIEW FOR HIGH SCHOOLS

ACT Essay View is a free Web-based service that allows high schools to view, and if desired, download images of the essays written by students for the ACT Writing Test who authorized reporting to that school.

One person at each high school serves as the contact for ACT Essay View for that school. The ACT contact person for your school can provide the account login information to as many individuals at your school as he or she authorizes. In fact, ACT encourages the contact person to make this service known to others at the school, including English teachers or others assisting students, or those making decisions on the basis of ACT Writing Test results.

The text of student essays may be used in a variety of ways. Teachers may want to read all of the essays for students in a particular class (if all or most took the Writing Test) and make their own observations about the performance of their students. Essays may also be used in individual tutorial sessions with students. Allowing students to score their own essays with the six-point rubric (page 3) or asking them to rewrite or revise their essays can help them learn where and how to improve their writing.

Authorized high school staff are able to view essays by all students who received Writing scores and listed your high school code. Writing scores and essay images are typically available 5–8 weeks after the test date. Essays are accessible for up to one year after the examinee's high school graduation.

COLLEGE READINESS STANDARDS

A series of high school reports relating performance on the ACT to the College Readiness Standards (page 5) may also be ordered. The reports provide the percentage of students from your school earning scores in seven score ranges (1–12, 13–15, 16–19, 20–23, 24–27, 28–32, and 33–36) for each of the four multiple-choice tests. (For the Writing Test, the score ranges are 2, 3–4, 5–6, 7–8, 9–10, and 11–12.) Local percentages can be compared with state and national percentages. Interpretive guides (available as PDF files) help teachers, curriculum coordinators, and administrators interpret and use your school's test results. The guide in each content area contains the College Readiness Standards displayed by strand and score range; also included are suggestions for learning experiences from which students in a particular score range are likely to benefit; sample test questions (or writing prompt); sample classroom instructional activities; and a bibliography of resources. A sixth guide includes a description of each test, score interpretation information, and a curriculum-assessment alignment activity. Detailed information, including ordering specifications and prices, is available from ACT regional offices and from ACT Research Services at 319/337-1024.

HIGH SCHOOL PROFILE SERVICE

The ACT High School Profile Service is provided to high schools from which 30 or more students in the most recent *graduating class* took the ACT and listed their correct high school code. High schools that test ten or more students receive a five-year trend letter. Scores for students who have tested more than once are from the most recent administration only.

Each August, one copy of the ACT High School Profile Report is sent automatically, free of charge, to each eligible school. This report includes state norms for the high school's state (only available in states that test a sufficient number of students) and national norms. Also included in this mailing is a set of charts to assist in presenting report data.

College Report

A sample College Report is shown in Figure 2.6 (page 19) and its main data elements are described on page 18.

REPORTING OPTIONS

Students' ACT records, as shown on the College Report, also are available to colleges three times weekly via the ACT Internet Reporting Option (AIRO) service, or every two weeks via CD-ROM. Details about these reporting options and associated fees are provided in the brochure *Reporting Services for Colleges and Universities*, mailed to colleges each summer, or by contacting ACT Institutional Services.

ACT ESSAY VIEW FOR COLLEGES

ACT Essay View is a free Web-based service that allows colleges to view, and if desired, download images of the essays written by students for the ACT Writing Test who had ACT send reports to those colleges.

One person at each college serves as the contact for ACT Essay View for that college. The ACT contact person for your college can provide the account login information to as many individuals at your college as he or she authorizes. In fact, ACT encourages the contact person to make this service known to others, including admissions professionals, English faculty or others assisting students, or those making decisions on the basis of ACT Writing Test results.

The text of student essays may be used in a variety of ways for all students or subgroups of students. Colleges may wish to incorporate a student's essay as part of their application process with confidence that the essay reflects the individual work of each student. Essays may also be used in individual tutorial sessions with students or as part of an early intervention program. College composition faculty may wish to use the text of the essay written for the ACT Writing Test as part of their placement program for first-year college composition courses.

continued on page 20

College Report

A. Basic student and high school identification plus multiple-choice test scores, Composite score, and subscores. Cumulative percents for these scores are based on the most recent scores of high school seniors who graduated during the previous three years and who tested as 10th, 11th, or 12th graders under standard time conditions, either on a national or state test date, and, for colleges that have participated in ACT Research Services, locally defined groups.

Note: The norms on the sample report are from the 2007–2008 testing year. Current year norms are at **www.actstudent.org/scores/norms.html**.

If the student took the ACT Plus Writing, the Combined English/Writing score and Writing subscore are reported. Cumulative percents for these scores are based on the most recent scores of high school seniors who graduated during the previous three years and who took the English and Writing tests as 10th, 11th, or 12th graders under standard time conditions on a national test date. Codes are reported for up to four descriptive Comments about the student's essay. Text corresponding to each Comment Code is provided on page 4 and at **www.act.org**.

B. To help colleges identify different sets of test scores that may be achieved in the same month, ACT reports the location where the test was taken. The possible test locations are: National, International, State, School, or DANTES. In addition, scores achieved on a college campus are reported as Residual. Effective with the 2007–2008 testing year, National refers to test centers in the U.S., U.S. territories, Puerto Rico, and Canada. International refers to test centers in other countries. All test locations must be authorized by ACT.

C. Predictive information for colleges that participate in ACT Research Services. Ranks of each student's predicted overall GPA, and probabilities of the student attaining an overall average of "C" or higher, in various subgroups selected by the college. Ranks of each student's predicted grades, and probabilities of the student attaining a grade of "C" or higher, in specific courses selected by the college. In each case, the rank refers to the cumulative percent of students in the reference group that had a predicted grade lower than or equal to that of the student in question. If the "Special Message" box in the lower right corner of the College Report applies to the student, an asterisk will be printed there.

D. Student's self-reported information about academic preparation and activities in high school and college extracurricular plans. Student's high school GPA is reported on an unweighted 4.0 scale based on the student's grade responses (see E, below, also).

E. As of 2008–2009, if the student provided a valid e-mail address when he or she registered or tested, it is shown here.

F. Student's responses to the ACT High School Course/Grade Information section for students who test through national, international, or state testing.

G. ACT Interest Inventory results, reported as standard scores, percentile ranks, and World-of-Work Map regions.

H. Self-reported educational needs and interests. Self-reported plans for financial aid and employment while in college.

I. The student's ranking of seven college choice factors and preferences regarding five of the factors. Self-reported educational and vocational plans, chosen from a list of nearly 300 college majors and occupations. The student also notes degree of certainty of these plans.

J. Self-reported information about the student's enrollment plans. The "Choice" box shows the college's rank among up to six report recipients chosen by the student at the time of registration. Because the student may list one or more scholarship agencies first on the registration, the college's actual rank may be higher than indicated here. (An "S" is shown in this box for "Supplemental," or Additional Score Reports. An "A" or "C" is shown for Residual Testing conducted at the receiving institution; see page 34.) Information on disability and the three "Background Information" items in the lower right corner of the report can be released only to colleges that authorize release.

The back of the College Report provides a Career Options activity for the student. The activity uses ACT's World-of-Work Map and the student's map regions (from the ACT Interest Inventory) as a starting point in exploring career possibilities and related college majors.

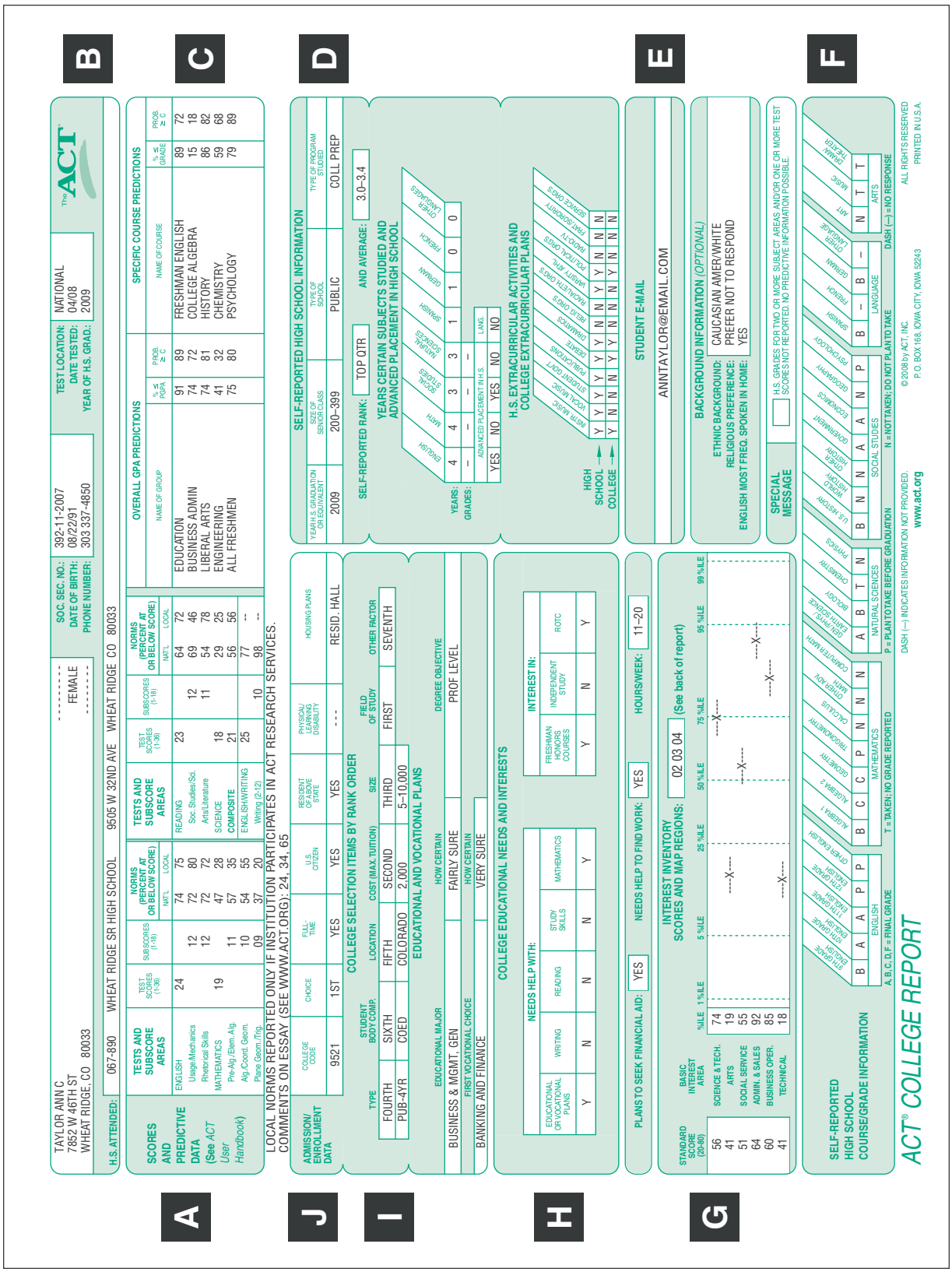

Figure 2.6. **Sample ACT College Report**

continued from page 17

Authorized staff can review essays written by students who received ACT Writing Test scores and have authorized us to report their ACT scores to your college. ACT scores and essay images are typically available 5–8 weeks after the test date. Essays are accessible for up to one year after the student's high school graduation.

BATCH DELIVERY OPTIONS

Colleges may access essay images by searching for an individual student, or they have the option of receiving essay images in batch files. Two different options are offered for batch reporting through the college's ACT Essay View Web account:

- The Automatic Generation option allows colleges to retrieve weekly generated batch files.
- The File Submission option allows colleges to submit a file of identifying information for students whose essay images are desired. ACT will match the file and create batch files containing only those essay images.

Additional information about setting up an ACT Essay View Web account and options for retrieving essay images is available at **www.act.org/essayview**.

ACT RESEARCH SERVICES

ACT Research Services are designed to aid colleges in research, self-study, and planning by providing summary analyses of student data through a variety of descriptive, predictive, and evaluative report options. For participating colleges, Research Services reports simplify the tasks of developing normative data, examining and evaluating current programs and practices, and comparing findings with those from other colleges.

Any college that meets eligibility criteria may participate free of charge in the Class Profile, Prediction, and Retention/Attrition research report services. Registration information is sent to colleges in early September. Information is also available from the ACT Education and Workforce Research Services department, from ACT regional offices, and at **www.act.org/research/services**.

Class Profile Service

The Class Profile Service report provides a comprehensive description of a college's entering first-year students and a parallel description of students who reported ACT scores to the college but did not enroll. Comparisons with two separate college-defined groups of ACT-tested students who authorized us to send scores to the college may also be shown.

Drawing on test scores, high school grades, and other educational information collected on the ACT, a series of tables describes the following characteristics of members of first-year groups:

- Academic abilities, goals, and aspirations
- Selected needs for student services
- College selection considerations
- Demographic characteristics

Other tables provide cross-tabulations among student characteristics and highlight year-to-year trends. The tables are preceded by a narrative summary of major findings.

Prediction Service

The Prediction Service describes the academic achievements of the currently enrolled first-year class and develops prediction equations used to forecast the overall performance of future students. Prediction equations can be developed for an overall group and up to nine separate subgroups of students using students' overall grade point average and up to four collegiate course grades. Typical uses of this report include:

- Advising and counseling
- Identifying scholarship and honors program students
- Evaluating the predictive quality of ACT data
- Comparing various student population groups

Retention/Attrition Service

The Retention/Attrition Service provides summary information that compares the previous year's first-time ACT-tested first-year students that returned for their second year with those who did not return.

These comparisons allow colleges to evaluate the impact of cognitive and noncognitive information regarding student retention. Included are tables containing the top 25 and bottom 25 feeder high schools based on retention rates.

Course Placement Service

ACT's Course Placement Service assists colleges in studying the effectiveness of their course placement practices and policies. This at-cost service allows colleges to evaluate the validity of ACT tests and local tests in identifying academically underprepared students. The service provides information for setting cutoff scores. Effective cutoff scores will help place students into appropriate level courses and increase their opportunity for collegiate success.

3 Using ACT Student Data

High School Uses of ACT Data

High school administrators, teachers, and counselors have developed many innovative ways to help students use their ACT results in planning for college and careers. ACT scores are estimates of a student's true performance levels on the tests. These scores should be treated, on an individual and group basis, as general indicators of strength and weakness. Students should be reminded that colleges use other information in addition to ACT scores to make selection, placement, and scholarship decisions, and that all of this information, taken together, provides a good picture of their performance.

DISSEMINATION OF ACT DATA

ACT student data contain information of interest to counselors, teachers, and administrators. From the ACT student record, school personnel will find valuable information to assist them in their duties.

Group sessions can be offered for students considering similar vocations, colleges, or educational programs. Other group sessions might be offered for students interested in special topics, such as choosing a major.

Students should consider many factors as they choose a college major or eventual occupation. Interests and educational development are important, but so are work values, length of time the student is willing to spend in training, the likelihood that the student will be able to find employment in the chosen field, etc.

Since every student, and every counselor, is unique, there is no single, right way to use ACT results. However, the following list of questions that the ACT Student Report can help answer may provide some guidelines for group and individual discussions.

DISCUSSING ACT RESULTS IN EDUCATIONAL AND CAREER COUNSELING

- Has the student read the ACT Student Report, including the information *not* related to test results? Does the student seem to understand the information and how to use it?
- Has the student sought additional interpretive help in the booklet *Using Your ACT Results*?
- Has the student shared his or her ACT scores and other results with parents? Sought parents' advice about making plans for the future, financing further education, etc.?

Career Planning

Has the student made tentative educational and career plans? If so:

- Are the plans based on realistic factors such as educational development and interests, or are they influenced by factors such as parental expectations and sex-role stereotypes?
- How certain is the student of these educational and career plans? How can the student become more certain or accept the reality that many young people are uncertain?
- Are the student's degree objective, educational major, and career plans consistent?
- Do the student's differential levels of educational development (as indicated by high school grades and ACT scores) support the educational and career plans?
- Do the student's interests support the educational and career plans?

Are more possibilities for educational and career plans suggested by:

- Differential levels of educational development, as indicated by grades, test scores, and subscores?
- Interest Inventory scores?
- Actual or planned extracurricular activities?

Side 2 of the ACT Student Report is based on the student's self-reported plans and ACT Interest Inventory results. If there is reason to believe that plans or interests have changed, students should be encouraged to update their information through their free ACT Web account and incorporate these changes into the decision-making process.

College Planning

Has the student identified colleges appropriate for his or her level of educational development, as indicated by high school performance and ACT scores? In this context, you may be able to help the student refine his or her understanding of information in the Student Report.

- Do the chosen colleges offer the student's preferred program of study? What percentage of each college's students are enrolled in that area? If the program is not available, how does the student plan to resolve this discrepancy?
- Is the student aware of any inconsistencies between the stated preferences for type of college and the characteristics of the schools considered such as location, type, cost, size?
- What cost limitation does the student indicate? Is the student aware of hidden costs, such as the cost of travel to a college distant from home? If a selected school costs more than the student and family can pay, does the student plan to seek financial aid? If so, does time remain to do so, and are application materials needed?
- Do the colleges selected offer the extracurricular activities in which the student plans to participate? If the student is planning a significant increase in such activities in college, are these expectations realistic relative to planned academic and/or work load?
- If the student plans to apply for campus housing, is he or she aware of the cost and that some colleges require a board contract as well as a room contract? What are the application deadlines for campus housing?

Using ACT College Readiness Benchmark Scores in College Planning

ACT works with colleges to help them develop guidelines to place students in courses that are appropriate for their level of achievement as measured by the ACT tests. In doing this work, ACT has gathered course grade and test score data from a large number of first-year students and across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in a standard first-year college course. Data from 98 institutions and more than 90,000 students were used to establish the ACT College Readiness Benchmark Scores, which are median course placement scores that are directly reflective of student success in a college course.

Success is defined as a 50 percent chance that a student will earn a grade of B or better and about a 75 percent chance of earning a grade of C or better. The courses are the ones most commonly taken by first-year students in the areas of English, mathematics, social studies, and science, namely English Composition, College Algebra, an entry-level College Social Studies/Humanities course, and College Biology. The ACT scores established as the ACT College Readiness Benchmark Scores are 18 on the English Test, 22 on the Mathematics Test, 21 on the Reading Test, and 24 on the Science Test. The College Readiness Benchmark Scores are based upon a sample of postsecondary institutions from across the U.S. The data from the institutions were weighted to reflect postsecondary institutions nationally. The benchmark scores are median course placement values for these institutions and as such represent a *typical* set of expectations.

Table 3.1
ACT College Readiness Benchmark Scores

ACT Test	ACT Benchmark Score	College Course
English	18	English Composition
Math	22	College Algebra
Reading	21	College Social Studies/Humanities
Science	24	College Biology

SPECIAL MESSAGE — H.S. GRADES FOR TWO OR MORE SUBJECT AREAS AND/OR ONE OR MORE TEST SCORES NOT REPORTED. NO PREDICTIVE INFORMATION POSSIBLE.

EOS RELEASE = Y

INFORMATION ABOUT COLLEGES (See *ACT User Handbook*)
Note: Some of this information (e.g., tuition and fees) may have changed since it was reported to ACT by the colleges.

COLLEGE ACT CODE	NAME OF COLLEGE	STATE ABBREVIATION	FULL-TIME STUDENT ENROLLMENT	SIZE OF COLLEGE COMMUNITY	GENERAL ADMISSIONS POLICY	APPROXIMATE EARLY FIXTURE DATE (MMDD FORMAT)	PERCENT OF FRESHMEN CLASS RECEIVING FINANCIAL AID BASED ON NEED	FALL FINANCIAL AID APPLICATION DEADLINE	FOR FUTURE USE	COLLEGE CALENDAR	STUDENT'S MAJOR AVAILABLE	FOR FUTURE USE	SPECIAL PROGRAMS: HONOR COURSES/PROGRAMS	REMEDIAL/STUDY SKILLS	CREDIT BY EXAMINATION	ROTC	HIGH SCHOOL AVERAGE FOR FIRST-YEAR STUDENTS	CHANCES IN TEN OF "C" OR HIGHER	AVERAGE FIRST-YEAR COLLEGE GPA	STUDENT'S RELATIVE RANK AT COLLEGE: ACT TEST AREAS E	M	R	S	C
9521	UNIVERSITY OF OMEGA	CO	28640	MTR	TRAD	5600	67	02/15		E–S	M		Y	Y	Y	Y	2.8	6	2.2	83	38	73	40	58
9059	ALPHA UNIVERSITY	IA	20118	MC	SEL	9000	85	03/01		E–S	M		Y	Y	Y	Y	3.1	5	2.5	85	35	80	37	60
8866	BETA COMMUNITY COLL	CO	6500	SC	OPEN	4000	58	04/01		T–S	C		N	N	N	N	2.5	9	2.4	95	65	90	80	85
8905	MAGNA COLLEGE	OH	2800	SC	TRAD	8500	90	03/01		414	M		Y	Y	Y	N	2.7	6	2.7	82	41	72	45	56

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A B C D E F G H I J

Figure 3.1. **Information About Colleges (High School Report)**

Information About Colleges

We survey colleges each year to obtain the data on which "Your College Reports" (Student Report) and "Information About Colleges" (High School Report) are based. College information on the Student Report is presented in an easy-to-understand format. The High School Report provides more detail in a highly condensed format (Figure 3.1). To help you interpret the information when counseling students, descriptions are provided below for data items that are not self-explanatory.

Except as noted, all college information is for the most recently completed academic year. Although this section is based on data provided by colleges, students should check the latest college catalogs for possible changes. This is especially necessary in the case of tuition and fees. Where information is missing (--), the college either did not respond to ACT's Institutional Data Questionnaire, did not provide that particular data item, or does not participate in ACT Research Services.

A. Enrollment figures include both undergraduate and graduate students during the previous academic year.

B. Size of the community in which the college is located.

ST: Small town (<2,000–9,999)
SC: Small city (10,000–49,999)
MC: Medium city (50,000–249,999)
LC: Large city (250,000–499,999)
VLC: Very large city (500,000–999,999)
MTR: Metropolitan (>1,000,000)

C. Admissions policy, as described by the college. This provides an approximate idea of the degree of selectivity at the college.

Admission Policy and Typical Class Rank of Admitted Students	Typical ACT Composite Scores of Admitted Students
HSEL: Highly selective; majority of accepted first-year students in top 10 percent of high school graduating class.	25–30
SEL: Selective; majority of accepted first-year students in top 25 percent of high school graduating class.	21–26
TRAD: Traditional; majority of accepted first-year students in top 50 percent of high school graduating class.	18–24
LIB: Liberal; some of accepted first-year students from lower half of high school graduating class.	17–22
OPEN: Open; all high school graduates accepted to limit of capacity.	16–21

Students should be advised that this information serves only as a general guideline, that there is considerable overlap between admissions categories, and that colleges often make exceptions to their stated admissions policies.

D. Tuition and fees for one year (less room, board, books, etc.), rounded to the nearest $100, as reported by the college. If the student's state of residence and the college location are the same, in-state tuition and fees are reported. If the student does not live in the same state, out-of-state tuition and fees are reported. (Some two-year colleges have different fees for in-district and out-of-district students. For in-state students, only in-district fees are shown here. Students should check directly with these colleges about their eligibility for reduced fees.)

E. The college's academic calendar.

> **T–S:**
> Traditional semester—Two approximately equal terms
> **QTR:**
> Quarter—Three equal terms of about 12 weeks each, with a summer session
> **TRI:**
> Trimester—Calendar year divided into three equal terms, third term replaces summer school
> **4–1–4:**
> 4–1–4 plan—Two equal terms of about 16 weeks each, with a 4-week interim term
> **OTH:**
> Other—Calendar not defined adequately by any of the above

F. Indicates whether the student's planned academic major is offered at the college.

> **M:**
> A major is available in that program of study (4-year institutions).
> **C:**
> A group of courses (minimum of three semester or four quarter courses) is available in that program of study (2-year institutions) or a group of related courses, but no major, is available (4-year institutions).
> **O:**
> Other majors (4-year institutions) or groups of courses (2-year institutions) are available in that area of study, although the specific program requested by the student is not.
> **--:**
> Information not available; check catalog or website.

G. GPAs are reported on a four-point scale.

H. The student's chances in 10 of attaining a first-term GPA of "C" or higher at the college. A dash (—) may indicate that the college did not provide information to ACT. A dash may also indicate that the student's ACT record does not include enough information to compute the probability. Required student data are the four test scores and self-reported grades for courses in at least three subject areas.

I. GPAs are reported on a four-point scale.

J. Relative ranks of the student's scores at each college as compared to the scores of the previous year's enrolled first-year students, if available. Reported as cumulative percents, these ranks are based on the ACT scores of students who enrolled as first-year college students in fall 2006.

Using EXPLORE® and PLAN® with the ACT in High School Counseling

In 1987, ACT introduced PLAN®—an innovative 10th-grade assessment program. EXPLORE®, ACT's 8th- and 9th-grade assessment program was introduced in 1992. PLAN and EXPLORE were designed to complement the ACT and provide an integrated educational planning and assessment system for students throughout the secondary school years. EXPLORE, PLAN, and the ACT are constructed with common features—curriculum basis, content areas, score scale, interest inventory, educational profile, student needs—and, thus, provide a comprehensive base of guidance information.

Because of these common features, counselors with access to score reports from all three assessments can use EXPLORE and PLAN data with ACT data to monitor levels of academic development, interests, and plans. EXPLORE, PLAN, and ACT information can also be used to examine student needs with respect to planning and preparing for various educational/career interests and options. Appropriate intervention strategies can then be planned for students as they proceed through high school and prepare for the transition to a college or university.

EXPLORE and PLAN do not include the Writing Test that is optional for the ACT. For more information about EXPLORE and PLAN, contact ACT Educational Services at 319/337-1040.

College Uses of ACT Data

Most colleges and agencies receive ACT College Report data via electronic media. This information can be used in a variety of ways to help students in the transition from high school to college.

ACT information can be a valuable tool in admissions and orientation, course sectioning and student placement, allocation of financial aid, academic advising, student retention and tracking, and other student personnel services. Some of these uses of ACT data are discussed on the following pages. Detailed information is available from ACT regional offices.

DISSEMINATION OF DATA TO CAMPUS OFFICES

The electronic ACT record for a student contains information of interest to virtually all college offices and departments. Because few offices or departments need the entire student record, however, it is common practice for the college's designated "score recipient" to pull certain data elements from the record for use by other college officials.

From the ACT student record, a variety of list reports can be prepared for campus offices that need to know about the characteristics and enrollment plans of prospective applicants. For instance, residence life officials might need first-year housing plans of students who designated the college their first or second choice. Admissions personnel, on the other hand, might want a list of students who had their scores sent to the college. Other campus offices might need to identify students who expressed a need for help in a particular area.

SCORES OF OLDER STUDENTS

According to research done at ACT, the ACT scores of older students (adult learners) predict their performance in college, but their scores should be interpreted differently from the scores of high school students (ACT Research Report No. 2000-9, available at **www.act.org**). The reason is that older students tend to be more motivated and to earn better grades in college than younger students. Colleges should bear in mind that scores obtained more than five years earlier almost certainly do not reflect the student's current level of educational development.

EDUCATIONAL OPPORTUNITY SERVICE (EOS)

The ACT Educational Opportunity Service (EOS) is a cost-effective and efficient approach for contacting prospective students who have taken the ACT or PLAN and who possess characteristics preferred by your college but who did not report their scores to your college.

When they take the ACT, students provide extensive information about enrollment preferences, high school courses and grades, educational and vocational plans, degree objectives, financial need, college extracurricular plans, and special educational needs. EOS serves as a "bridge" between postsecondary educational programs or opportunities and students who have particular abilities, needs, plans, goals, or characteristics. More and more campuses are communicating with students electronically and using search names as part of an overall strategy to drive students to the Web. More than 50 percent of ACT EOS names include e-mail addresses.

How EOS Works

Colleges and agencies that require, or recommend, or accept ACT scores or accept and use ASSET®, COMPASS™, or CPAt scores and publish that fact in their literature for prospective students, are eligible to use EOS. Clients use ACT's EOS Online Service to: (1) specify search criteria using a wide variety of student geographic, personal, and academic characteristics; (2) receive real-time volumes and cost; (3) purchase names online; and (4) immediately download selected records. Only students who authorize ACT to release their names are included in the EOS student pool. For more information, go to **www.act.org/eos**.

OTHER ACT SERVICES

Enrollment Information Service (EIS)

EIS is a unique system of information about ACT-tested students that allows campuses to identify market potential, market penetration and yield, and market overlap and competition. Markets may be identified geographically (e.g., state, county, school district, high school, or zip code) or they may be identified using student characteristics such as race, ethnicity, ACT scores, family income, and preferred size and type of college. Data from the PLAN test is also available through EIS. Campuses use EIS to:

- purchase names more strategically
- better manage existing markets
- identify new markets likely to yield results
- more effectively target students from highly desired target populations
- better explain market realities to campus leadership
- provide counselors the information they need to effectively manage their territories
- export data to popular mapping software for effective presentations

For more information about EIS, go to **www.act.org/eis**.

AIM ACT Information Manager®

AIM is a database software for customizing and personalizing enrollment management efforts using student-level information in the ACT. With AIM, users access and analyze more than 350 data elements contained in each ACT student record, in categories such as:

- student college enrollment preferences
- factors influencing college choice
- educational plans, interests, and needs
- family income, financial aid, and work
- extracurricular activities and plans
- out-of-class accomplishments

AIM organizes and presents ACT electronic records in ways that meet the needs of recruitment and retention practitioners. Through a simple, intuitive interface, you can view data on individual students or aggregate data on targeted groups of students. You can print reports and forms, export data to Microsoft Excel® for further analysis, or share data electronically with other offices on your campus. The information AIM provides will help you personalize your recruitment and retention efforts, enhance your strategic planning and territory management, and get the best return from your recruitment and retention dollars. For more information, go to **www.act.org/aim**.

Predictive Modeling

Student-level data in the ACT can be used to develop very accurate models that predict the likelihood that students will enroll at a particular campus. Because it is based on student-level information, ACT predictive modeling data is more accurate and less expensive than predictions based only on geodemographic data. The ACT Predictive Modeling Service uses a statistical analysis based on student-level variables, including:

- student characteristics and demographics
- student enrollment preferences
- student academic ability
- student choice set (mix of campuses to which students send ACT scores)

Predictive modeling data from ACT saves campuses time and money by helping them focus energy on students most likely to enroll.

How the Service Works. Based on the characteristics of students who enrolled at your institution in the most recent entering class, ACT builds two predictive enrollment models for each participating campus—one for ACT score-senders and one for names purchased through the ACT EOS service. Predictive modeling data for score senders is appended to ACT electronic records of score senders to your institution. Predictive modeling data for EOS names is appended to EOS records that campuses purchase. For more information, go to **www.act.org/predictmodel**.

RECRUITMENT AND ADMISSIONS

Contacting Students with Desired Characteristics

Most colleges are interested in recruiting students with desired characteristics and find the information on the ACT College Report very helpful in this process. Such ACT information as test scores and predictive data, planned college major, or outstanding achievements in high school might be helpful in identifying and contacting students with desired characteristics.

A college may use ACT data to prepare a series of communications to prospective students. These communications can be personalized by relating specific information from the student's ACT record to programs, extracurricular activities, and opportunities at the college. By using the High School Course/Grade Information, the communications can pinpoint specific curricular weaknesses in the student's academic preparation and encourage the student to take the coursework necessary to overcome these weaknesses. The series of communications can be designed to appeal to a student's interest in particular educational opportunities and to maintain that interest during the admission cycle.

Simplifying the Admissions Process

The ACT data collection method has been carefully designed and structured to include the information typically used by colleges in the admission process. Many colleges find it beneficial to establish a prospective student admission record as soon as the College Report data arrive. The extensive data provided by ACT have led many institutions to use the ACT student data to populate a personalized application for admission for each student.

The Admission Decision

With curriculum-based test scores in English, mathematics, reading, and science, plus subscores in seven areas, and the Combined English/Writing score and Writing subscore (if the student took the ACT Writing Test), the ACT can provide data useful for evaluating a student's educational development. The availability of both national and local norms and probability estimates for academic success enhances the utility of these data.

Presented as cumulative percents (the percent of students scoring at or below a given score), two sets of norms are given on the College Report for the multiple-choice tests. The national norms are based on the most recent ACT scores of high school seniors who graduated during the previous three years and who tested as 10th, 11th, or 12th graders under standard time conditions on a national or state

test date. Local norms, based on enrolled students at a particular college who have taken the ACT, are also provided on the College Report if the college has participated in any of the free ACT Research Services.

As discussed on page 30, a more precise method of evaluating a student's probable chance for success at a given college is to examine the data in the "Overall GPA Prediction" area of the College Report. These data are dependent on the college's participation in the Prediction Research Service and are based on correlations among ACT scores, high school grades, and earned college grade point averages.

When an applicant takes the ACT Plus Writing and designates your school as a recipient of their scores, you may access an image of the student's essay online through the ACT Essay View service (see page 17). The Combined English/Writing score and the Writing subscore, along with the essay (if desired), may be used in making the admission decision or in facilitating placement decisions. The essay is designed to reflect the type of writing found in rigorous high school writing curricula and expected of students entering first-year college composition courses. It is designed to complement information provided by the ACT English Test.

COURSE PLACEMENT

Few factors are more crucial to success in college than appropriate course placement. Placing students into courses for which they are academically prepared fosters success. Underprepared students who are incorrectly placed in standard-level courses often find themselves on a downward spiral of frustration and failure, while better-prepared students who are incorrectly placed in developmental courses not only waste time and money, but can miss out on some of the intellectual excitement that college has to offer.

An effective placement test should measure the skills and knowledge necessary to succeed in a particular course. By design, the ACT fits this description. The ACT tests measure the skills and knowledge that have been identified by curriculum experts as essential for success in postsecondary education, and that are typically taught in college preparatory courses in high school. Research using grades from over 250 institutions has shown that ACT scores can provide accurate placement in a wide variety of course types. Using ACT scores for placement can reduce the amount of time and expense in administering, scoring, and reporting local tests. For example, ACT scores can be used to screen students for local testing; local tests could then provide more information for the subset of students who are near the cutoff score or decision point.

Selecting cutoff scores that lead to accurate placement is not an easy task. Using college course grade data, ACT has identified cutoff scores that, typically, give the highest percentage of correct decisions in several subject areas. These cutoff scores can be used as guidelines for setting initial cutoff scores at an institution. (See Table 3.2 on page 28.) Because course content and grading policies can differ across institutions, the effectiveness of the initial cutoff scores should be evaluated at some point. ACT has developed a Course Placement Service designed to assist institutions in evaluating their course placement systems and setting cutoff scores. For more information, consult the brochure *ACT Research and Information Services*, available free from ACT Customer Services.

English Course Placement

English is a subject area that often requires placement of first-year students into one of three levels: advanced, standard, or developmental. The ACT English Test has been shown to provide useful information for this purpose, and the ACT Writing Test can augment the ACT English Test for making placement decisions. The report for each student who takes the ACT Plus Writing includes, in addition to the student's score and subscores on the English Test, a Combined English/Writing score and a Writing subscore. These scores are explained on pages 1–3 of this handbook.

Institutions that receive Writing scores may choose to access images of the essays online for all or selected students (see page 17). These institutions may wish to use the essays in addition to or instead of placement essays written during orientation. Information about the prompt type, example essays, and the scoring criteria, along with the Scoring Rubric (page 3), are available on **www.act.org**. Research suggests that the Combined English/Writing score is slightly more accurate at placing students into standard-level English Composition than either the ACT English Test score or Writing subscore alone.

Placement in Other Courses

ACT scores can also be used for placement into other courses. Institutions have used the ACT Mathematics Test for placement into courses ranging from Elementary Algebra to Calculus and the ACT Science Test for Biology, Chemistry, and Physics. The ACT Reading Test has been used for placement into college-level courses with substantial reading loads such as American or World History, Psychology, and Sociology.

continued on page 29

Table 3.2

ACT Cutoff Score Guide for Placement in First-Year College Courses

Course type	ACT Test	Score needed for 50% chance of B or higher
English courses		
Standard Composition*	English	18
Advanced Composition*	English	20
Literature	English	21
Mathematics courses		
Elementary Algebra	Mathematics	20
Intermediate Algebra	Mathematics	22
College Algebra*	Mathematics	22
Statistics/Probability	Mathematics	23
Pre-calculus*	Mathematics	26
Trigonometry	Mathematics	25
Calculus*	Mathematics	27
Social Science courses		
American History	Reading	21
Psychology	Reading	21
Natural Science courses		
Biology*	Science	24
Chemistry*	Science	23

Note: *Cutoff scores have been weighted to reflect the national population of ACT users.

This table summarizes ACT cutoff scores for placement in different types of first-year courses. A *cutoff score* is the minimum score for which we estimate that a student has a 50% chance of earning a B or higher grade in a particular type of course.

These cutoff scores are typical results from ACT user institutions that participated in the Course Placement Service between November 1990 and June 2004. You can use the scores as initial estimates for your own institution. We recommend, however, that you then participate in the Course Placement Service to obtain more accurate cutoff scores from your own data.

ACT is not yet able to provide cutoff Writing subscores or cutoff Combined English/Writing scores. These will be established when more data are available.

ACADEMIC ADVISING

One of the most important elements of a successful academic advising program is a good information base. The ACT College Report is an excellent source of information about advisees. Available before the student's enrollment and advising conference, it presents a comprehensive picture of a student's needs, interests, academic background, and educational development. Meant to provide advising leads and points of departure, the College Report is easy to use and interpret and especially helpful in identifying patterns of consistency and inconsistency.

Helping students plan academic programs, select curricula, and make other educational and vocational decisions is a challenge to those who advise students. Because the College Report relates to common advising concerns, an understanding of the information it contains can contribute to the effectiveness of even the most experienced advisor. For the newer advisor, ACT data can help him or her anticipate and answer the questions that first-year students are likely to ask.

- Can I succeed in college?
- In which subjects might I expect to do well?
- In which courses might I expect to have trouble?
- How heavy an academic load should I carry?
- What should I major in?
- What occupations emphasize work activities similar to those I prefer?
- In what areas do I need help?

By studying the scores and predictive data on the report and interest inventory results, the advisor can analyze the educational development of the student and relate it to the local college situation. The student's high school grades, ACT test scores and subscores, and national and local cumulative percents, should be examined. Low grades in high school and low ACT scores show the student and the advisor a consistent pattern of low achievement and signal academic difficulties ahead. Conversely, if high school grades are superior and ACT scores are high, the student should be encouraged to maintain his or her present level of accomplishment.

The high school grades, the ACT test scores and subscores, and the number of years each subject was studied in high school should be checked for consistency. If, for example, a student has studied mathematics in high school for only one year and received a grade of "C," it is not realistic to expect the ACT Mathematics score to be high. On the other hand, if a student has studied mathematics for four years in high school and reports a high school grade of "A," it would be expected that the ACT Mathematics score would be high. If the three indices mentioned above are not consistent, possible explanations should be explored with the student.

Such information is provided to students to encourage them to look at their educational development in a realistic manner and then to focus on activities holding some promise for success. As this information is provided, three important cautions should be emphasized.

- The ACT tests measure educational development and do not reflect innate ability or aptitude. Performance is influenced by the student's educational experience up to the time of testing.
- ACT scores and high school grades are not the only factors related to academic success in college. Interest, motivation, values, and study habits are other variables.
- Minor differences among scores should not be overinterpreted.

Additional details about College Report data elements and suggestions for use of this information with students are provided in *Using the ACT in Advising and Course Placement*.

Depending on the college's participation in ACT Research Services, predictive information useful in student advising may be provided in the Overall GPA Predictions area and Specific Course Predictions area of the College Report. The sections on pages 30–31 offer suggestions for interpreting normative and predictive information on the College Report.

ACT Norms

The Scores and Predictive Data area of the College Report contains ACT test scores, subscores, and national norms based on the most recent scores of high school seniors who graduated during the previous three years and who tested as 10th, 11th, or 12th graders under standard time conditions on a national or state test date (Figure 3.2).

The Writing norms for the Combined English/Writing score and Writing subscore are based on the most recent scores of high school seniors who graduated during the previous three years and who took the English and Writing tests as 10th, 11th, or 12th graders under standard time conditions on a national or state test date. Students who take both the English Test and the Writing Test in the same session receive two scores: a Combined English/Writing score and a Writing subscore. The numbers reported on score reports include the *cumulative percent* of students with scores at or below a given score.

In addition, local norms and academic predictions are reported for colleges that have participated in ACT Research Services within the preceding three years. All norms are expressed as cumulative percents of scores at or below a given score.

Local norms are included on the reports sent to all colleges that have used one or more of the ACT Research Services—Class Profile Service and/or the Prediction Service—within the past three years.

The local norms show how the prospective student's performance on the ACT compares with that of first-year students who were enrolled when the college participated in the ACT Research Service from which the norms were obtained. This is usually the preceding year, although it could include first-year students who were enrolled as long ago as three years. Generally, these local norms are based on all or nearly all of the first-year class. Before interpreting these data, the user should consult the college official who coordinated Research Service participation to learn the characteristics of the group on which the norms are based. Local norms are not yet available for Writing results.

Overall GPA and Specific Course Predictions

Predictions represent an interpretation about a student's academic prospects from the information that ACT routinely reports to participating colleges. The figures are directly relevant to performance at the particular college; each of the test scores and high school grades has been weighted in accordance with special institutional equations to forecast future achievement. Since prediction is never precise, statements about the probability of the student's achieving a certain level of performance are more realistic than predictions of a specific grade point average.

The extent to which overall GPA and specific course predictions are included on the College Report depends on the college's participation in the ACT Prediction Service within the last three years. Participation in the service enables a college to receive overall GPA predictions or both overall GPA predictions and specific course predictions.

All institutions that participate in the ACT Prediction Service may request that prediction of overall GPA be printed for the total group of students, as well as for up to five particular subgroups of students. In Figure 3.3, for example, predictions are given for the total group (denoted by "all freshmen") and for different college majors (education, business administration, liberal arts, and engineering). Predictions for subgroups are given only when a college has included those subgroups in the design for its Prediction Service participation.

SCORES AND PREDICTIVE DATA (See *ACT User Handbook*)

TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	NORMS (PERCENT AT OR BELOW SCORE) NAT'L	NORMS (PERCENT AT OR BELOW SCORE) LOCAL
ENGLISH	24		74	75
Usage/Mechanics		12	72	80
Rhetorical Skills		12	72	72
MATHEMATICS	19		47	28
Pre-Alg./Elem. Alg.		11	57	35
Alg./Coord. Geom.		10	54	55
Plane Geom./Trig.		09	37	20

TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	NORMS (PERCENT AT OR BELOW SCORE) NAT'L	NORMS (PERCENT AT OR BELOW SCORE) LOCAL
READING	23		64	72
Soc. Studies/Sci.		12	69	46
Arts/Literature		11	54	78
SCIENCE	18		29	25
COMPOSITE	21		56	56
ENGLISH/WRITING	25		77	--
Writing (2-12)		10	98	--

Figure 3.2. **Scores and Norms (College Report)**

OVERALL GPA PREDICTIONS			SPECIFIC COURSE PREDICTIONS		
NAME OF GROUP	% ≤ PGPA	PROB. ≥ C	NAME OF COURSE	% ≤ GRADE	PROB. ≥ C
EDUCATION	91	89	FRESHMAN ENGLISH	89	72
BUSINESS ADMIN	74	72	COLLEGE ALGEBRA	15	18
LIBERAL ARTS	74	81	HISTORY	86	82
ENGINEERING	41	32	CHEMISTRY	59	68
ALL FRESHMEN	75	80	PSYCHOLOGY	79	89

Figure 3.3. **Predictive Data (College Report)**

Colleges that requested analyses for specific first-year courses in the Prediction Service can also have predictions for these courses printed on the College Report. In Figure 3.3, for example, predictions are given for first-year English, college algebra, history, chemistry, and psychology.

Cumulative Percents for Predicted Grades in Various Groups (% ≤ PGPA). These cumulative percents compare the prospective student's predicted overall grade point average with the predicted overall grade point averages of first-year students who were enrolled in each of the five groups listed. These specific groups were designated by the official who supervised the college's Research Services participation.

Overall Grade Expectancies in Various Groups (PROB ≥ C). This is the probability that the prospective student will earn an overall average of "C" or higher in each of the five curricular groups listed. Probability deals with chances of particular outcomes occurring among like students. In this example, 89 percent of the students with high school grades and ACT scores similar to this student's made a "C" average or better in the education curriculum at this college. Thus, based on this student's grades and ACT scores, chances are good (89 out of 100) that the student will earn a "C" average or better, if there are not substantial changes in curriculum, grading policies, etc.

Cumulative Percents for Predicted Grades in Specific Courses (% ≤ GRADE). Interpretation of the cumulative percents for predicted course grades is essentially the same as that for the cumulative percents of predicted overall grade point averages. The cumulative percents show how the predicted grades of the prospective student in specific courses compare with those of students who have completed at least one semester in these courses at this college. The official who coordinated the college's research participation designated the courses (as listed) on which the information is based.

As shown in Figure 3.3, 89 percent of the predicted GPAs of the preceding year's students who took first-year English at this college are at or below this student's predicted GPA for the course.

Grade Expectancies in Specific Courses (PROB ≥ C). Interpretation of grade expectancies in specific courses is similar to that for overall grade expectancies. These data describe the probability that the prospective student will earn a grade of "C" or higher in each of the five courses listed. In this example, the chances are 72 in 100 that the student will earn a "C" or higher in the first-year English course at this college.

4 Taking the ACT

The ACT tests of educational development measure the knowledge and skills that students have acquired throughout their education. The tests emphasize students' capabilities in understanding information, interpreting information, solving problems, and applying their knowledge and skills. Because these proficiencies are not readily acquired in a short period of time, only sustained instruction in the subject matter areas tested is likely to be effective in developing the knowledge and skills required. Special last-minute academic preparation is not advised.

EXPLORE AND PLAN

One way for students to prepare is to participate in EXPLORE and PLAN, components of an integrated, assessment-based educational and occupational planning system developed by ACT. Both are unique, comprehensive assessment programs designed to improve the secondary and postsecondary planning and preparation of students and to enable schools to assist students and their parents in this important process.

- **EXPLORE** (for 8th- and 9th-grade students) is available year-round for administration by schools at a time of their choosing. The EXPLORE tests of academic development can be administered in a single session or in multiple sessions and require approximately two and one-half hours total administration time.
- **PLAN** (for 10th-grade students) is administered by schools and can be accommodated within half a school day.

The programs measure academic development in four key subject areas: English, mathematics, reading, and science. The four tests are complementary in content to those of the ACT. In addition, EXPLORE and PLAN question formats and test administration procedures are quite similar to those of the multiple-choice tests on the ACT, as are the test-taking skills required. EXPLORE and PLAN do not include the Writing Test that is optional for the ACT. By promoting early awareness of the ACT and how its results are used, EXPLORE and PLAN can increase students' motivation to prepare themselves for doing well on the ACT.

EXPLORE and PLAN also gather and report information about students' educational and career plans, interests, knowledge of effective study techniques, and self-identified needs for assistance. Available at a time when guidance is likely to have significant impact, EXPLORE and PLAN results can help counselors work with students to identify academic areas in need of improvement and to plan appropriate coursework for high school.

Information about participating in EXPLORE and PLAN is available from the ACT regional office that serves your state.

TEST PREPARATION MATERIALS

- **ACT Online Prep™:** The only online test preparation program designed exclusively by ACT test development professionals. ACT Online Prep has practice test questions, practice essays with real-time scoring, a diagnostic test, and a personalized Study Path. Students may order ACT Online Prep at **www.actonlineprep.com**. To learn more about the school version, call Customer Service at 1-800-498-6065.
- ***The Real ACT Prep Guide*** is the official print guide to the ACT. This book includes three practice ACTs previously used in actual test administrations—each with an optional Writing Test—with explanations for all right and wrong answer choices. Students may order from **www.actstudent.org**.
- Annual supplies of the current edition of *Preparing for the ACT* are shipped routinely each July to all high schools. Quantities are based on the number of score reports sent to the school over the past testing year. The current version is available as a PDF file at **www.actstudent.org/testprep.** This free booklet includes descriptions of the skills measured by the ACT tests, test-taking strategies, general information about test day, and complete practice tests, including a writing prompt. A sample answer document, scoring key, and scoring instructions are also included.
- Sample questions, a writing prompt, example essays, and explanations of correct answers to multiple-choice items are available at **www.actstudent.org**.
- High schools and colleges may purchase, at discount prices, sample copies of retired forms of the ACT—including a sample answer document, administration instructions, and scoring instructions. A sample Writing Test booklet is also available. Contact ACT Customer Services to order.

Test Dates and Centers

TEST DATES

The ACT and ACT Plus Writing are administered on up to six test dates each year at over 7,000 test centers in the United States, U.S. territories, Puerto Rico, and Canada. These test dates and registration deadlines are listed on the back cover. On certain test dates, ACT administers additional test questions for developmental purposes. Responses to such questions are not counted toward students' scores. The Writing Test may be taken **only** in the same session as the multiple-choice tests. The Writing Test is not offered as a stand-alone test.

International Test Dates

The ACT is offered up to five times a year at nearly 300 international test centers. The ACT Plus Writing is available internationally on selected test dates.

Non-Saturday Test Dates

Non-Saturday test dates are available only in remote areas and for students whose religious faith prohibits testing on Saturday. These students should consult the list of non-Saturday test dates and centers on **www.actstudent.org** or in *Registering for the ACT*.

One Test per Administration

Students may receive scores from only **one** test date per national or international administration (Saturday, non-Saturday, or rescheduled test date arranged by ACT). Students participating in state testing may receive scores from only **one** test date per state administration (initial, makeup, or accommodated testing). If students are admitted and allowed to test more than once, they will receive only the scores from the first test date.

CHOOSING A TEST DATE

We advise students to consider college and scholarship deadlines and allow 3–8 weeks after the test date for ACT to process and mail their score reports. Students taking the ACT Plus Writing should allow 5–8 weeks after the test date for ACT to process and mail their reports. Students should take the ACT when they have completed a substantial portion of the coursework that the tests cover. In many schools, college-bound students reach this point by spring of their junior year. There are several advantages to taking the ACT then:

- The resulting information is available for planning the senior year.
- Most colleges prefer to hear from prospective students by the summer before their senior year.
- Should students wish to, they may test again and still have the new information available in time to meet deadlines. (Students cannot count on receiving their results prior to the registration deadline for the next test date.)

CHOOSING A TEST OPTION

Students may choose one of two options—the ACT (No Writing) or the ACT Plus Writing. Writing results do not impact the scores on the multiple-choice tests or student's Composite score.

When we surveyed colleges and universities, the majority responded that they would not require a writing test for their admissions process. As a result, we made the ACT Writing Test *optional* so students can decide whether or not to spend the extra time and money. The ACT Writing Test can benefit students because it:

- Complements the existing multiple-choice ACT English Test and provides a more complete picture of writing ability
- Offers a writing sample produced under standardized testing conditions
- Provides both criterion-referenced and norm-referenced information about writing skills

Students need not take the ACT Writing Test if they:

- Plan to apply only to colleges or universities that don't require the Writing Test
- Have Writing scores on file
- Struggle with writing

Students should take the ACT Writing Test if they:

- Plan to apply to colleges or universities that require the Writing Test
- Are strong writers and feel the additional measure may increase their admission chances

ACT provides an up-to-date list of colleges and universities that require or recommend taking the ACT Writing Test at **www.actstudent.org**. Students can also contact the colleges of their choice directly.

TEST CENTERS

ACT provides specific guidelines to maintain uniform testing conditions at all ACT test centers. Qualified test supervisors and staff administer the ACT at high schools and colleges. Persons aware of a need for additional test centers in their area may contact ACT Test Administration (319/337-1510).

WEATHER PROBLEMS ON TEST DAY

In the event of inclement weather (blizzard, flood, hurricane, etc.), the ACT test supervisor will issue announcements to local radio or television stations concerning the status of a test center. Travel to the test center should not be attempted if conditions are dangerous.

If a test center is closed due to severe weather, ACT will notify students about a rescheduled test date. A list of rescheduled test centers and test dates is posted after each test date on **www.actstudent.org**.

TESTING FOR STUDENTS WITH DISABILITIES

Students who receive accommodations in school due to professionally diagnosed and documented disabilities may request one of three services. Complete information and instructions are included on our website under Services for Students with Disabilities.

Center Testing #1: Standard Time National Testing with Accommodations

Students should request this option **only** if they can test in a single session under *standard time limits* and use *either* a regular type (10-pt.) or large type (18-pt.) test booklet. Examples of standard time accommodations include assignment to a wheelchair-accessible room, use of a sign language interpreter for spoken instructions, and permission for diabetics to eat snacks. Students must include a detailed written request with their completed registration folder, postmarked by the registration deadline.

Center Testing #2: Extended Time National Testing (up to 50% more time)

Students should request this option **only** if they can use *either* a regular type (10-pt.) or large type (18-pt.) test booklet but normally receive up to time-and-a-half as a test accommodation at school. Students approved for this accommodation are allowed up to 5 hours total, including breaks between tests, to work on the multiple-choice tests. Students taking the ACT Plus Writing have up to 5 hours and 45 minutes total, including breaks between tests. Students are assigned to an extended time room and must pace themselves through each test to complete all tests within the total time allowed. To apply, students must complete and return an *Application for ACT Extended Time National Testing* (available at **www.actstudent.org** and from ACT Registration) with a completed registration folder, postmarked by the registration deadline for their preferred test date.

Special Testing with Extended Time and Alternate Test Formats Available

This option is appropriate **only** if the disability requires **more** than time-and-a-half testing time, testing over multiple days, or alternate test formats (such as Braille, audiocassette, audio DVD, or a reader), or if a student needs extended time only on the Writing Test. Students who can test with time-and-a-half and paper formats should apply for Extended Time National Testing (Center Testing #2 above). To apply for Special Testing, students should ask their high school counselor or ACT Special Testing for a *Request for ACT Special Testing,* or download it from **www.actstudent.org**.

ARRANGED TESTING

Arranged Testing is available for students who: 1) are homebound or confined to a hospital or correctional institution on all scheduled test dates, 2) do not live within 50 miles of any test center on any test date, or 3) whose religious convictions prohibit Saturday testing and a non-Saturday test center is not established within 50 miles of their home for **any** test date. These students should write to ACT Test Administration for a *Request for ACT Arranged Testing* or download it from **www.actstudent.org**.

RESIDUAL TESTING

An on-campus, or residual, testing program is provided for participating colleges to administer the ACT to enrolled, admitted, or applicant students who have not previously taken the ACT.

- Results are reported only to the college administering the tests. No Student Reports or High School Reports are generated, and no Additional Score Reports may be ordered to report scores to any other institution.
- Testing can be conducted on any date except an established ACT test date.
- Students may not repeat Residual Testing until 60 days have passed since their previous testing.
- Materials must be ordered from ACT at least four weeks before the test date. Rush shipments are made at the college's expense.
- Materials for the multiple-choice tests are available in two modules.

  Module A ($31.00). Basic student identification, four multiple-choice tests, ACT Interest Inventory, Student Profile Section.

  Module C ($28.50). Basic student identification and four multiple-choice tests.
- In addition to the regular ACT answer folder, colleges that use NCS-Sentry 70 or Scantron scoring machines can order appropriate answer documents for local scoring of the multiple-choice tests. These answer documents must be used with the ACT answer folder. After testing, the ACT answer folders—not the answer documents—must be returned to ACT, with the scores gridded on the folder. Hand-scoring keys are also available.
- Colleges that require results from the ACT Writing Test may order additional materials to administer the ACT Plus Writing through Residual Testing. An additional, separate answer document is required for collecting the written essay. The Writing Test is administered as the fifth test after the student completes the four multiple-choice ACT tests in the same session. The Writing Test may not be taken first or alone.

Student Web Services

ACT encourages all students, even those who initially register by mail, to create a free ACT Web account as soon as possible. Students will need this account to do all of the following:

- Print an admission ticket
- Make changes to the registration (such as test center or test date changes) even if the student first registered by mail
- Receive e-mail updates from ACT about changes to the registration
- Receive e-mail notification of when the student's scores are available for reporting
- View scores at no charge before the official score report is mailed
- Re-register to test on a national or international test date
- Add reports to 5th and 6th colleges before the test date, even if the student registered by mail
- Send Additional Score Reports (ASRs) after the test date

Encourage students who do not have ACT Web accounts to create one no matter how they register. Remind students who already have ACT Web accounts that all of the above services are easily and quickly accessible on the Web. ACT offers these services as an added benefit to the information already available on our student website without an ACT Web account. When students go to the homepage, there will be a button that will say "Sign Up/Log In." All students click that button and will be instructed on-screen to either create a new account or log in to their existing one. There's even a preview available of these new features by clicking on the "Preview the Features" link below the "Sign Up/Log In" button.

Registering for the ACT

REGISTRATION MATERIALS

Online Registration Flier

Students who can register on the Web do **not** need a registration packet. Instead, they should pick up an Online Registration Flier. All code listings and required information for registration are available on the Web at **www.actstudent.org**. Real-time test center assignment is available through Web registration, and students must print their own admission tickets.

Registration Packet

Students in the U.S., U.S. territories, and Canada who must register by mail will need a registration packet. Each packet includes a registration folder, return envelope, and a copy of *Registering for the ACT*.

International Testing

Students who wish to test outside the U.S. or Canada **must** register online by establishing a free ACT Web account at **www.actstudent.org**.

TELEPHONE RE-REGISTRATION

Students who have previously registered for ACT national testing may re-register by telephone. Telephone re-registration requires payment by credit card. Students will receive immediate confirmation of their test center assignment during the call. There is an additional nonrefundable **$12.00** fee for this expedited service.

REGISTRATION DEADLINES

Registration deadlines are listed on the back cover. The regular deadline is normally five weeks before each test date. A late registration period for test centers in the U.S. and Canada extends up to three weeks before each test date. The deadlines apply for **all** registration methods. For paper folders, the deadlines are **postmark** deadlines. Students are encouraged to register early to avoid the last-minute rush, especially when attempting to re-register by telephone.

LATE REGISTRATION

If students miss the regular deadline to test in the U.S. or Canada, they may register up to the late deadline by paying a nonrefundable late fee of **$20.00**, in addition to their other fees. When students wait to register during the late period, it is likely that they will not be assigned to their first choice test center.

STANDBY TESTING

Students who miss the late registration deadline may try to test as a standby examinee only in the U.S. or Canada. Complete details are provided at **www.actstudent.org** or in *Registering for the ACT.* Test centers admit standby examinees on a first-come, first-admitted basis only if there are sufficient space, materials, and staff after all registered students have been admitted for their test option. Standby examinees are not guaranteed a seat or test booklet. A **$40.00** standby fee must be paid **in addition to** other fees. Because arrangements must be made in advance, students requiring disability accommodations cannot test as standbys.

ANSWERS TO COMMON REGISTRATION QUESTIONS

High School Code

In the summer, every high school receives two copies of the ACT bulletin board poster, which displays test dates, registration deadlines, and the high school's ACT code. **Please note that the high school code is not the same as the test center code.**

High School Course/Grade Information

The High School Course/Grade Information section collects self-reported data about the courses taken and grades earned by students during high school. The information can help college admission directors identify students with adequate high school preparation in various academic areas.

College Report Recipients

Students may designate up to four recipients of their scores when they register by mail and up to six if registering on the Web.

To send reports to more than six colleges and all reports after testing to any other recipients, a student must submit and pay for an ACT Additional Score Report (ASR) request **after** the test date (see page 41).

FEES

All fees are nonrefundable except as noted with an asterisk. Payment on the Web must be made by credit card. A check or money order must be mailed with the folder and postmarked by the deadline for the test date requested. The fees for 2008–2009 are:

Registration Fees

Basic Fee per Test Option—includes up to four valid college codes listed at the time of registration.

- ACT (No Writing) $31.00
- ACT Plus Writing $46.00

  **$15.00 Writing Test fee refundable, on request, if absent on test day or Test Option changed to ACT (No Writing) before testing begins.*

Test Date Change $20.00

(For different date if absent on original date.)

Additional Registration Fees

(add to Basic Fee for Test Option)

5th and 6th college codes (online only) . . . . . each $9.00*

**Refundable, on request, if student is absent on test day.*

Re-registration by telephone . . . . . + $12.00

Standby testing . . . . . + $40.00

Test center change (for same test date) . . . . . + $20.00

Late registration (add to basic fee or test date change fee) . . . . . + $20.00

REFUNDS FOR OPTIONAL SERVICES

Students who do not test and do not make a Test Date Change may request a refund for optional services if ordered and paid for at time of registration (5th/6th college codes, Test Information Release, and ACT Writing Test). Students are advised to write "REFUND" on the admission ticket and mail it to ACT Registration, or write us a letter. Refunds are issued about eight weeks after the test date. Refund requests for 2008–2009 received after July 31, 2009, will not be honored.

FEE WAIVER OF BASIC REGISTRATION

The ACT Fee Waiver Program is designed to assist students in the U.S., U.S. territories, Puerto Rico, and Canada for whom payment of the basic registration fee could be a barrier to college entrance. Fee waiver information and request forms are sent each fall to high schools in the U.S., U.S. territories, Puerto Rico, and Canada that have submitted fee waiver requests in the past year, to active Upward Bound projects, and to selected assistance organizations. Students cannot request waivers from ACT directly—they must work through the high school or assistance organization.

A limited number of fee waivers are authorized each testing year. Once funds have been exhausted, requests for waivers are denied. Schools are therefore encouraged to seek alternate funding sources within the community.

Eligible students may use a maximum of **two** ACT fee waivers total. Students must meet **both** of the following requirements:

1. Student currently attends high school in the U.S. or Canada as a junior or senior.
2. Student meets at least one of the indicators of economic need listed on the fee waiver form.

The waiver is used once the student registers, even if the student does not test on the requested test date.

Fee waivers cover only the basic registration fee for either the ACT (No Writing) or ACT Plus Writing. Fee waivers may **not** be used to pay fees for: late registration, test date or test center change, standby testing, 5th or 6th college codes, any other services or products, or Residual Testing.

Eligible students may register by mail or on the Web. Approved students will receive a printed waiver with a serial number in the top right corner. Students must provide this number accurately on the folder or the appropriate Web registration screen for the fee waiver to be applied correctly to their registration. Altered or photocopied forms and requests on letterhead are not acceptable.

REQUEST FORM FOR ADMISSION APPLICATION FEE WAIVER/DEFERRAL

ACT is aware that many colleges and universities will consider waiving or deferring the admission application fee for students who have been granted an ACT Fee Waiver. To facilitate consideration of such requests, ACT has provided a request form on page 43 that high school counselors may find convenient to photocopy and complete for individual students for whom payment of the admission application fee would present a hardship. Please note that this form is provided solely to facilitate the process of requesting consideration. Individual institutions are ***not*** obligated to waive or defer their admission application fees for any particular applicants.

ADMISSION TICKETS

Students registering on the Web are required to print their admission tickets and take them to the test center. Only students registering by mail will receive their admission tickets in the mail—about 2 weeks after registration folders are received by ACT. All students with an ACT Web account can print their admission tickets, even if they registered by mail.

TEST OPTION CHANGE

Students who register for the ACT (No Writing) and later want to change to the ACT Plus Writing for the same test date, or who register for the ACT Plus Writing and want to change to the ACT (No Writing), are advised to log in to their ACT Web account or call us by the late deadline for that test date (or by the regular deadline for international test centers). Adjustments to total fees depend on the Test Option Change made (whether the Writing Test is added or removed) and whether other services are required to find the student a seat (e.g., Test Center Change).

TEST CENTER CHANGE FOR SAME TEST DATE

Students are advised to log in to their ACT Web account or call us no later than the late deadline for the test date or by the regular deadline for international test centers. If their preferred test center is scheduled to test and space is available for their test option, they are assigned there and charged **$20.00** for a Test Center Change.

TEST DATE CHANGE

If students do not test on the test date for which they registered, they are advised to log in to their ACT Web account or call us by the regular deadline for the new test date. They are then charged **$20.00** for the Test Date Change. If they call during the late period for a test center in the U.S. or Canada, they are charged **$40.00** for a Late Test Date Change ($20.00 plus $20.00 late fee).

Note: If students testing in the U.S. or Canada miss the late deadline to change their Test Option, Test Center, or Test Date, they are advised that they can try to test as a standby examinee on test day, but are not guaranteed a seat and may be turned away.

USE OF CALCULATORS ON THE ACT MATHEMATICS TEST

The following text appears in Registering for the ACT*,* Preparing for the ACT*, and on* **www.actstudent.org**.

It is your responsibility to bring a permitted calculator. We regularly update information about which calculators are **prohibited**. To be certain your calculator will be permitted on test day, visit **www.actstudent.org** or call **800/498-6481** for a recorded message. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

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

You 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, you will be required to modify some of the calculator's features.

Prohibited Calculators

The following 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,** 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.*

Calculators Permitted with Modification

The following 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.*
- calculators that have power cords—*Remove all power/electrical cords.*

On Test Day

Be sure your calculator is working and has reliable batteries. You may bring a backup calculator and extra batteries to the test center. Testing staff will **not** supply batteries or calculators. You will **not** be allowed to share calculators during testing.

Testing staff will check your calculator to verify it is permitted, and they will monitor your use of your calculator to ensure that you:

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

If your calculator has characters one inch high or larger, or a raised display, testing staff may seat you where no other examinee can see your calculator.

On Test Day

STUDENT IDENTIFICATION REQUIREMENT

To be admitted to the test room, all students must present acceptable identification at the time of check-in. If students do not have a current (not expired) photo ID issued by their school, employer, or city/state/federal government (e.g., driver's license) on which BOTH their name and photograph appear, they have been instructed to ask a school official (who may **not** be a relative) for a personally signed letter of identification. (See page 9 of *Registering for the ACT*.)

We have developed a sample letter (Figure 4.1) to help schools respond to such requests. Counselors may find it convenient to prepare and duplicate a similar form to complete for each individual. Students will be required to sign the letter again at the test center, and the test center will send it to us for our files. Letters are not returned to students.

To be considered acceptable, letters of identification must be written on school letterhead (if computer-generated or photocopied letterhead, school seal is required) and must include the following information:

1. Student's first and last names
2. Physical description of the student including age, gender, height, weight, race, eye color, hair color, and other distinguishing features, **or** attached recognizable recent photograph with school seal or school official's signature across portion of photo
3. Student's personal signature in ink written in presence of school official (who may **not** be a relative)
4. School official's personal signature in ink to certify student's identity, physical description, and signature
5. Raised or inked school seal (required if letterhead is computer-generated or photocopied)

Students who do not present acceptable photo ID or an acceptable identification letter **at the time of check-in** will not be admitted to test unless they can be personally recognized by a member of the current test date's testing staff.

The assistance of schools in providing acceptable identification for their students helps to ensure that no students gain an advantage over other students and to protect the validity of ACT scores for use by all students, colleges, and agencies. Refer questions to ACT Test Administration (319/337-1510).

EAST HIGH SCHOOL
Main Street
Any City, ST 99999
(555) 333-1234

To: ACT Test Supervisor

This letter verifies the identification of the student named below. The student attends this high school and does not have acceptable photo I.D.

Name of Student: Allyson C. Tyler

Physical Description:

Age 17
Gender F
Height 5'2"
Weight 115
Race White

Eye Color Brown
Hair Color Brown
Other (e.g., glasses, moustache) Glasses

school seal (required if letterhead is computer-generated or photocopied)

Recognizable recent photo with school seal or official's signature across photo (optional if full physical description included)

Signatures:

I am the person named and described above. I am signing this letter in the presence of the school official signing below. I understand that the consequences of false identification on the test day include cancellation of my ACT scores.

Student's Signature _____ Date 2/5/09

The student named and described above has signed this letter in my presence.

School Official's Signature _____ Date 2/5/09

School Official's Title _____

I am the person named and described above. I am signing this letter in the presence of test center staff on the test day.

Student's Signature _____ Date _____

Figure 4.1. **Sample letter of identification**

ADMINISTRATION SCHEDULE

Students are normally instructed to arrive at the test center no later than 8:00 a.m. on the test date for which they are registered. The reporting time and reporting location appear on the admission ticket. Testing will begin as soon as all examinees present at 8:00 a.m. are checked in and seated. A break is scheduled after the first two tests. Students taking the ACT (No Writing) with standard time will be dismissed at about 12:15 p.m. Students taking the ACT Plus Writing with standard time will be dismissed at about 1:00 p.m.

GUESSING

Because there is no penalty for guessing on the ACT multiple-choice tests, it is to the student's advantage to answer every question. A student's raw score on each multiple-choice test is simply the number of correct responses.

Test Information Release

A student who takes the ACT at a national test center (in the U.S., U.S. territories, Puerto Rico or Canada) on one of the national test dates listed below may order, for a **$17.00** additional fee, a copy of the test questions used in determining his or her scores, a list of his or her answers, an answer key, and scoring instructions. If the Writing Test was also taken, a copy of the Writing prompt, the Scoring Rubric, and the scores assigned by two readers are also provided. Information about ordering a photocopy of the answer document, including the essay pages (if taken), is included. Orders must be postmarked by the date in parentheses.

Saturday, December 13, 2008 (March 13, 2009)

Thursday, April 2, 2009, through Monday, April 6, 2009 (July 10, 2009)

Saturday, June 13, 2009 (September 14, 2009)

Instructions and deadlines for ordering this service are provided in the registration materials, on **www.actstudent.org**, and in *Using Your ACT Results,* which is mailed with the student's score report. Students have up to three months after the eligible test date to order TIR. The order form can be downloaded at **www.actstudent.org/scores/release.html**. Materials ordered as part of registration are mailed about 4 weeks **after** the student's score report is mailed. Students should not expect to receive the materials before the next test date. All orders received after the test date are mailed within 3–5 weeks after receipt at ACT, provided the scores were first reported and no fees are owed.

TEST ITEM CHALLENGES

ACT regularly compiles information on multiple-choice test item challenges and responses to the challenges. This information is available only for released forms of the ACT. Test forms available during 2008–2009 are from the following national Saturday test dates: December 2008; April 2009; June 2009. To obtain this information, write to ACT Records within three months after the test date. Specify the test date(s), include your name and address, and submit a check payable to ACT for **$17.00** for each test date requested. All test item challenge information from the past two years will be provided in response. Information will be released no earlier than 12 weeks after the test date requested.

Retaking the ACT

There are no limitations on how often students can retake the ACT, although there are restrictions on how frequently they can test. For example, students may test only once per national, international, or state test date, and if they test through other testing programs, such as Special Testing, they must wait a minimum of 60 days between retests.

Many students take the test more than once. Students should consider retesting if they:

- encountered any problems during the tests such as misunderstanding directions or not feeling physically well
- are not satisfied their scores accurately represent their abilities in the areas tested
- think there is a discrepancy between their ACT scores and their high school grades
- have subsequently completed coursework in the areas covered by the ACT
- want to apply to a college that requires or recommends the Writing Test and have not taken it

Students who decide to retake the Writing Test must first retake the multiple-choice tests in the same test session. The Writing Test cannot be taken by itself.

ACT research shows that of students who took the ACT more than once:

- 55% increased their Composite score on the retest
- 22% had no change in their Composite score on the retest
- 23% decreased their Composite score on the retest

Reporting ACT Results

In order to keep scores confidential, we do not give them to anyone by telephone, fax, or e-mail.

CONFIDENTIALITY OF SCORES

The ACT general policy on the release of test scores and other personally identifiable information students provide is that we will disclose such information only with the student's consent. However, there are certain exceptions to this general policy—for example, we report test scores to selected states for consideration for state scholarships. For a complete statement of ACT policies with respect to the use of student information, please review *Policies and Guidelines for Uses of Data from ACT-Owned Assessments*, which can be downloaded at **www.actstudent.org/datause.html**.

SCORE REPORT MAILINGS

Most paper reports are mailed to colleges, high schools, and students within **four weeks after each national test date**. Reports are sent to high schools only if the student authorized reporting to the school and to each valid college or scholarship agency code listed and paid for before the test date (up to six). Student Reports, including a copy of the student guide *Using Your ACT Results*, are mailed to the mailing address students provide when they register. Shipping packages for High School and College Reports are marked "First Class" and should be handled as confidential materials.

Small groups of reports continue to be mailed during the following weeks as quickly as we resolve situations such as:

- ***If the examinee took the ACT Plus Writing***, reports will not be issued until the report includes the Writing results.
- If answer documents arrive late from a test center, they will be added to processing weekly.
- If the identifying information an examinee provides on the answer document is not consistent with the information on the registration file, reports will be delayed until the discrepancy is resolved.
- If an examinee provides incomplete or inaccurate test form information on the answer document, reports will be delayed until the correct test form is confirmed.
- If an irregularity is reported at the test center, reports may be delayed pending clarification of actions taken on test day.

All initial reports are normally mailed by eight weeks after each test date with the exception of reports for examinees who owe registration fees; those reports will be released only after payment is received.

SCORES BY WEB

Students testing at national or international test centers on an established test date can view their scores online at no charge *before* receiving their official score reports in the mail. Schedules for each test date are listed on **www.actstudent.org**.

If students take the ACT Plus Writing, the four multiple-choice scores plus the Composite score are posted to the Web as soon as they are ready, even if the Writing scores are not yet available. When students log in, they will be notified whether their record includes the Writing scores or not.

It takes longer for some scores to become available. Scores are added weekly as quickly as situations such as unpaid fees, standby registrations, and inconsistent identifying information are resolved.

Beginning in mid-October 2008, students who test at test locations other than national or international test centers (e.g., School) will be able to view their scores online through their ACT Web account. Their scores will be available online about a week **after** they receive the paper score report in the mail. At that time, students who have previously created an ACT Web account can log in to see if these scores have been added. Students who have not previously created an ACT Web account will need to enter the Social Security number or ACT ID printed on their score report when that is requested as part of creating the Web account.

ONE TEST DATE PER REPORT

ACT reports only the results of the current test date. Because students control the release of their scores, results from previous test dates are not included on current reports.

ACT maintains a separate record for each test date. Students may not select test scores from different test dates to construct a new record. They must designate an entire test date record as it stands. If students wish to report Writing results, they must report the entire record for the test date when they took the Writing Test.

Students may direct us to drop any test date record from our files; however, the entire test date record must be deleted, not just selected test scores.

MISDIRECTED REPORTS

If a student enters an invalid high school code or no code (or code 800-000) when he or she registers, or does not authorize ACT to report these scores to the high school, no High School Report is produced.

If a student uses an incorrect, but valid, high school code, the report may be sent to the wrong school. Counselors who receive reports for students not enrolled at their schools should return the reports to ACT Records. ACT Records will remove the student from that high school's reports and attempt to reach the student directly. Counselors should also contact ACT Records if they fail to receive reports for all of their students after eight weeks following the test date.

AUTOMATIC REPORTING OF SCORES

Some state/federal scholarship or education departments use ACT scores as one source of information to recognize student achievement. ACT reports student records for this purpose without requiring students to use one of their college choices. If a student's mailing address or high school is in a state for which ACT provides scholarship information, the student's ACT record will be reported automatically for consideration and/or research. Scores will be reported unless the student specifically directs ACT, in writing, not to do so.

Students are informed in *Registering for the ACT* and online of our automatic reporting policy and the deadline to inform us in writing that they do not want us to report their scores.

CHANGING OR CANCELLING COLLEGE CODES

Students who test at national or international test centers have the option to have their answer documents scored and still stop reports from reaching the college choices previously entered on their registration. This service is possible only until noon, central time, on the Thursday immediately after the regularly scheduled Saturday test date. Complete details are described in the registration materials and online.

ADDITIONAL SCORE REPORTS (ASRs)

Many students request additional score reports after they test. ACT routinely includes a cautionary message about relying on test scores earned more than five years earlier.

About 3–4 weeks after the test date, most results are available for reporting to any recipient (e.g., high school, college), in addition to those originally listed on their registration. Normally, all scores are available for reporting by eight weeks after the test date.

ASR Services Available

ACT will report ONLY the results for the test date specified on the request (one test date per report). The following services are available:

- **Regular Reports ($9.00 per report)**—Normally processed within one week *after* receipt of request.
- **Priority Reports ($13.00 per report—only within the U.S.)**—Normally processed within two working days *after* receipt of request and usually delivered **3–4** business days later.

Regular reports are included in the next reporting cycle requested by the institution—at least every two weeks. Priority reports are partial reports followed by complete reports in the next cycle requested by the institution—at least every two weeks. Institutions that receive scores only electronically might not review priority reports.

- **Archived Scores: $17.00** additional nonrefundable fee ($26.00 regular; $30.00 priority) for each report requested for scores from test dates no longer on the computer files. Allow two additional working days for processing. During 2008–2009, this additional fee applies to test dates **before September 2006**. If no scores are located, ACT will retain the $17.00 fee and refund the rest.

Ordering ASRs

Students must wait until **after** testing to submit a request. **Scores are available for additional reporting only *after* they have been added to the computer files and initially reported.** Once submitted by any method, the ASR request cannot be changed or cancelled.

- **Online**—Students may create or log in to their ACT Web account and submit an ASR request at **www.actstudent.org** (credit card required).
- **By Mail**—Students may download and print the ASR request form from **www.actstudent.org**, and then mail it with their payment to the address shown on the form.
- **By Phone**—Students may request up to eight priority reports (**no** regular reports) from ACT Records 319/337-1313. An additional **$12.00** service fee is charged for each call. Payment must be made by VISA or Master Card.

Note: While students can order expedited reporting once their tests are scored, there are no options to speed the scoring of their tests.

HAND-SCORING SERVICES

Our scoring and quality control procedures minimize the potential for error. We will hand-score a student's multiple-choice answer document for a fee of **$30.00**. A student may also request that the essay be rescored for an additional **$30.00**. If a student wants both parts of the test hand-scored, the fee is **$60.00**. Requests for hand-scoring must be submitted within 3 months of receiving the score report.

When requesting either or both of these services, the student must provide in writing his or her name as given at the time of testing, Social Security number or ACT ID, date of birth, test date (month and year), test center, and a check for the required amount payable to ACT Records. ACT will mail results of the hand-scoring to the student about 3–5 weeks after receipt of the request.

If a scoring error is discovered, corrected reports will be sent without charge, and the hand-scoring fee will be refunded. A student may request to be present for hand-scoring of the multiple-choice tests at one of our regional offices but must pay the additional costs involved for this special service.

Questioning ACT Scores

INQUIRY INTO QUESTIONED SCORES

Anyone who notices a significant discrepancy between a student's performance on the ACT and that student's high school grades or is aware of information about irregularities during the test session is urged to call or write ACT Test Security as soon after the test date as possible. ACT will conduct a confidential inquiry into the questioned scores.

CANCELLATION OF SCORES BY ACT

ACT reserves the right to cancel test scores when there is reason to believe the scores are invalid. Cases of testing irregularities—such as falsification of one's identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same test center, or other indicators that the test scores may not accurately reflect the examinee's level of educational development—may result in the cancellation of test scores. When ACT decides to cancel test scores, it notifies the examinee before taking that action (except in cases of testing compromises explained on this page). The notice includes information about the options available regarding the planned score cancellation, including procedures for appealing the cancellation decision. In all instances, the final and exclusive remedy available to examinees who want to appeal or otherwise challenge a decision by ACT to cancel their test scores shall be binding arbitration through written submissions to the Dallas, Texas, office of the American Arbitration Association. The issue for arbitration shall be whether ACT acted reasonably and in good faith in deciding to cancel the scores.

Remedies in Response to ACT Errors or Testing Disruptions/Compromises

ACT takes steps that are intended to ensure that registration records are properly handled and processed, and that tests and answer documents are properly handled and scored. In the unlikely event that an error occurs in handling, shipping, processing, or scoring answer documents, or reporting scores, ACT will correct the error, if possible, or permit affected examinee(s) to retest at no additional fee (normally on a future national test date) or to receive a refund of the test fee. **These remedies are the exclusive remedies available to examinees for errors in handling or processing registration records; in handling, shipping, or scoring answer documents; or in reporting scores.**

ACT also takes steps that are intended to ensure standardized test administration. If events occur that cause testing at a test center to be cancelled or interrupted, involve a mistiming on any part of the test, result in a deviation from standard testing procedures, raise concerns about possible advance access to test content by any examinee(s), or otherwise disrupt or compromise the testing process, ACT will examine the situation and determine whether action is warranted, including nonscoring of answer documents or cancellation of scores. If ACT, in its sole discretion, determines action is warranted, each affected examinee will be offered the option to retest at no additional fee (normally on a future national test date). If the examinee chooses not to retest and the answer document is not scored or scores are cancelled, the examinee may request a refund of the test fee instead. If ACT offers a retest and an examinee selects that option, the examinee must retake all four multiple-choice tests to produce a valid Composite score. If the Writing Test was taken on the original test date, the examinee must retake the Writing Test in addition to the four multiple-choice tests to produce a valid Combined English/Writing score. **These remedies are the exclusive remedies available to examinees affected by disruptions or compromises in the testing process.**

Making Changes in ACT Reports

Inquiries about student records must include the student's name and address (as given at the time of registration or testing), Social Security number or ACT ID (whichever was used at time of testing), date of birth, test date (month and year), and test center. The test date and test location (e.g., national, state) are especially important if the student has taken the ACT more than once.

RETENTION OF STUDENT RECORDS

ACT keeps students' original registration folders and answer documents for one year. Questions about these materials or the information they contain should be directed to ACT Records before the one-year period is over. For research purposes, we retain student records in electronic files indefinitely. Additional Score Reports can be issued only for students who tested after October 1, 1966.

CORRECTION OF ERRORS/CHANGES ON THE REPORT

A student who finds a significant error (other than a scoring error) on the report and wants it corrected should write to ACT Records, enclosing a copy of the report and describing the necessary change. If ACT made the error, corrected reports will be sent without charge. If the student provided erroneous information to ACT or if information has changed (such as address or requesting ACT ID be replaced with Social Security number), he or she must submit **$9.00** for each corrected regular report he or she wishes sent to any recipient.

Request for Waiver or Deferral of College Admission Application Fee

This form must be signed by both the student and an authorized high school official.

Directions to High School Official: Photocopy this page and complete the form for individual students for whom payment of the admission application fee will be a hardship.

Directions to Student: Send this completed form along with your college application to the institutions to which you wish to apply. Keep in mind that individual institutions may consider the request but are **not** obligated to waive or defer payment.

TO: Director of Admissions

_____(printed name of college/university)

RE: _____(printed name of student)

High School Official's Statement: Please consider waiving or deferring payment of the college admission application fee for the student named above. This student has applied for a waiver of the ACT test fee on the basis of one or more of the indicators of economic need adopted by ACT. Based on my knowledge of the student's circumstances, I believe that payment of the college admission application fee would be a hardship.

Signature of high school official	Printed name of high school
Printed name of high school official	High school telephone number

Student's Statement: Please consider waiving or deferring payment of my college admission application fee. I certify that I meet the guidelines for economic need required for a waiver of the ACT test fee. Furthermore, I agree to adhere to all policies your institution may have related to waiving or deferring the college admission application fee.

Signature of student	Student's Social Security number (optional)
Student's street address	Student's city, state, and ZIP code

(Do not use this form to request waiver of ACT test fees; do not send this form to ACT.)

The ACT®

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SUMMARY OF ACT SERVICES AND MATERIALS

During the academic year, ACT automatically provides high schools and colleges with the following information services and materials about the ACT Program.

HIGH SCHOOLS

Mailed in July:

- Online Registration fliers
- Registration packets
- Student test preparation materials
- Identification requirements folder
- Information about fee waivers

Mailed by early August:

Annual mailing of program materials, including:

- Two bulletin board posters to display your high school code
- *User Handbook* (this publication)
- ACT student guide *Using Your ACT Results* (sample copy)
- Announcement of changes for the coming test year
- Test date schedule (current year and next year)
- *Request for ACT Special Testing*
- *Application for ACT Extended Time National Testing*
- Announcements and order forms for related services and publications (e.g., sample test booklets)

Mailed within three to four weeks after each national test date (for students who authorized reporting to the high school):

- High School Report for each student tested
- Pressure-adhesive score label (counselor and permanent record copies)
- High School Report Checklist

Note: Several small groups of reports are mailed during the following weeks (see page 40). All initial reports are normally mailed by **8 weeks** after the test date.

COLLEGES

Mailed in July (only if received in prior year):

- Online Registration fliers

Mailed by early August:

Annual mailing of program materials, including:

- *User Handbook* (this publication)
- ACT student guide *Using Your ACT Results* (sample copy)
- Sample registration packet and online registration flier
- Announcement of changes for the coming test year
- Test date schedule (current year and next year)
- Announcements and order forms for related services and publications

Mailed in early August:

Information on reporting service options

Mailed at least every two weeks:

Score results reported in the form and frequency requested by each institution

Notification after each ACT national test date:

Educational Opportunity Service (EOS) users are notified when new student records are available for purchase. New users should visit the website at **www.act.org/eos**.

Notification in February:

An e-mail message will be sent regarding updating the Institutional Data Questionnaire (IDQ) via the Web. This is the source for institutional data reported on Student Reports and the source for institutional decisions regarding the Writing Test made available to students through our website.

ACT Test Dates

United States, U.S. territories, Puerto Rico, and Canada

2008–2009

Test Date	Registration Deadline *(regular fee)*	Late Registration *(late fee required)*
The September 13, 2008 test date is available ONLY in Arizona, California, Florida, Georgia, Illinois, Indiana, Maryland, Michigan, Missouri, Nevada, New York, North Carolina, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Washington, and West Virginia.		
September 13, 2008	**August 12, 2008**	August 13–22, 2008
October 25, 2008	**September 19, 2008**	September 20–Oct. 3, 2008
December 13, 2008	**November 7, 2008**	November 8–20, 2008
February 7, 2009**	**January 6, 2009**	January 7–16, 2009
April 4, 2009	**February 27, 2009**	February 28–March 13, 2009
June 13, 2009	**May 8, 2009**	May 9–22, 2009

2009–2010

Test Date

September 12, 2009*
October 24, 2009
December 12, 2009
February 6, 2010**
April 10, 2010
June 12, 2010

Encourage students to register online and remind them of the ACT Test Date Schedule.

Registration deadlines for 2009–2010 will be posted on the Web as soon as they are available.

* *The September 2009 test date is not offered in the U.S. Territories, Puerto Rico, or Canada.*
** *No test centers are scheduled in New York for the February test date.*

Go to www.act.org

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