

2017|2018

ACT[®]

The ACT[®] Test

User Handbook for Educators

What's Inside

- Overview of the ACT
- Preparing for and Taking the ACT
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- Uses of ACT Data

The **ACT**[®]

www.act.org

What's New for 2017–2018

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- Code of Fair Testing Practices in Education: American Psychological Association (www.apa.org)
- Code of Professional Responsibilities in Educational Measurement: National Council on Measurement in Education (www.ncme.org)

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CHAPTER 1

Overview of the ACT Test

Each year, millions of high school students use ACT programs and services to develop postsecondary educational and career plans. The number of students continues to increase, and educators need to know what the test does and how the results can be used to help their students.

This handbook is designed to help educators at high schools and colleges, and professionals at the district and state level, as they administer ACT testing, advise students, and use ACT data to make informed decisions.

Components of the ACT Test

The ACT test is made up of four curriculum-based, multiple-choice tests in English, mathematics, reading, and science, and an optional 40-minute writing test that measures 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 test scores, reporting categories, and skill statements based on the ACT College and Career Readiness Standards, can be readily understood and interpreted by educators and students.

Test 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 equating procedures to ensure that scores reported across test forms have a constant meaning (that is, 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 the nearest integer.

Optional Writing Test

The ACT writing test measures students' writing skills—specifically, those writing skills taught in high school English classes and in entry-level college composition courses.

The test describes an issue and provides three different perspectives on the issue. Students are asked to read and consider the issue and perspectives, state their own perspective on the issue, and analyze the relationship between their perspective and at least one other perspective on the issue.

Students will receive a total of five scores for this test: a single subject-level writing score reported on a range of 2–12, and four domain scores based on an analytic scoring rubric. The four domain scores are: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions. Each domain has a score range of 2–12. ACT reports the overall writing score on a 2–12 score range, with 12 being the highest possible score. The overall writing score is the rounded average of the four domain scores.

Two trained readers will score each essay in the four domains, each giving it a rating from 1 (low) to 6 (high). The sum of those ratings comprises the score for that domain. If the readers' ratings disagree by more than one point, a third reader will evaluate the essay and resolve the discrepancy.

A student's writing test score has no impact on his or her Composite score or subject test scores. If a student does not take the writing test, the absence of a writing test score has no effect on the Composite score or subject test scores, either. However, without writing test scores, no English Language Arts (ELA) score will be reported.

Note: If a student chooses to take the ACT writing test, that student must take the multiple-choice tests and the writing test in the same test administration.

More information about writing scores, the domain scores, and the scoring rubric for each domain is available at www.act.org/the-act/scores.

Fifth Test

ACT tries out questions on National test dates to develop future tests. Room supervisors may ask examinees to take a fifth test that may be multiple-choice or one for which they will create your own answers. We ask they try their best on these questions because participation can help shape the future of the ACT. **The results of the fifth test will not be reflected on reported scores.**

Note: Testing time will be extended by about 20 minutes in rooms that administer the fifth test.

Reporting Categories, Other Scores, and Readiness Indicators

Current score reports include readiness scores and indicators designed to show performance and preparedness in areas important to success after high school.

To provide learners with the most useful information, the score reports incorporate a comprehensive set of reporting categories for each subject area of the test (discussed in greater depth on page 45).

These categories will make it easier for students, parents, and educators to gain deeper insight into students' performance by better understanding strengths and areas for improvement in each subject. Reporting categories report on similar skills to provide students with more detailed information within each subject.

On Student and High School Score Reports, each reporting category will include the total number of points possible, the total number of points a student achieved, and the percentage of points correct. ACT reporting categories are aligned with [ACT College and Career Readiness Standards](#) and other standards that target college and career readiness.

Each reporting category will also indicate the ACT Readiness Range, which enables students to compare their performance on the reporting categories to students who have met the ACT College Readiness Benchmark for that specific subject. The minimum of the range corresponds to the predicted percentage of points that would be achieved by a student whose score is at the ACT College Readiness Benchmark on the subject test. The maximum value of the range corresponds to answering all questions in that reporting category accurately.

The combination of reporting category scores and the ACT Readiness Ranges will provide educators and students with information to more clearly show which areas require the most assistance for additional learning and intervention.

The English Language Arts (ELA) score is a rounded average of the English, reading, and writing test scale scores and represents a measure of the student's overall literacy skills. The ELA score is reported on a scale of 1–36. To calculate the ELA score, the student's writing raw score (8-48) is converted to a 1–36 scale. This 1–36 writing scale score is only used for ELA score calculation.

The STEM score is an average of the mathematics and science scale scores and represents students' overall performance in these subject areas. As the only national college admission exam to measure science skills, the ACT is in a unique position to inform students about their STEM skill strengths. The STEM score is reported on a scale of 1–36.

The Understanding Complex Texts indicator is based on scores on a subset of questions on the reading test. These questions measure students' global comprehension of the passages instead of sentence- or word-level understanding. This indicator is a prediction of whether students are likely to meet the complex text reading demand in college.

The Progress Toward the ACT® National Career Readiness Certificate® indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC®) that students with a given ACT composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. The Progress toward Career Readiness indicator is reported as one of three levels: Bronze, Silver, or Gold. A student whose ACT Composite falls below the Bronze level will be unlikely to earn an ACT NCRC.

Measurement Error and Score Ranges

Rather than representing a precise point, test scores are estimates of a student's educational development. Students should think of their true achievement on the ACT as being within a range that extends about one standard error of measurement—or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and other test scores—above and below their scores. More information about interpreting the scores can be found at www.act.org/the-act/scores.

College and Career Readiness Standards

What do the scores on the ACT really mean? That is, when a student achieves 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 the ACT College and Career Readiness Standards.

The ACT College and Career Readiness Standards are intended to help you understand the meaning of the scores earned on PreACT (see page 16) and the ACT.

These standards can help you:

- Communicate widely shared learning goals and educational expectations
- Relate the test scores to the types of skills needed for success in high school and beyond
- Understand the increasing complexity of skills across the score ranges in English, mathematics, reading, and science

The ACT College and Career Readiness Standards are complemented by suggested learning experiences for students to further develop their knowledge and skills and directly link what they have learned to what they are ready to learn next. The suggested learning experiences, in turn, provide links between the standards in one score range and those in the next higher score range. The ideas for progressing to the next score range demonstrate ways that information from standardized test results can be used to improve instruction in high school classes.

The ACT College and Career Readiness Standards are also linked to college instruction. More than 40 years of research has shown that performance on the ACT is directly related to first-year college grade point average.

The ACT College and Career Readiness Standards are at www.act.org/standard.

ACT College Readiness Benchmarks

The ACT College Readiness Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing, first-year college courses. These college courses include English composition, college algebra, social sciences, and biology. Based on a sample of 214 institutions and more than 230,000 students, the benchmarks are median course placement values for these institutions and as such represent a typical set of expectations.

Table 1. ACT College Readiness Benchmarks

College Course	ACT Test	ACT Benchmark
English Composition I	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

Benchmarks for the ACT STEM and ELA scores were developed using the same methodology as the single subject area ACT College Readiness Benchmarks. The STEM Readiness Benchmark represents the level of achievement necessary for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in a combination of typical first-year math and science college courses taken by students majoring in STEM fields. These courses include calculus, biology, chemistry, physics and engineering. The resulting benchmark, a STEM score of 26, was the median value across nearly 80 institutions which included more than 84,000 students.

The ELA Readiness Benchmark represents the level of achievement necessary for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in a combination of typical first-year English and social science college courses. These courses include English composition, American history, other history, psychology, sociology, political science, and economics. The resulting benchmark, an ELA score of 20, was the median value across 233 institutions and included more than 198,000 students.

ACT National Curriculum Survey®

The ACT National Curriculum Survey is a nationwide survey of educational practices and expectations conducted every three to five years by ACT. The survey collects data about what entering college students should know and be able to do to be ready for college-level coursework in English, mathematics, reading, science, and writing.

The results of the survey are used to inform ongoing efforts to develop, refine, and update common academic standards as well as to inform policymakers and educators.

The results are also used to help guide development of ACT's curriculum-based assessments to ensure that they meet the needs of college and career readiness.

The current study results are based on a national sample of more than 10,000 participants, including middle school/junior high school teachers, high school teachers, and college instructors in English, writing, mathematics, reading, and science. More information on the ACT National Curriculum Survey can be found at www.act.org/research.

US and State Ranks

US and state ranks reported in score reports are based upon the most recent scores of high school seniors who graduated during the previous three years and tested in 10th, 11th, or 12th grade. Writing and ELA ranks are based on students who took the ACT, including the Writing test, between September 2015 and June 2017. Over time, three-year rolling ranks will also be developed for writing and ELA scores.

The reported rank values are expressed as cumulative percents. A cumulative percent is the percent of students who scored at or below a given score. For example, if a Composite scale score of 20 has a cumulative percent of 48, then 48% of graduates over the previous three years had a Composite score of 20 or below. Consequently, 52% had a Composite score of 21 or above.

The most recent ranks for ACT-tested graduates from the last three years are at www.act.org/the-act/scores.

Because each test score was scaled separately, scores on the tests 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 ranks.

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 89, 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 ranks are always based on a particular group of examinees, and the ranks may change from group to group and year to year. As this example shows, comparisons of scores across tests are best made using ranks instead of scores.

Additional Information about the Tests of Educational Development

Additional information about the scale scores and their technical characteristics can be found in *The ACT Technical Manual* located at <http://www.act.org/content/act/en/research/technical-manuals-and-fairness-reports.html>.

Noncognitive Components

Students respond to the noncognitive components of the ACT before they take the test. These components include:

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

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 about the courses they completed or plan to take in high school and the grades they 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 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 included in the High School Profile Report. Counselors and administrators can examine the relationship between ACT scores and the curricular background and plans of their 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 over 15,000 students from a 2009 Midwestern high school graduating class, the evidence shows that students' self-reported information is an accurate representation of their high school experience. About 94% of students accurately reported their coursework. The correlation between self-reported and transcript course grades was 0.66 with 96% of self-reported grades within a single letter grade of their transcript grade. High school grade point average computed from self-reported course grades was highly correlated with transcript grade point average ($r = 0.83$). The accuracy of coursework and grades differed little by gender, race/ethnicity, or low-income status.

Based on our findings, coursework taken and overall high school GPA provided by students can be a good measure of academic preparation and achievement for researchers and postsecondary administrators. We find that using self-reported

coursework taken is a reliable way to estimate course-specific, student-level experiences; however, a measure of caution is appropriate for the use of course-specific, student-level grades. For the overall HSGPA of an individual, we have a stronger basis for trusting self-reported values. Regardless of these student-level cautions, the results indicate that self-reported coursework and grades are reasonably valid measures for education researchers and for preliminary screening of students. Detailed information about this study is provided in ACT Research Report 2016-3, *How Accurate Are Self-Reported High School Courses, Course Grades, and Grade Point Average?*

ACT Interest Inventory

Development and Content

The ACT Interest Inventory was designed to help people see the connections between the world of work and the everyday things they like to do. Results can help students identify personally relevant career options, an essential developmental skill for persons in the early stages of career planning. The inventory was introduced in the ACT in 1977 and is updated periodically. Responses to the inventory generate scores on six scales designed to parallel the six interest and occupational types proposed by John Holland (Holland, Whitney, Cole, & Richards, 1969; Holland, 1997). Figure 1 describes what each scale measures. The Holland type is shown in parentheses. The ACT Interest Inventory is usually completed when students register for the ACT, and results derived from the inventory scores are reported on the Student Report, the High School Report, and the College Report.

ACT Interest Inventory item content emphasizes everyday work-relevant activities that are familiar to people and that tap the intended interest constructs, while avoiding job titles and specific work activities. Additional information on item content is found in the [ACT Interest Inventory Technical Manual](#) (ACT, 2009). Norms are based on a nationally representative sample of students. Specifics regarding the rationale, development, norms, validity, and reliability of the inventory are also found in the technical manual, as is research supporting the use of the inventory with diverse racial/ethnic groups.

Science & Technology (I-Investigative)	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.

Figure 1. The ACT Interest Inventory scales

Reporting Procedures

Results derived from the ACT Interest Inventory are reported in four ways:

- **Standard Scores.** The six scores, one for each of the six ACT Interest Inventory scales, have a mean of 50 and a standard deviation of 10 for a nationally representative sample of 12th graders. These scores are listed and displayed on a bar graph on the High School Report.
- **Interest-Major Fit.** Interest-Major Fit measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the profile of interests of students in the student's planned major. Additional information is described below. The student's level of fit is displayed visually on an Interest-Major Fit bar, and is found on the Student, High School, and College score reports.
- **Career Map Regions.** The ACT Career Map is an interpretive tool that visually displays the student's ACT Interest Inventory results as areas of a map. The Career Map permits students to see the connections between their interests and occupations. Twelve map regions (described in more detail below) can be used to summarize these results. The Career Map is used in www.actprofile.org and map regions are reported in the student's ACT electronic record file.
- **Career Connector.** The ACT Career Connector is a brief visual summary of the results of the ACT Interest Inventory. It is based on the Career Map and uses the same compass points, thus it provides an introduction to the foundational concepts underlying the Career Map. The Career Connector also includes a personalized list of five occupations based on the student's interest scores. The Career Connector is displayed on the Student Report. (see page 41, item F).

Scores

Some students may seek opportunities for more intensive self/career exploration. The standard scores on the High School Report readily lend themselves to clinical interpretations, drawing on professional training and experience. Some students will need to be reminded that having interests in an area does not necessarily mean they have fully developed abilities in that area. Encourage such students to engage in activities that might improve their abilities. Interests and abilities should be considered in combination as students plan for college and beyond.

ACT Interest Inventory scores are not reported on the High School Report when a student's responses to the inventory are missing or when the score profile is undifferentiated (flat). A flat profile may occur because a student has a limited range of work-related experiences and knowledge. Counselors and advisors may be able to help students by suggesting how they can obtain work-relevant life experiences. Students can also benefit from expanding their knowledge of occupations by exploring the free occupational and educational information at www.actprofile.org.

Interest-Major Fit

The Interest-Major Fit level is derived from two data elements collected from students during ACT registration: the student's ACT Interest Inventory scores and the major they plan to enter. Interest-Major Fit measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the profile of interests of students in the student's planned major. Interest profiles for each of the 294 majors on the ACT registration list are based on a large national sample of undergraduate students with a declared major and a GPA of at least 2.0. Major was determined in the third year for students in 4-year colleges, and in the second year for students in 2-year colleges.

The Interest-Major Fit level is based on an Interest-Major Fit score. Although not shown on these reports, fit scores range from 00 to 99. The higher the score, the better the interest-major fit. Using data from a large national sample, three levels of fit were established based on the empirical relationships between Interest-Major Fit scores and the proportion of students who persisted in their college major. Level of interest-major fit is displayed on the Student, High School, and College score reports as shading of one of the three (Low, Medium, High) sections of the Interest-Major Fit bar.

Evidence is accumulating that the fit between students' interests and their college majors is important in understanding and predicting student outcomes. Research involving the ACT Interest Inventory suggests that if students' measured interests (i.e., patterns of scores on interest inventories) are similar to the interests of people in their chosen college majors, they will be more likely to persist in college (Tracey & Robbins, 2006; Allen & Robbins, 2008), remain in their major (Allen & Robbins, 2008), and complete their college degree in a timely manner (Allen & Robbins, 2010). Even

before students declare a major in college, fit between their interests and planned major is a good predictor of whether they will follow through on their college major plans (ACT, 2013). The value of Interest-Major Fit is not limited to the ACT Interest Inventory or to the outcomes listed above. A large-scale meta-analysis, involving data over a 60-year time period and including a range of outcome and interest measures (including the ACT Interest Inventory), found that interest-environment fit is related to persistence and performance in both academic and work settings (Nye, Su, Rounds, & Drasgow, 2012). Additional information on research involving the ACT Interest Inventory and Interest-Major Fit is described in the [ACT Interest Inventory Technical Manual \(ACT, 2009\)](#).

Career Map

The Career Map, formally known as the World-of-Work Map, shows the locations of 26 career areas (groups of related occupations) and is designed to serve two purposes. First, it provides a simple yet comprehensive overview of the thousands of occupations in the work world. Second, it helps students identify and explore occupations in line with their interests. To this end, the student's ACT Interest Inventory results are reported as career areas (described below). Reported career areas visually summarize the student's preferences, based on responses to the inventory, for working with Data, Ideas, People, and Things. These four basic work tasks, described in Figure 2, underlie the map and provide the crucial link between measured interests and career options (ACT, 2009). Career Map data sources and development procedures are described by Prediger and Swaney (2004). The Student Report directs students to www.actprofile.org to view interest inventory results on the Career Map. While there, students can also use their interest inventory results to explore college majors. The ACT Major Map displays over 150 majors with respect to basic work tasks, and visually identifies groups of college majors that align with the student's inventory results.

Work Tasks. The four basic work tasks 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). A hexagon has two dimensions, which means that two dimensions are sufficient to depict similarities among Holland's types. Research on the structure of Holland's types (e.g., Prediger, 1982; Prediger, 1996) indicates that these dimensions are the Data/Ideas and People/Things work task dimensions. The six ACT Interest Inventory scales are related to these dimensions as shown on the Career Map. Because both occupational work tasks and individual interests can be organized along these two dimensions, the work tasks provide a unique visual bridge for connecting interests to occupational options (ACT, 2009).

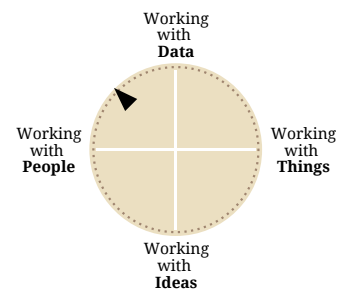
Data/Ideas Dimension	People/Things Dimension
<p>Data (facts, records, files, numbers; systematic procedures for facilitating goods/services consumption by people). “Data activities” involve impersonal processes such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and secretaries work mainly with data. Related ACT Interest Inventory scales: Business Operations, Administration & Sales.</p>	<p>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 social workers work mainly with people. Related ACT Interest Inventory scales: Social Service, Administration & Sales, Arts.</p>
<p>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 ACT Interest Inventory scales: Arts, Science & Technology.</p>	<p>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 ACT Interest Inventory scales: Technical, Science & Technology, Business Operations.</p>

Figure 2. Basic work tasks

Career Areas. Because there are so many occupations—more than 900 are listed in the US Department of Labor’s O*NET Occupational Information Network—ACT has developed a system of grouping occupations that makes career exploration easier for students. ACT’s occupational groups, called “career areas,” consist of occupations with similar work tasks, purposes of work, and work settings. The Career Map shows where each career area is located on the work task dimensions. For instance, Career Area B (Marketing & Sales) is located in the upper left part of the map, indicating primary involvement with data and people. Career areas are organized into six clusters, similar to Holland’s six types of occupations (Holland, 1997). Career areas are also grouped into 12 regions. Instead of reporting all of the student’s career areas, the two or three map regions they fall in are reported in the student’s ACT electronic record file.

Career Connector

The Career Connector visually summarizes a student’s work-relevant interests. The compass points are the four basic work tasks shown to underlie the work activities of occupations across the work world: working with Data, Ideas, People, and Things. The Career Connector summarizes the pattern of results from the ACT Interest Inventory and visually displays it as one or two directions with respect to these compass points. The Career Connector also provides a personalized list of five potential occupations that involve work tasks in this same direction.



Counselors and advisors can expand on Career Connector results in several ways. Besides briefly describing the results, they can foster discussions around questions and issues such as these:

- Measured interests are more informative when supported by life experiences. What kinds of experiences has the student had in the types of activities (People, Data, Things, or Ideas) that their Career Connector indicates? Did they enjoy them?
- Does the student understand the connection between their reported interests and the list of five related occupations? Do any of the five listed occupations sound good to the student?
- Why the student should visit www.actprofile.org to learn more about themselves, see a full map of occupational options, and explore occupations (work tasks, training requirements, etc.).

Considering Options. The Educational and Occupational Plans section of the High School Report lists examples of majors and occupations that are similar to those reported by the student when he or she 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.actprofile.org.

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.

- **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
- **Language**—best language, first language, English language supports
- **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

Composite Scores from Multiple Sets of ACT Scores

Over the years, many postsecondary institutions and high school counselors have asked us how they should use ACT test scores sent to them by students who have taken the ACT more than once. Historically, most colleges have used the scores earned on a student's highest single test administration when making admission, placement, and scholarship decisions. However, increasing numbers of students are taking the ACT more than once. Some postsecondary institutions use a student's most recent score. Other institutions “pick and choose,” selecting the best scores a student has earned in each content area over the course of several test administrations and forming a combined highest Composite score. Are these approaches equally valid? Does it matter which is used? Does ACT recommend one approach?

What Are Postsecondary Institutions Using as an ACT Composite Score for Students Who Have Multiple Sets of Test Scores?

A postsecondary institution may adopt a “most recent,” “single highest,” or “combined highest” approach in defining what ACT Composite score it considers:

- The most recent Composite score is simply the Composite score obtained from the four test scores on a student's most recent test administration.
- The single highest Composite score is the highest Composite score a student has obtained in any single test administration.
- The combined highest Composite score is the score obtained for a student who has tested more than once, by using the highest English, highest mathematics, highest reading, and highest science scores to form an average—regardless of the administrations from which each score was obtained.

Why Would Postsecondary Institutions Prefer One Approach Over Another?

Each approach has its advantages. The most recent Composite score would seem to reflect the examinee's current level of achievement more accurately than the other approaches. The single highest Composite score, on the other hand, allows for the fact that students do not always perform at their best. If, for example, a student had a poor night's sleep, suffered a sudden attack of nerves, or was preoccupied with a personal problem, the student's most recent test score may reflect his or her abilities less accurately than higher scores earned on an earlier test date. Use of the combined highest Composite score might be defended on similar grounds.

Which Approach Does ACT Recommend?

ACT uses the most recent Composite score in our own research. However, our data on current retesters has shown that students' ACT scores generally remain stable from one test administration to another, so there is little statistical difference between their single highest Composite and most recent Composite scores.

We have found that the combined highest Composite score may overstate some students' abilities (in testing terminology, to “capitalize on positive measurement

error”). However, in our most recent study, approximately 52% of the retesters had combined highest Composite scores that were the same as their single highest Composite score, and approximately another 42% had a combined highest Composite score one point higher than their single highest Composite score.

- The only definition of a Composite score ACT recognizes is our own definition: an ACT Composite score is the average of the four multiple-choice scale scores from a single test administration. While the findings of our research do not suggest that using combined highest Composite scores results in large differences, our desire to base our research and reporting on the most accurate scores compels us to maintain our position that single highest or most recent are our recommended approaches.
- ACT recommends that postsecondary institutions choosing to recalculate a combined highest ACT Composite score include in the calculation only those individual ACT test scores that come from a test date when the student completed the full battery of ACT tests and earned an ACT Composite score.
- ACT recommends that postsecondary institutions always store each set of scores separately by test date and test location (e.g., April 2014 State). These identifying fields facilitate accurate updates to ACT scores—for example, when scores are later changed or canceled.

We leave to individual postsecondary institutions the decision of which approach is best for them, believing that they are in the best position to understand their unique needs and the context within which the scores are being used.

More information on forming Composite scores from multiple sets of ACT scores can be found at <http://www.act.org/content/act/en/products-and-services/the-act-postsecondary-professionals/scores/multi-scores.html>.

CHAPTER 2

Preparing for and Taking the ACT

The ACT tests measure the knowledge and skills that students have acquired throughout their education. The tests emphasize students' capabilities in understanding and 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. Last-minute academic preparation is not advised.

Preparation Options

ACT Aspire®

ACT Aspire is a digitally-based, longitudinal assessment system designed to connect a student's growth and progress from elementary grades through high school. This continuum approach allows educators to address the student's strengths, areas for improvement, and—most importantly—potential. ACT Aspire is linked to the ACT College Readiness Benchmarks and anchored by the ACT test to help predict student success now and in the future. For more information, visit www.discoveractaspire.org.

Test Preparation Materials

- **PreACT™.** This helps students practice for the ACT test experience and empowers them with valuable data and insights. It is the first actionable step to prepare for the ACT. For more information visit: www.act.org/preact.
- **ACT® Kaplan Online Prep Live.** The official live, online classroom prep for the ACT test. ACT Kaplan Online Prep Live offers live, interactive streaming video classes, Kaplan expert teachers to answer students' questions during or outside of class hours, flexible scheduling, official study resources and assessments from the

ACT, previously recorded sessions viewable anytime, and full access to all aspects of the current ACT Online Prep program.

- **ACT® Online Prep.** An interactive test prep offering from the makers of the ACT that can be accessed anywhere and anytime via the internet. It includes personalized learning paths, practice tests with real ACT test questions, and comprehensive content review. Students can order ACT Online Prep at www.actonlineprep.com. To learn more about the school version, visit <http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/act-online-prep/act-online-prep-schools.html>.
- **The Official ACT Prep Guide.** This is the official print guide to the ACT. This book includes three complete practice tests with writing tests following each multiple-choice form. Explanations are given for all correct and incorrect answer choices. Test-taking strategies for each test section are provided, as well as hundreds of additional practice questions in the online bonus content area. Students can order at www.act.org/the-act/testprep.
- **Preparing for the ACT® Test.** This free student preparation booklet includes test information, complete practice tests with scoring keys, and a writing prompt with scoring guidelines. Download at www.act.org/the-act/resources. To order printed copies, visit www.act.org/the-act/supportmaterials.
- Sample questions, a writing prompt, sample essays, and explanations of correct answers to multiple-choice items are available at www.act.org/the-act/testprep.
- Sign in to ACT Profile to get free practice questions and answers from past tests in a question of the day format. Explanations and tips are also provided to help you solve each question. Learn more at www.act.org/the-act/testprep.
- High schools and colleges can purchase, at discount prices, sample copies of retired forms of the ACT—including a sample answer document, administration instructions, and scoring instructions. Download the order form at www.act.org/the-act/resources.

Note: All ACT publications are copyrighted works. Therefore, they should not be copied or distributed, in whole or in part, without ACT's prior written permission.

Registering for the ACT

The ACT (no writing) and ACT with writing are administered on up to seven test dates each year at more than 8,000 test centers in the United States, US territories, Puerto Rico, and Canada. Beginning in fall, 2017, ACT will administer additional test questions for developmental purposes on all test dates. Responses to these questions do not affect students' scores. The writing test may be taken only after the multiple-choice tests in the same session.

A July test date has been added for the 2017-2018 testing year (US only). The ACT is also administered on up to five test dates each year at nearly 700 international test centers.

Non-Saturday testing is available only for students who cannot test on a Saturday because of religious reasons. Search for non-Saturday centers at www.actstudent.org.

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 and District 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 at least 2–8 weeks after the test date for ACT to process and deliver their score reports. Students taking the ACT with writing should allow 5–8 weeks after the test date for ACT to process and deliver 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.
- Students may test again and still have the new information available in time to meet deadlines. Students cannot plan to receive their results in time to register for the next test date.

Choosing a Test Option

Students may choose the ACT (no writing) or the ACT with writing. 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 and allow students to decide whether or not to take it, based on their specific needs.

The ACT writing test can benefit students because it:

- Complements the existing multiple-choice ACT English and reading tests, and provides a more complete picture of writing ability
- Offers a writing sample produced under standardized testing conditions
- Provides instructionally relevant information about writing skills (rubric-based domain scores) as well as a single, overall indication of performance on a writing task representative of college-level writing

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

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 searchable list of colleges and universities that require or recommend taking the ACT writing test at www.actstudent.org. ACT also encourages students to contact the colleges they are considering directly.

Testing for Students with Disabilities

Services for Examinees with Disabilities

ACT is committed to serving examinees with documented disabilities by providing reasonable accommodations appropriate to the examinee's diagnosis and needs. ACT has established policies regarding documentation of an examinee's disability. If an examinee currently receives accommodations in school due to a professionally diagnosed and documented disability, they can go to the [ACT Policy for Documentation](#), which will prepare them and guide them through the process of requesting test accommodations on the ACT.

English Learner Supports Overview

- You must request and be approved for English learner supports before they will be provided.
- In order to provide the approved supports, ACT may need to assign you to a test center other than your preferred center.

English Learner Supports

Request this only if you are currently enrolled in an English Language program at your school or have documented proof of limited English language proficiency. Examples of supports include:

- Up to 50% time extension, self-paced, one day testing
- Use of approved word-to-word bilingual dictionary
- Use of test directions translated in the native language (12 languages available)
- Testing in a familiar environment or small group

Requesting Accommodations and/or Supports

To request accommodations and/or supports for an administration of the ACT, examinees must first:

- Create an ACT web account by going to www.act.org/the-act/signin.
- Register for a test date.

When registering to test, examinees must determine what accommodations and/or supports will meet their needs.

Refer to the comparison chart at www.act.org/the-act/accomms to review the requirements and features of National Extended Time (50% time extension) and Special testing (at examinee's school) to decide which is most appropriate for them.

Note: The basic fees for accommodated testing are the same.

Once an examinee has registered online for the ACT, ACT will automatically email instructions (with Subject: Requesting Accommodations on the ACT) regarding how to work with a qualified school official to request accommodations and/or supports and how to submit supporting documentation via the Test Accessibility and Accommodations System (TAA). The test coordinator will need the [Test Accessibility and Accommodations User Guide](#) to get access and instructions on how to navigate through this system.

Benefits of using TAA

The benefits of the system include:

- Online registration for all examinees, eliminating the need to send payment or registration materials via mail
- A single online accommodations and/or supports request form to complete
- Updated procedures that eliminate unnecessary documentation
- Better visibility, allowing schools to follow the progress of the request online
- Expedited request process – decisions provided approximately 10 days sooner on average than paper requests

IMPORTANT! While our preference is for all examinees to work with their school to submit a request through TAA, ACT will accept paper requests for a limited period of time. Do not submit requests through TAA and paper format.

After ACT reviews a request for ACT-approved accommodations and/or supports, an examinee-specific *Accommodations Decision Notification* is created in TAA. When the notification is available, the individual who submitted the request will receive an email. That individual should provide a copy to the examinee and/or parent(s)/guardian(s). The notification contains the:

- Examinee's name
- Examinee's personal identification number (PIN) for TAA
- Accommodations and/or supports approved (including any special authorizations), or not approved, as applicable
- Reason accommodations and/or supports are not approved, if applicable

If an examinee is no longer in school or requires assistance working with their school to submit a request in TAA, they should call ACT at 319.337.1332, option 3. ACT Customer Service is available to take your calls Monday–Friday, 8:30 a.m. to 5:00 p.m. central time.

ACT will treat all information the examinee provides to support their request as confidential and will use it solely to determine their eligibility for accommodations and/or supports. Details about their test accommodations and/or supports will be shared only with the testing staff and will not be released to anyone else, including your chosen score report recipients. The only exceptions are for those instances

in which an examinee's accommodation and/or supports-related documents and information are the subject of a subpoena or other court order, or an enforceable request from a government entity.

Note: The ACT (no writing) and ACT with writing are offered only in English. However, beginning in fall, 2017, English language supports are available to examinees with limited English proficiency.

Extended Time Testing Policy Change

Beginning in the 2017-2018 school year, all extended time examinees will now have 5 hours, self-paced, to complete the four multiple-choice tests (English, mathematics, reading, and science). There will be a hard stop at 5 hours or upon the completion of the multiple-choice tests (whichever comes first). Examinees who registered for the ACT with writing then get 1 hour to complete their writing test. This change ensures a fair and standardized testing experience for all examinees.

Special Circumstances

Arranged Testing

ACT reviews Arranged testing requests for examinees who qualify under the following conditions:

- Examinees whose religious faith prohibits Saturday testing and a non-Saturday test center is not scheduled within 75 miles of the home for any test date.
- Examinees who live in a country where ACT does not have a test center scheduled for any test date.

Note: Examinees are encouraged to travel to a test center in a nearby country if there is a center scheduled within reasonable traveling distance.

- Examinees in the United States, US territories, Puerto Rico, and Canada who do not have a test center scheduled within 75 miles of their home for any test date.
- Examinees who are confined to a correctional institution on all test dates.

Note: These are the only conditions ACT will consider for Arranged testing applicants.

These students should print the *Request for ACT Arranged Testing* from www.act.org/the-act/resources.

Residual Testing

An on-campus (residual) testing program is available to ACT-participating colleges to administer the ACT to students who were unable to test on an ACT National test date. ACT Residual testing is strictly limited only to students who have enrolled, have been admitted, or have officially applied to your institution. Scores from Residual testing are reported only to your institution for admission, course placement, and advising purposes.

Test Dates

- The ACT Residual testing year runs November 1, 2017 through September 30, 2018.
- ACT Residual testing may be conducted on any dates EXCEPT the seven regularly scheduled ACT National test dates.

Scores

- Scores from Residual testing are valid only at your college and cannot be transferred by transcript or other means to any other institution or agency.
- Scores from Residual testing are reported only to the college administering the test.
- No Student Reports and no High School Reports are generated.
- No Additional Score Reports will be generated to report scores to any other institution.

Restrictions

- ACT Residual testing is not a practice test.
- ACT Residual testing is not for use with younger students.
- You may not provide ACT Residual testing to individuals who do not intend to attend your college.
- ACT Residual testing is restricted to on-campus administrations. Test booklets may not be transported from campus to campus or to any off-campus locations.
- A minimum of 60 days must elapse before another ACT Residual test may be taken. Scores achieved before the minimum elapsed time will be canceled without refund.
- ACT has a policy regarding the number of times an examinee may take the ACT. ACT Residual testing does count toward that maximum. Scores that exceed the maximum will be canceled without refund. Please visit www.act.org/the-act/retestlimit for more information.

See <http://www.act.org/content/act/en/products-and-services/the-act-postsecondary-professionals/administer-the-act.html> for fees and details.

Student Web Services

ACT encourages all students, including those who register by mail, to create a free ACT web account. Students can use this account to:

- Register
- Upload a photo
- Print their ticket
- View scores
- Send Additional Score Reports (ASRs)
- Register for the next test date

To sign in to or create a web account, please visit www.act.org/the-act/signin.

National Registration Flyer

All the information students need to register online is in the flyer. This flyer is sent to high schools each summer for distribution to students.

International Testing

Students who wish to test outside the US or Canada must register online. The international online registration flyer may be downloaded at www.act.org/theact/international.

Register by Mail

Only students in the US, US territories, Puerto Rico, and Canada who are younger than 13 or cannot pay by credit card need a Register by Mail packet.

Registration Deadlines

Registration deadlines are at www.actstudent.org. The deadlines apply for all registration methods.

If students in the US or Canada miss the regular registration deadline, they may register up to the late deadline for an additional fee. See www.act.org/the-act/fees for a list of ACT fees.

Standby Testing

Students who miss the deadline to register or make changes for their test date, may request standby testing online. There is an additional standby fee. Complete instructions and fees are at www.act.org/the-act/fees.

College Report Recipients

Students may designate up to four score recipients as part of their test fee when they register by mail and with an ACT web account. When registering online, students have the option to designate two additional score recipients (for a total of six) for a small fee.

Additions, deletions, and changes may be made until noon (central time), the Thursday after the regularly scheduled Saturday test date.

To send reports to more than six colleges, and for all reports after the change deadline, students must submit and pay for Additional Score Reports (ASRs) after they test.

Prebilled Vouchers

Available when a school/agency would like to pay the regular registration fee for the ACT test for a student or group of students. Vouchers are invoiced and delivered to schools in a convenient electronic format. For more information visit www.act.org/the-act/supportmaterials.

ACT Fee Waivers

The ACT Fee Waiver program is designed to assist students in the United States, US territories, and Puerto Rico, for whom payment of the test fee could be a barrier to college entrance. Fee waiver information and request forms are sent each summer to high schools in the US, US territories, and Puerto Rico, to active Upward Bound projects, and to selected assistance organizations. Students cannot request waivers directly from ACT.

Eligibility Requirements

Each student who receives an ACT Fee Waiver must meet all eligibility requirements:

1. Currently enrolled in high school in the 11th or 12th grade.
2. Be a US citizen or testing in the US, US territories, or Puerto Rico.
3. Meet one or more of the following indicators of economic need:
 - Enrolled in a federal free or reduced-price lunch program at school, based on US Department of Agriculture (USDA) income levels (see table).
 - Enrolled in a program for the economically disadvantaged (for example, a federally funded program such as GEAR UP or Upward Bound).

Note: If the student participates in a program, but is not economically disadvantaged, they are not eligible for a fee waiver.
 - Resides in a foster home, is a ward of the state, or is homeless.
 - Family receives low-income public assistance or lives in federally subsidized public housing.
 - Family's total annual income is at or below USDA levels for free or reduced-price lunches (see Table 2).

Table 2. Income Eligibility Guidelines

Number in Household (including student)	Total Annual Income Before Taxes* (in last calendar year)
1	\$22,311
2	\$30,044
3	\$37,777
4	\$45,510
5	\$53,243
6	\$60,976
Each additional	plus \$7,733 each

ACT Fee Waivers cover the basic test fee for either the ACT (no writing) or ACT with writing. Students who qualify for a fee waiver and use one to register for an ACT test automatically get free access to ACT Kaplan Online Prep Live which includes full access to ACT Online Prep. Waivers may not be used to pay for late registration, test date or test center changes, standby testing, 5th or 6th college codes, Residual testing, or any other services or products.

Eligible students may register online or by mail. Instructions are printed on the form. Fee waiver forms are valid through August 31 each year. A limited number of fee waivers are authorized each testing year. Once funds have been exhausted, requests for waivers must be denied.

Eligible students may use a maximum of **two** separate ACT Fee Waivers. The waiver is used once the student registers, even if the student does not test on the requested test date.

Important: Ensure students registered with fee waivers take the test. Remind students who do not follow through and test that they miss a valuable opportunity and may prevent others from testing at that center. Please emphasize to students the importance of sitting for the test. High no-show rates at a school may indicate inappropriate distribution of waivers. ACT routinely audits compliance with fee waiver requirements and may request written evidence of student eligibility. Non-eligible students may be billed, and non-compliant schools/agencies may be denied additional waivers.

Waiver/Deferral of College Admission Application Fee

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 in the back of this handbook on page 79 for high school counselors to photocopy and complete for students. Individual institutions are not obligated to waive or defer their admission application fees for any particular applicants.

Test Information Release (TIR)

If an examinee tests on one of the test dates below, he or she can order a Test Information Release (TIR) for an additional fee. Fee information is located at www.act.org/the-act/fees. Through TIR, the examinee will receive a copy of the multiple-choice test questions used to determine the examinee's scores, a list of their answers, and the answer key. If the examinee takes the writing test, he or she will also receive a copy of the writing prompt, scoring guidelines, and scores assigned to the essay. The examinee will also receive information about ordering (for an additional fee) a photocopy of his or her answer document, including the essay, if applicable.

If the examinee orders a TIR when they register, materials are mailed about four weeks **after** scores are reported. Examinees can also order a TIR for three months after they test. Postmarked deadlines are in parentheses below. The order form can be downloaded at www.act.org/the-act/tir.

- Saturday, December 9, 2017 (March 12, 2018)
- Thursday, April 12 through Monday, April 16, 2018 (July 16, 2018)
- Saturday, June 9, 2018 (September 10, 2018)

This service is not offered on any other test dates or through other testing programs (e.g., International, State and District, Special). If for any reason ACT has to replace the test form scheduled for use at the test center, this offer becomes void and ACT will refund the fee for this service.

Test Day Requirements

To be admitted to test, students must present acceptable photo identification at the time of check-in. Failure to bring an admission ticket will delay scores. See www.actstudent.org for photo ID requirements and to download ACT's Student Identification Form for students who do not have an official photo ID. Students will be required to sign the form again at the test center, and the test center will send it to us for our files. Forms are not returned to students.

Students who do not present acceptable photo ID at the time of check-in **will not** be admitted to test.

Admission Ticket Policy

An admission or standby ticket is no longer required for admission. However, failure to bring a ticket will delay an examinee's scores.

Admittance to the test center does not mean that a student's form of identification is valid or that the student's scores will be reported. All cases of questionable identification are subject to review and appropriate action, including possible score cancellation.

The assistance of schools in providing acceptable identification for their students helps to ensure that no students gain an advantage over other students and protects the validity of ACT scores for use by all students, colleges, and agencies.

Retaking the ACT

Many students take the ACT more than once. Advise students to consider retesting if they:

- Feel that their scores should be higher than those received
- Had any problems during the tests, like misunderstanding the directions or feeling ill
- Have taken more coursework or an intensive review in the areas covered
- Want to apply to a college that requires or recommends the writing test

ACT research shows that of students who tested more than once:

- 57% increased their Composite score on the retest
- 21% had no change in their Composite score on the retest
- 22% decreased their Composite score on the retest

The typical second ACT Composite score is about one point higher than the first score for students with an initial ACT Composite score between 13 and 29.

- The lower a student's initial ACT Composite score, the more likely the student's second score will be higher than the first score.
- The higher a student's initial ACT Composite score, the more likely the student's second score will be the same as or lower than the first score.

Retest Restriction

ACT has a policy regarding the number of times an examinee may retake the ACT. Please visit www.act.org/the-act/retestlimit and review the terms and conditions included in this document for more information.

CHAPTER 3

ACT Reports and Services

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

- **Student Report**
- **High School Report**
- **College Report** (sent to 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 or her reports.

Confidentiality of ACT Data

All recipients of ACT data and student information are reminded that they are responsible for protecting the confidentiality of that information in accordance with applicable laws and institutional policies. Score recipients assume responsibility for protecting the confidentiality of ACT data reported to them.

Reporting of Scores

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

Reporting to Students Online

Students may view their scores and score reports through their ACT web accounts. Schedules for posting scores after each test date are at act.org/the-act/scores along with reasons why some scores take longer.

If students take the ACT with writing, the four multiple-choice scores plus the Composite score are posted as soon as they are ready. Writing scores are added as soon as they are available. The scores are not officially released for reporting until writing scores are added.

Scores are added weekly as quickly as situations such as unpaid fees and inconsistent identifying information are resolved.

Students who test at test locations other than national or international test centers (e.g., state) can view their scores and score reports if they create an ACT web account. Students who do not have an account will need to enter the ACT ID printed on the score report when that information is requested as part of creating the web account.

Reporting to High Schools and Colleges

The majority of reports are normally released within four weeks after each national test date. Reports are automatically sent to the high school and to each valid college or scholarship agency listed and paid for (up to six) at the time of registration.

Small groups of reports are mailed during the following weeks as we resolve situations such as:

- If a student took the ACT with writing, reports will not be issued until the writing results are included.
- If answer documents arrive late from a test center, they will be added to processing weekly.
- If the identifying information a student provides on the answer document is not consistent with the information he or she provided at the time of registration, reports will be delayed until the information can be matched accurately.
- 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 not be released until payment is received.

One Test Date per Report

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

ACT maintains a separate record for each test date. Students may not select test scores from different test dates to construct a new report. If students wish to report writing test results, they must report all results for the test date when they took the writing test.

Students who participate in an ACT National testing administration may direct ACT to delete any test date record from our files; however, the entire test date record must be deleted, not just selected test scores.

Misdirected Reports

Counselors who receive reports for students not enrolled at their schools should return the reports to ACT. Counselors should also contact ACT if they fail to receive reports for all of their tested students after eight weeks following the test date.

Automatic Reporting of Scores

Some state/federal scholarship programs 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.

Scores will be reported unless the student specifically directs ACT, in writing, not to do so. Students are informed as part of registration of this automatic reporting policy and the deadline to inform ACT in writing that they do not want us to report their scores for this purpose. This does not affect the reporting of scores to colleges. For further details, please review the terms and conditions found within this document and also at www.act.org/the-act/terms.

Additional Score Reports (ASRs)

Many students request additional score reports after they test.

About 2–4 weeks after the test date, most results are available for reporting to any recipient (e.g., high school, college). Normally, all scores are available for reporting by eight weeks after the test date.

ASR Services Available

- **Regular Reports.** Normally processed within one week after receipt of request.
- **Priority Reports—sent only within the United States.** 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.** There is an additional fee for **each** report requested for test dates before **September 2015**. The additional fee applies even if no scores are located.

Ordering ASRs

Students must wait until **after** testing to submit a request. Once submitted, the ASR request cannot be changed or canceled. See www.act.org/the-act/fees for a list of ACT fees.

- **Online.** Students may submit an ASR request through their ACT web account (credit card required).
- **By Mail.** Students may print the ASR request form at www.act.org/the-act/scores, and then mail it with their payment to the address shown.
- **By Phone.** Students may request up to eight priority reports (no regular reports) from ACT, 319.337.1270. An additional service fee is charged for each call. Payment must be made by credit card.

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

Making Changes in Reports

If, after a student receives a score report, they find a significant error in the information supplied to ACT about themselves, or if they need to update their address, they may ask ACT to correct their record. Inquiries about student records must include the student's name and address (as given at the time of registration or testing), ACT ID, date of birth, test date (month and year), and test location (if applicable). The test date and test location (e.g., State) are especially important if the student has taken the ACT more than once.

Retention of Student Records

ACT keeps students' original registration folders for 60 months and answer documents for 12 months (24 months for State and District). Questions about these materials or the information they contain should be directed to ACT Customer Care before the stated period is over. For research purposes, we retain certain student records in electronic files indefinitely. Additional Score Reports can be issued only for test dates after October 1966.

Score Verification Service

Students can ask ACT to verify their multiple-choice and/or writing test scores up to 12 months after the test date. A verification request form is available at www.act.org/the-act/scores. The student will need to complete the form and mail to:

ACT Customer Care
 PO Box 414
 Iowa City, IA 52243-0414, USA

The student should include their name and address (as given at the time of testing), ACT ID, date of birth, and test date (month and year), and test location (if applicable) from the score report. Enclose a check payable to ACT Customer Care for the applicable fee.

For multiple-choice tests, ACT will verify that responses were checked against the correct score key. For writing tests, ACT will verify that the essay was scored by at least two independent, qualified readers and by a third reader in the event that the two scores differed by more than one point in any domain. ACT will also verify that the essay was properly captured and displayed to readers. If errors are discovered during score verification, ACT will rescore the essay.

ACT will inform the student by letter of the results of the score verification about 3–5 weeks after receiving their request. If a scoring error is discovered, the scores will be changed and corrected reports will be released to the student and all previous score report recipients at no charge. In addition, the score verification fee will be refunded.

The student may also request to be present for verification of their multiple-choice responses—without access to the test questions—at an ACT-designated location.

Additional fees will apply.

Correction of Errors

If a student thinks there is an error in information other than their scores or they want to change information (e.g., address change) within three months of receiving their scores, they may write to:

ACT Customer Care
PO Box 414
Iowa City, IA 52243-0414

If an error is found to have been made by ACT and requires the student to retest, it will be at the expense of ACT.

If an error is found to have been made by ACT and does not involve retesting, corrected score reports will be sent to the student and all previous score recipients at no charge. If an error is not found to be made by ACT and the student wishes to send corrected reports, they must request and pay for Additional Score Reports (ASRs).

ACT Score Inquiries

ACT routinely receives inquiries from high schools and colleges that have noticed discrepancies between a student's performance on the ACT and the student's high school grades.

Anyone who notices a significant discrepancy between a student's performance on the ACT and their grades, or is aware of information about irregularities during the test session, is urged to submit an inquiry at www.act.org/aap/scores/inquiry as soon after the test date as possible.

ACT includes the examinee's photo in the upper-right corner of the paper high school report (for those tested at national test centers). If an exception was approved by ACT, text will appear in the photo area instead of a photo. The presence of the student photo provides high schools with an additional piece of information to confirm student identity. As the high school staff know the student best, ACT relies on and urges you to ensure that the photo matches the examinee named on the score report and that any ACT-approved exceptions due to religious reasons are reasonable based on the school's knowledge of the student. If you notice an inconsistency, please submit an inquiry at www.act.org/aap/scores/inquiry.

ACT will conduct a confidential investigation into any inquiries submitted by a school (photo or score related).

 2017–2018 TERMS AND CONDITIONS: TESTING RULES AND POLICIES FOR THE ACT® TEST

These Terms and Conditions are an agreement between the person who will take the ACT® test (“you”) and ACT, Inc. (“ACT”). They apply to every administration of the ACT test except where, and only to the extent that, you are provided with different terms or conditions by ACT, Inc. **Please read these Terms and Conditions carefully. By registering for and/or taking the ACT test, you are agreeing to these Terms and Conditions.**

By registering for and/or taking the ACT test, you represent and warrant the following to ACT: (1) the information you have provided to ACT is true; (2) you agree to be bound by, and will comply with, these Terms and Conditions and other ACT policies for the ACT test; (3) you will not engage in any prohibited behaviors; (4) you will cooperate with any test security investigation; and (5) you are not working for or on behalf of any test preparation provider(s). If you engage in fraudulent activity in connection with taking the ACT, you agree to pay all damages and expenses incurred as a result, including but not limited to ACT’s investigation costs and attorney’s fees.

Special instructions for the ACT test taken online: All references to answer sheets or answer documents in these Terms and Conditions refer to your responses on the ACT test taken online, and all references to test booklets and test-related documents include the ACT test taken online and all related test materials provided in paper or electronic form.

These Terms and Conditions do not create a third-party beneficiary relationship between ACT and any individual or entity other than you.

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Privacy Policy and Notice of Collection of Personally Identifying Information

ACT collects personally identifying information when you register for or take one of our tests. Our processing of such information, including collection, use, transfer, and disclosure, is described in the ACT Privacy Policy (www.act.org/privacy.html).

By registering for or taking an ACT test, you provide personally identifying information to us, some of which is mandatory. If you do not provide mandatory personally identifying information, such as name, gender, address, and date of birth, you may not be able to register for or take the ACT test.

We share personally identifiable information consistent with your choices. For example, we send score reports to the colleges you choose. Please note that when you send a report to a college that is part of a school system, the college may share your score with other colleges in that system. In addition, ACT provides your score report (including your photo) to your high school. In certain situations described in the Automatic Score Reporting for Scholarship Purposes section, ACT will also automatically report your scores for scholarship purposes.

When you register for or take an ACT test, you consent to the ACT Privacy Policy, which is incorporated into these *Terms and Conditions: Testing Rules and Policies for the ACT® Test* by reference, including consenting to the collection of personally identifying information and its use and disclosure as provided in the ACT Privacy Policy.

Notice to International Examinees: You are voluntarily providing personally identifying information to us. Your personally identifying information may be transferred outside of your home country to the United States to ACT or a third-party service provider for processing and will be subject to use and disclosure under the laws of the United States. It may also be accessible to law enforcement and national security authorities in the United States.

Any questions about the ACT Privacy Policy or this notice should be directed to our Data Protection Official at DPO@act.org.

Automatic Score Reporting for Scholarship Purposes*

Some state/federal scholarship programs or education departments use ACT scores as one source of information to recognize student achievement. ACT reports test scores and other information about you for this purpose without requiring you to use one of your college choices, and at no cost to you. **If your mailing address or high school is in one of the states or other categories listed below, your test scores and other information about you will be reported automatically for consideration unless you specifically direct ACT, in writing, not to do so.**

To direct ACT **not** to automatically report your scores for scholarship purposes, send a letter postmarked by the Monday immediately after the applicable test date for which you do not want your scores reported. Address your letter to: ACT Customer Care, PO Box 168, Iowa City, IA 52243-0168.

NOTE: This will not affect any other uses of your scores, such as the reporting of scores to the colleges you listed or to your high school, or sending information about you to Educational Opportunity Service recipients if you opted in.

State scholarship programs**: Alaska, Arizona, Arkansas, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington, and West Virginia.

US Presidential Scholars Program: All states, District of Columbia, US territories, Puerto Rico, and US citizens abroad.

*This section does not apply to Residual testing.

**State scholarship program participants may change at any time, and these Terms and Conditions may not always reflect the most current information.

Photo Submission Requirement for Registration

During test registration, ACT may require you to submit a photo that meets ACT photo requirements. Your photo will be used for test security purposes such as verifying your identity. ACT may place your photo on your registration ticket, provide it to test center staff, and include it on the score report that is automatically sent to your high school. You must have the right to submit the photo to ACT, either because you took it or because you have permission to submit it from the person who took it, and you agree that ACT may use your photo for all of the purposes listed in this paragraph and in ACT photo requirements. See the Photo Requirements (www.act.org/the-act/photo-requirements.html) page for information about providing your photo.

ACT may cancel your test registration and release your seat if you fail to provide a required photo by the deadline for that test date. If you fail to provide a required photo by the deadline, you will be subject to all test date change policies and fees. You must provide a photo by the photo deadline for the new test date. See Photo Upload Deadlines at (www.act.org/the-act/photo-requirements.html). If you do not request a test date change, your original registration fee will not be refunded.

NOTE: Examinees who are 12 years old or younger do not have to submit a photo for registration, but must bring acceptable identification to the test center.

Capturing Images, Video, or Voice Recordings at Test Centers

ACT may capture images, video, or voice recordings of you at test centers. ACT may retain and analyze all such images, video, or voice recordings for the purpose of protecting the integrity and security of the testing process.

Acceptable Identification

Unless otherwise stated in these Terms and Conditions, ACT generally requires that you show both (1) an admission ticket or a standby ticket and (2) acceptable identification to be admitted to a test center. You are responsible for understanding ACT requirements for **acceptable identification** (www.act.org/the-act/taking-the-test-identification) and having acceptable identification with you on test day. ACT policies are updated from time to time, so make sure that you check for any updates to our identification requirements before the day of testing. You should contact ACT Customer Care (www.act.org/the-act/help-contactus) before the day of testing with any questions about acceptable identification. Test administration staff has sole discretion on test day for determining whether your identification is acceptable. If there is evidence, however, that another individual has taken the test for you, your score may be challenged and subsequently cancelled regardless of a staff decision to accept your identification and admit you to the test center.

Special Instructions for State and District testing, Special testing, Arranged testing, and Residual testing: ACT requires that you show acceptable identification on the test day, unless testing staff personally recognize you.

Test Security

In addition to any other remedies provided below or otherwise available to ACT, ACT may prohibit you from taking the ACT test, even if you have already registered, if ACT has reason to believe (1) you may have engaged in prohibited behavior in connection with a prior administration of the ACT test, (2) you may intend to engage in prohibited behaviors in the future, (3) you may have provided false or misleading information to ACT, or (4) you may be working for test preparation providers.

A. Prohibited Behavior at the Test Center

The following behaviors are prohibited. You may be dismissed and/or your answer document may not be scored, at ACT's sole discretion, if you are found:

- Filling in or altering responses on your answer document or continuing to write the essay after time has been called on that test section. This means that you cannot make any changes to a test section outside of the designated time for that section, even to fix a stray mark or accidental keystroke.
- Looking back at a test section on which time has already been called.
- Looking ahead in the test booklet.
- Looking at another person's test booklet or answer document.
- Giving or receiving assistance by any means.
- Discussing or sharing test content, test form identification numbers, or answers during test administration, during breaks, after the test, or on social media.
- Using a **prohibited calculator** (www.act.org/calculator-policy.html).
- Using a calculator on any test section other than mathematics.
- Sharing a calculator with another person.
- Using a watch with recording, internet, or communication capabilities (e.g., a smart watch or fitness band).
- Accessing any electronic device other than an approved calculator or watch. **All** other electronic devices, including cell phones and other wearable devices, must be powered off and stored out of sight from the time you are admitted to test until you leave the test center.
- Attempting to photograph, copy, or memorize test-related information or remove test materials, including questions or answers, from the test room in any way, including through social media.

- Using highlight pens, colored pens or pencils, notes, dictionaries, or other aids.
- Using scratch paper ***
- Not following instructions or abiding by the rules of the test center.
- Exhibiting confrontational, threatening, or unruly behavior, or violating any laws. If ACT suspects you are engaging in criminal activities, such activities may be reported to law enforcement agencies.
- Allowing an alarm to sound in the test room or creating any other disturbance.

*** If you are taking the ACT online, some use of ACT-provided scratch paper or an ACT-provided white board may be permitted; all such use must be in accordance with ACT policies and procedures.

ACT may restrict the items you bring into the test center. All items brought into the test center, such as hats, purses, backpacks, cell phones, calculators, and other electronic devices, may be searched at the discretion of ACT and its testing staff. Searches may include the use of tools, such as handheld metal detectors, that detect prohibited devices. ACT and its testing staff may confiscate and retain for a reasonable period of time any item suspected of having been used, or capable of being used, in violation of these prohibited behaviors. ACT may also provide such items to and permit searches by third parties in connection with an investigation conducted by ACT or others. ACT and its testing staff shall not be responsible for lost, stolen, or damaged items that you bring to a test center. Your test center may also have additional procedures with which you must comply.

Consequences for Prohibited Behavior: ACT has sole authority for determining whether to take action regarding prohibited behavior observed or suspected on test day, and its decisions are final. **If ACT takes action due to prohibited behavior observed or suspected on test day, the individuals who engaged in the prohibited behavior will not have their answer documents scored, will forfeit their registration for that test date, and will have no right to refunds or appeals.**

B. Individual Score Reviews

If ACT discovers any reason to believe your score may be invalid—such as evidence of unusual similarities in the answers of you and another examinee, evidence that you may have falsified your identity or impersonated someone else, evidence of possible advance access to test questions or answers, or other indicators the test scores may not accurately reflect your level of educational achievement—ACT may conduct an Individual Score Review. **ACT reserves the right to cancel test scores when there is reason to believe the scores are invalid. Proof of misconduct is not required to cancel scores.**

ACT will take steps to notify you if ACT decides to conduct an Individual Score Review. The notice includes information about why ACT has started the Individual Score Review and options available for resolving it. If the scores that are the subject of the Individual Score Review have not yet been reported by ACT, ACT reserves the right to hold those scores pending the outcome of the review process, including any appeal. More information regarding the review process will be provided to you if ACT opens an Individual Score Review regarding your score.

For Individual Score Reviews, the final and exclusive remedy available for you to appeal or otherwise challenge a decision by ACT to cancel your test score is binding arbitration. The arbitration will be conducted through written submissions to the American Arbitration Association (“AAA”), unless both you and ACT agree to submit the matter to an alternative arbitration forum. **By agreeing to arbitration in accordance with these Terms and Conditions, you are waiving your right to have your dispute heard by a judge or jury.** If you choose to appeal a decision by ACT to cancel your test scores by exercising your right to seek arbitration of that decision, you must pay a nonrefundable filing fee of \$200 to the AAA (or alternate forum) as your share of the filing fee, and ACT will pay the remainder of the filing fee. Your share of the filing fee is payable in full when a request for arbitration is filed with the AAA, but will be reimbursed by ACT if you prevail in arbitration and your scores are not cancelled. The only issue for arbitration will be whether ACT acted reasonably and in good faith in deciding to cancel the scores. No damages may be awarded by the arbitrator and each party is responsible for its own fees and expenses, including attorneys’ fees, except as otherwise expressly provided in these Terms and Conditions. No arbitration involving the outcome of an Individual Score Review may be maintained as a class action, and the arbitrator shall not have the authority to combine or aggregate the disputes of more than one individual, conduct any class proceeding, make any class award, or make an award to any person or entity not a party to the arbitration.

C. Compromises/Disruptions in the Testing Process—Limitation of Remedies

ACT takes steps that are intended to ensure that test registrations are correctly processed, tests are properly administered, tests and answer documents are properly handled and scored, and scores are properly reported. In the unlikely event there is an error or other occurrence that compromises or disrupts the testing process, ACT will examine the situation and determine whether it needs to take action, including not scoring answer documents or cancelling scores. Compromises or disruptions that could cause ACT to take action under this paragraph include, but are not limited to, errors in the registration process; errors in preparing, handling, shipping, processing, or scoring answer documents; errors in reporting scores; deviations from standard testing procedures such as events that cause testing at a test center to be cancelled or interrupted, or a mistiming on any part of the test; events or information that raise concerns about possible prohibited behavior, advance access to test content by anyone taking the test, or possible invalid scores; unusual data from a test center such as unusual similarities in the answers of people at the same test center; or any events that otherwise disrupt or compromise the testing process. If ACT determines that it needs to take action in response to any such error or disruption in the testing process, ACT will in its sole discretion (1) correct the error (if an error occurred and ACT believes correction is feasible), (2) not score answer documents or cancel scores and offer each affected person the option to retake at no additional fee (normally on a future National test date), or (3) not score answer documents or cancel scores and offer a refund. To take such action, ACT shall not be required to conduct an Individual Score Review or otherwise demonstrate that a compromise or disruption invalidated your specific score. Decisions made by ACT regarding such compromises or disruptions in the testing process are final. If ACT offers a retest and you select that option (or it is selected for you in State and District testing), you must retake all four multiple-choice tests to produce a valid Composite score. If you took the writing test on the original test date, you may also need to retake the writing test in addition to the four multiple-choice tests to produce a valid English Language Arts score.

For State and District testing: In the event of compromises/disruptions in the testing process, ACT may offer the option to retake at no additional fee or it may cancel the test event without an option for retest.

It is important that ACT ensure that reported scores are not affected by an irregularity, and that ACT inform anyone who has received a score report that the score may not accurately reflect a person’s academic achievement and skills. You, therefore, agree that ACT may notify score recipients if there is an investigation into the validity of your reported test score and if your score is cancelled. You also agree that ACT may

disclose details about a test security investigation to score recipients and to anyone who may be able to assist with an investigation conducted by ACT, such as law enforcement, state departments of education, and local school officials. You agree that ACT will have no liability for exercising any of these rights.

The remedies listed above are the exclusive remedies available for any examinee who experiences an irregularity in the testing process. In no event shall ACT be liable to an examinee for any special, indirect, consequential, exemplary, or punitive damages.

Arbitration of Disputes with ACT

All disputes—other than disputes involving “Individual Score Reviews” (described above) or infringement of ACT’s intellectual property rights—that relate in any way to registering for or taking the ACT test, requesting or receiving accommodations or supports on the ACT test, the reporting of ACT test scores or the use or disclosure of personal information by ACT, shall be resolved by a single arbitrator through binding arbitration administered by the American Arbitration Association (“AAA”), under the AAA Consumer Rules (“AAA Rules”) in effect at the time a request for arbitration is filed with the AAA. Copies of the AAA Rules can be located at www.adr.org. No arbitration may be maintained as a class action, and the arbitrator shall not have the authority to combine or aggregate the disputes of more than one individual, conduct any class proceeding, make any class award, or make an award to any person or entity not a party to the arbitration. **By agreeing to arbitration in accordance with these Terms and Conditions, you are waiving your right to have your dispute heard by a judge or jury.**

Each party will be responsible for its own fees and expenses incurred in connection with the arbitration, regardless of the outcome of the arbitration, except as otherwise expressly provided in these Terms and Conditions. In no event shall ACT be liable to an examinee for any special, indirect, consequential, exemplary, or punitive damages.

NOTE: Separate procedures apply to arbitration proceedings involving Individual Score Reviews. Those procedures are discussed above, under the heading “Individual Score Reviews.”

Retest Restriction

ACT may limit the number of times you take the ACT (the “Retest Limit”). The current Retest Limit is set forth on our website (<http://www.act.org/the-act/retestlimit>). ACT may further adjust the Retest Limit in its sole and absolute discretion.

ACT may cancel your registration, rescind your admission ticket, or take any other steps necessary to enforce this policy. If you violate this restriction, your scores will not be reported or will be cancelled and your fees will not be refunded.

In calculating the number of times you have taken the test, ACT includes a test event even if your scores from it are cancelled by you or by ACT. ACT does not include testing required by your district or your state’s Department of Education and tests taken as part of an academic talent search. Other exceptions will be considered only if you submit a request via our online Retest Exception Request Form no later than the regular registration deadline for the test event that would exceed the Retest Limit. Exceptions are within ACT’s sole discretion.

ACT Intellectual Property Rights

All ACT tests, test-related documents and materials, and test preparation materials are copyrighted works owned by ACT and protected by the laws of the United States and other countries. Secure (i.e., not made available by ACT to the general public) tests and test questions may not be copied or disclosed at any time. Test-related materials that ACT has made available to the general public, such as materials designated by ACT as sample tests, may not be copied, duplicated, or used in any other works, in whole or in part, without the prior written approval of ACT. **ACT may pursue all available civil and criminal remedies if its intellectual property rights are violated, including seeking damages and injunctive relief in a court of law and referring such violations to law enforcement authorities for criminal prosecution.**

ACT owns all answers and answer documents you submit, including all essay responses, as well as all score-related data maintained by ACT. The score reports from ACT are your property. However, score reports may not be altered by you or others so as to convey inaccurate or misleading information, and, if ACT cancels the scores reflected on such score reports, those scores may not be provided to third parties.

Changes to These Terms and Conditions

These Terms and Conditions are subject to change until 48 hours prior to your test date. You agree to check (www.act.org/the-act/terms.html) for revised Terms and Conditions at that time, and if you do not agree to the applicable terms, to notify ACT prior to the test of your intent to cancel your registration pursuant to this provision.

All ACT policies referenced in these Terms and Conditions, including the ACT Privacy Policy, are part of these Terms and Conditions and are binding on you, so you should review them carefully. Any questions should be directed to ACT Customer Care (www.act.org/the-act/help-contactus) in advance of registering for or taking the test.

Accessibility of These Terms and Conditions

If you have any difficulty accessing these Terms and Conditions, please contact ACT Customer Care (www.act.org/the-act/help-contactus) in advance of registering for or taking the ACT test. ACT will be happy to provide these Terms and Conditions in an alternative format, or to assist you in some other manner as reasonably necessary to enable you to access these Terms and Conditions.

ACT Privacy Policy

ACT Privacy Policy

Scope of this Policy

At ACT, Inc. we recognize the importance of protecting the privacy of personally identifying information and believe that use and sharing of it is important to our mission of "Helping people achieve education and workplace success."

This policy explains how ACT collects, uses, maintains, shares, and protects your information when you visit ACT websites that provide a link to this privacy policy (collectively, the "Site"), as well as when you provide your personally identifying information to us offline when you participate in ACT's assessments, programs, and services.

Children's Privacy

The Site is intended for use by education and workforce development professionals, other adults, high school students engaged in college and career planning, and their parents. The portion of the Site that collects personally identifying information from high school students (www.actstudent.org) is intended for students above the age of 13 only. The Site is not intended to be used by children under the age of 13. If you are under the age of 13, please do not use this Site.

Information ACT Collects

Personally identifying information is information that can identify you, such as your name and address. It does not include anonymized, aggregate or statistical information. Based on your relationship with us, you may be asked to provide certain personally identifying information as described below. Certain information is requested but not mandatory; ACT will identify which information is required.

- **Assessment registration and services.** When you register for or take an assessment from ACT, we may collect certain information including your name, home address, email address, telephone number, Social Security number (optional), date of birth, gender, race, ethnicity, citizenship status, year of high school graduation or equivalent, religious affiliation, whether you are right- or left-handed, grade in school, high school academic information, intended college major and occupational choice, college plans, extracurricular plans, and your background, credit card information, photograph, disability, and biometric data.
 - **International:** If you are taking an assessment outside the United States, some of the information ACT collects could be classified in your home country as sensitive personal data or sensitive information according to your country's data protection laws. This includes age, gender, biometric data, race, ethnicity, health data such as a physical or learning disability, credit card information, as well as information related to your background, including, political organizations and religious organizations.
- **Online orders or questions.** When you are requesting materials or information from ACT, we may collect your name, job title, address, email address, birth date, and other personally identifying information, and your need for ACT materials. If you are purchasing materials, ACT may collect your credit card information.
- **Suppliers of services and goods to ACT.** If you are a supplier of services or goods to ACT, such as a test proctor, ACT may collect your name, address, email address, telephone number, tax identification number, date of birth, bank account information, and other personally identifying information.
- **Job applicants.** If you are applying for employment with ACT, we will collect your name, address, email address, work and education history, as well as other personally identifying information necessary to evaluate your application.
- **Other tools.** Other interactive tools or functions on the Site may collect personally identifying information from you.

Non-personally Identifying Information

When you visit the Site, ACT may collect and store general Internet data, including your internet protocol (IP) address, domain name, browser type, date and time of access, which web pages on the Site you visited, the referring Uniform Resource Locator (URL), and how long you spent on each page. This information may be collected to assist us in administering and making improvements to the Site, to enhance security, and for statistical analysis. ACT may employ other

companies and individuals to facilitate these services (e.g., maintenance, analysis, audit, development), who will have limited access to your information and only use it to perform those services on our behalf.

Non-personally identifying information also includes information collected through the Site and offline that is maintained by ACT in aggregate or de-identified form(s). This information is collected and may be used for research purposes, to inform public policy and advocacy, and for reporting purposes such as to education institutions, state agencies, and businesses.

How ACT Uses Your Personally Identifying Information

Personally identifying information collected through the Site or offline may be used to:

- Administer ACT assessments, provide services to you, and communicate with you regarding assessments, programs, and services;
- Process requests for ACT assessments, programs, services, or information, and to communicate with you regarding such requests
- Maintain your account, verify your identity, process payments, and collect debts you owe us;
- Administer, review and/or improve the Site, ACT assessments, programs or services;
- Conduct research and analysis consistent with ACT's mission;
- Invite you to participate in surveys consistent with ACT's mission, including surveys regarding ACT programs and services; and
- Provide you with marketing information about ACT assessments, programs, services, or special offers from ACT.

Information Sharing and Disclosure

Consistent with ACT's mission, it is important to share information with those who have a legitimate reason to use it, or who can provide educational or career opportunities to you. ACT will not sell or disclose personally identifying information we collect through this Site or offline except as consistent with your choices, as described in program or service specific terms and conditions, or as set forth below.

Generally

ACT may disclose personally identifying information:

- To ACT subsidiaries and affiliates;
- To others providing services to ACT or as necessary to deliver ACT's assessments, programs and services. This includes information needed to verify an individual's identity or for security purposes.
- As required by law, for subpoena or other legal processes;
- As necessary to investigate, take action on, or prevent suspected or actual illegal activities, fraud, or potential threats to safety or personal physical safety; and
- To another company that acquires ACT or its assets, which will have responsibility for your personally identifying information, as described in this privacy policy.

ACT Assessments, Programs, and Services

When you participate in ACT's assessments, programs, or services, ACT may disclose personally identifying information to:

- Others that pay for you to take an assessment, program, or service, or receive a certificate of achievement or credential relating to an assessment;
- Schools, schools districts, state entities and/or their agents or representatives for educational and reporting purposes;
- Parents or legal guardians of minors under the age of 18;
- Certain state and federal scholarship programs and agencies;
- In limited situations, researchers conducting research consistent with ACT's mission. Researchers who receive any personally identifying information are required to protect the confidentiality and security of this information.

International—Onward Transfer of Personally Identifying Information

If you are participating in ACT's assessments, programs, and services outside the United States, or requesting information about ACT assessments, programs, or services, note that your personally identifying information may be transferred outside of your home country to the United States to ACT or a third party service provider, and will be subject to use and disclosure under the laws of the United States. It may also be accessible to law enforcement and national security authorities in the United States. When you voluntarily register for or take an assessment, or access ACT programs and services, you provide personally identifying information to us. If you do not provide mandatory personally identifying information, such as name, gender, address and date of birth, you may not be able to complete certain online transactions, or access or benefit from certain ACT assessments, programs, or services.

Marketing by Others

ACT honors your preferences with regard to sharing your personally identifying information with other organizations for their marketing purposes. You will be given the choice prior to having your personally identifying information shared with these other organizations for their marketing purposes.

Cookies and Web Beacons

When you access the Site, certain non-personally identifying information is automatically logged. This information may include your operating system, screen settings, Web browser software, and referring website, if any. It is used for system improvement and administration, security, statistical analysis purposes, and other internal business purposes.

The Site may use service providers for analytics purposes. These providers collect information about you anonymously and report website trends without identifying individual visitors. These service providers use their own cookies to track visitor interactions. Website owners can view a variety of reports containing aggregate information about how visitors interact with their website so they can improve their website. ACT does not control the cookies and their use may be governed by the privacy policies of the service providers employing these cookies.

Cookies are small text files that a website can send to a user's browser for storage on the hard drive. Cookies can make use of the Web easier by saving and administering status, preferences, and other user information. Cookies used by the Site do not contain your personally identifying information.

The Site also may use Web beacons, which are small strings of code that deliver a graphic image on a Web page or in an email message for the purpose of transferring data. ACT may use cookies and Web beacons to route users through the Site, customize users' experiences on the Site, to help us send you information about programs and services, and to improve the Site.

Most browsers are set to accept cookies but users can change the setting to block cookies. Although disabling cookies will not interfere with your ability to access the Site, users will need to accept cookies to use certain services on the Site, including test registration. Users can disable the ability of Web beacons to capture information by blocking cookies.

Links and Websites

The Site may contain links to non-ACT affiliated websites. ACT does not control the privacy policies or practices of these websites. You should review the privacy policy of the non-ACT affiliated website before providing any information through these websites. ACT is not responsible for the content or practices of any linked non-ACT affiliated websites, and provides these links solely for the convenience and information of visitors to the Site.

Choice, Opt-Out, and How ACT Responds to Do Not Track Signals

ACT strives to provide you with choices about our use of your personally identifying information. As a user of the Site, as well as for offline purposes, you decide whether to proceed with activities that request personally identifying information. However, if you do not provide the requested information you may not be able to complete

certain online transactions, have access to, or benefit from certain ACT assessments, programs, or services.

ACT occasionally uses your personally identifying information to contact you regarding ACT assessments, programs, and services. You will be provided instructions on how to opt out of receiving further marketing communications by email. If you opt-out of receiving these marketing communications, note that you will still receive program-related messages and similar transactional communications by email about your registration for an ACT assessment or other services and programs in which you participate.

With respect to the Site and Do Not Track Signals, ACT conducts conversion tracking with other websites such as Twitter and Facebook to collect data for purposes of tracking your use of ACT advertisements on those websites. We also target ACT's advertisements on social media websites, such as Facebook and Twitter. This means that after visiting our Site, if you later log into Facebook or Twitter, an ACT advertisement may appear. To learn more about your choices regarding online tracking, please visit these sites:

- <http://www.aboutads.info/choices/>
- <http://ie.microsoft.com/testdrive/Browser/DoNotTrack/Default.html>

Access and Correction of Personally Identifying Information and Closing Your Account

If you need to update your contact information (address, email address and/or telephone number), please contact ACT Customer Service at 1-800-498-6065 or customerservices@act.org.

For other requests to access, update, correct, or delete your personally identifying information, or request that ACT close your web account, contact ACT's Data Protection Official listed below.

ACT will seek to meet all requests to delete personally identifying information unless it is required to be retained for contractual or legal reasons as described in this privacy policy. Please be aware that all assessment scores are maintained by ACT indefinitely and closing your account does not delete your assessment scores.

ACT, Inc.
Attn: Vice President, Data Management
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
DPO@act.org

Retention of Information

ACT will retain your information for as long as is necessary to fulfill any of the uses identified in this privacy policy or to comply with applicable legal, regulatory, or court orders.

Security and Confidentiality

Protecting the personally identifying information through the use of reasonable administrative, physical and technical safeguards is important to ACT. We use secure sockets layer (SSL) transmission, a protocol for establishing a secure connection for transmitting your personally identifying information. ACT has security protocols and measures in place to protect your personally identifying information from unauthorized access, alteration, and unlawful disclosure. In the course of business, ACT may collect or ask that you disclose your Social Security number. To the extent practicable, ACT protects the confidentiality of all information we collect, including Social Security numbers. Accordingly, ACT prohibits the unlawful disclosure of personally identifying information, including Social Security numbers, and limits access to Social Security numbers. When ACT disposes of personally identifying information, we take reasonable measures to protect against unauthorized access to the information.

Changes to this Policy

ACT reserves the right to modify this privacy policy at any time. If ACT makes material changes to this privacy policy, the changes will be posted on this Site to alert you.

Any questions about the ACT Privacy Policy or this notice should be directed to our Data Protection Official at DPO@act.org.

Student Report

A sample ACT Student Report is shown in Figure 4. The information on the report is presented in nine parts.

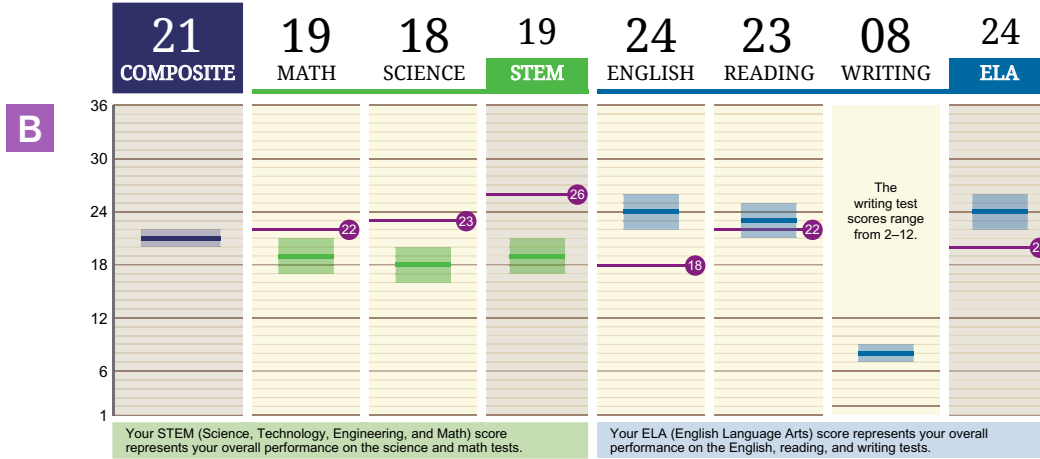
Complimentary Webinars—Understand and Maximize ACT Report Information

ACT offers many opportunities for customers to better understand how to use ACT reports to aid in student counseling regarding educational and career plans and college and career readiness. Webinars are offered year-round, with topics including “Introduction to The ACT High School Report” and “Introduction to The ACT Profile Report.” Learn more and register for a 60-minute webinar at <http://www.act.org/content/act/en/products-and-services/the-act-educator/training.html>.

A ANN C TAYLOR (ACT ID: -54116290)
 WHEAT RIDGE SR HIGH SCHOOL (061-450)
 TEST DATE: APRIL 2018



Student Report



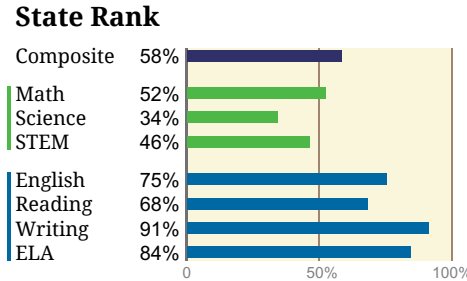
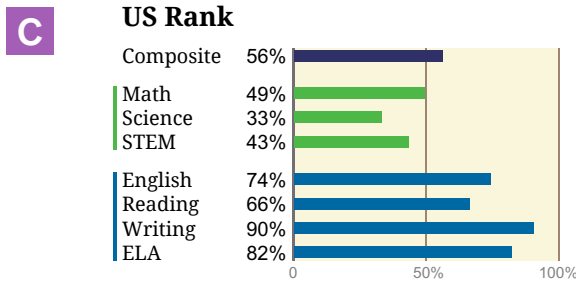
Your Score
 Your Score
 Your Score Range

ACT College Readiness Benchmarks

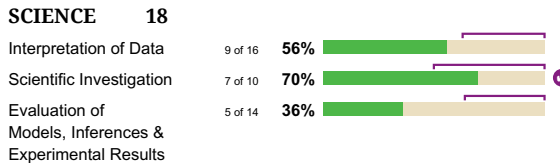
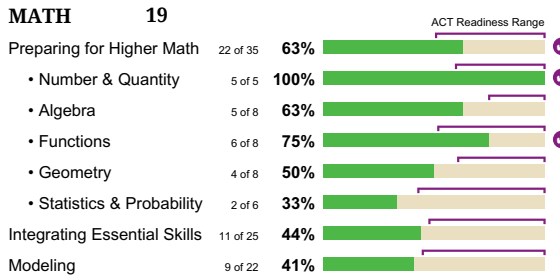
Readiness Benchmark
 If your score is at or above the Benchmark, you have at least a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in specific first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

Your Score Range
 Test scores are estimates of your educational development. Think of your true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below your score.

US & State Rank
 Your ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT® test and received scores that are the same as or lower than your scores. For example, a rank of 56 for your Composite score means 56% of students earned that Composite score or below.

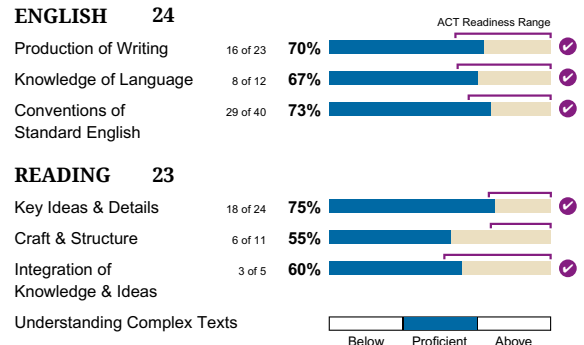


D **Detailed Results**

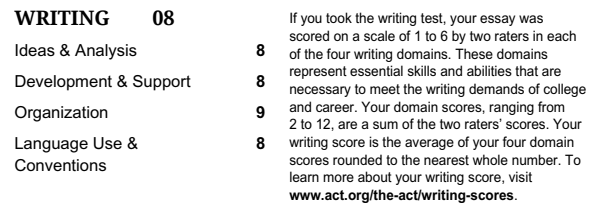


ACT Composite Score: ACT math, science, English, and reading test scores and the Composite score range from 1 to 36. For each test, we converted your number of correct answers into a score within that range. Your Composite score is the average of your scores on the four subjects rounded to the nearest whole number. If you left any test completely blank, that score is reported as two dashes and no Composite score is computed.

ACT Readiness Range: This range shows where a student who has met the ACT College Readiness Benchmark on this subject test would typically perform.



Understanding Complex Texts: This indicator lets you know if you are understanding the central meaning of complex texts at a level that is needed to succeed in college courses with higher reading demand.



Dashes (-) indicate information was not provided or could not be calculated.

Figure 4. Sample ACT Student Report

E Sending Your Scores

A score report (including your photo) was automatically sent to the high school you reported when registration was completed for the test. Your school will use this information for counseling, evaluating the effectiveness of instruction, and planning changes and improvements in the curriculum.

At your direction, your scores from this test date are also being reported to the colleges shown. (Be aware that when you send a report to a college that is part of a school system, the college may share your score with other colleges in that system.) Institutions use your test scores along with high school grades, academic preparation, out-of-class accomplishments, future plans, and other factors to help identify applicants who can benefit most from their programs. In addition, colleges can use results on the ACT to assist scholarship/loan agencies in identifying qualified candidates, place students in first-year courses, and help students develop an appropriate program of study.

If you entered a college code incorrectly or forgot to include one, don't worry! You can still send scores to other colleges. Visit www.act.org/the-act/scores to explore student resources or to order additional score reports.

- 1 UNIVERSITY OF OMEGA
www.universityofomega.edu
- 2 ALPHA UNIVERSITY
www.alpha.edu
- 3 BETA COMMUNITY COLLEGE
www.betacc.edu
- 4 MAGNA COLLEGE
www.magna.edu

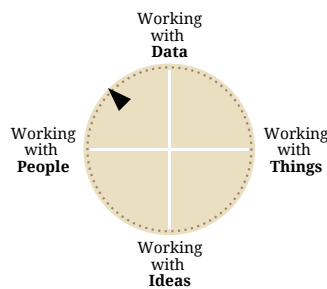
F College and Career Planning

Where are you going? Knowing your interests can help you find the kinds of majors and occupations that may be right for you. Occupations differ widely in how much they involve working with four basic work tasks: Data, Ideas, People, and Things. Before you took the ACT, you completed an interest inventory. Your results point to occupations that involve the kinds of basic work tasks you prefer. Visit www.actprofile.org to learn more.

According to your results, you enjoy working with **People & Data**.

Here are a few examples of occupations involving this kind of work:

- Buyer
- FBI/CIA Agent
- Financial Manager
- Training/Education Manager
- Travel Guide



G Interest–Major Fit

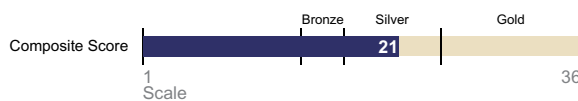
Do your interests fit the college major you plan to enter? Based on information you provided, you plan to enter **Accounting**.



Your interests are fairly similar to the interests of college students in the major you plan to enter. Students in majors that fit their interests are often more satisfied with their major.

H Progress Toward the ACT National Career Readiness Certificate®

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC®) that students with your ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.



Students with your ACT Composite score are likely to obtain a Silver level on the ACT NCRC.

I Where Are You Going?

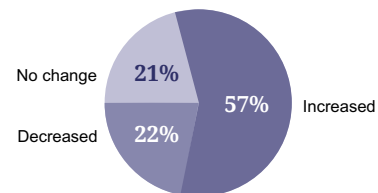
Go to www.actprofile.org to learn more about yourself and find out about careers, majors, and colleges that may be right for you. It's **free!**

Retesting with the ACT

Consider retesting if one or more of the following applies to you:

- Do you feel that your scores should be higher than those received?
- Did you have any problems during the tests, like misunderstanding the directions or feeling ill?
- Have you taken more coursework or an intensive review in the areas covered?
- Do you want to apply to a college that requires or recommends the writing test?

Typical Composite Score on a Retest



Go to www.act.org/the-act/retaking for more information.

Test Security Hotline

If you have concerns about the security of the tests, please report them at www.act.ethicspoint.com or 855.382.2645.

Figure 4. (continued) Sample ACT Student Report

- A. Student Information.** Student name, ACT ID, high school, and test date. Test location is also shown for State and DANTES testing.
- B. Student ACT Scores.** This section shows the student's scores on each of the multiple-choice subject area tests (scale 1–36). If the student took the ACT with writing, a writing score ranging from 2–12 is reported. A student's writing score is not included in the calculation of the Composite score. The writing test has a secondary score scale that ranges from 1–36. The 1–36 writing scale scores are only used for the calculation of the English language Arts (ELA) score. The ELA score (an average of the student's English, reading, and writing scores) and the STEM score (an average of the student's mathematics and science scores) are reported when the student has all of the qualifying component scores. Both of these scores are rounded to the nearest whole number (0.5 is rounded up) and are on a scale of 1–36.

Information about score reports prior to fall 2016 can be found at www.actstudent.org.

You'll notice a shaded score range around the actual score, which represents the fact that test scores are estimates of a student's educational development. The true achievement level most likely falls within a range around his or her reported score.

The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in corresponding credit-bearing, first-year college courses. The student's scores and the ACT College Readiness Benchmarks are graphed together on the Student Report. These benchmarks (see the High School Score Report, page 40) graphically indicate whether students are likely to be ready for the first-year college courses. There is currently no ACT College Readiness Benchmark for writing.

On the example score report (see page 40), Ann scored below the benchmark in both mathematics and science. If you have a counseling or mentoring relationship with Ann, you may want to visit with her about the courses she plans to take in science and mathematics to bolster her skills in these subjects. Increasing her knowledge and skills through rigorous courses will improve her readiness in science and mathematics and will help her if she were to retake the ACT.

The ACT STEM Benchmark provides additional insight on the ACT STEM score, which represents students' overall performance on the ACT mathematics and science tests. ACT developed the STEM Benchmark because the first math and science courses taken by students enrolled as STEM majors differ from those taken by most college students. The ACT STEM Benchmark was developed in a manner similar to the [ACT College Readiness Benchmarks](#). The STEM

Benchmark is based on students' chances of success in calculus, chemistry, biology, physics, and engineering courses. An ACT STEM score of 26 is associated with a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in these entry-level STEM courses.

Note that it is possible for a student to meet the benchmarks in both mathematics and science but not STEM. This occurs because the ACT College Readiness Benchmarks for mathematics and science are each based on success in a corresponding standard-level course, while the ACT STEM Benchmark is based on higher-level courses in both mathematics and science. Thus the STEM Benchmark (26) is higher than the benchmarks for mathematics (22) and science (23).

Meeting the ACT STEM Benchmark is also associated with greater chances of achieving longer-term outcomes, including:

- Earning a cumulative GPA of 3.0 or higher
- Persisting in a STEM major
- Completing a STEM-related degree

More information about the development of the ACT STEM Benchmark can be found in the following reports: [Development of STEM Readiness Benchmarks to Assist Educational and Career Decision Making](#) (PDF, 40 pages) and [Development and Validation of a STEM Benchmark Based on the ACT STEM Score](#) (PDF, 7 pages).

The ACT ELA Benchmark provides additional insight on the ACT ELA score, which provides students with an aggregate measure of their performance on the ACT English, reading, and optional writing tests. Given the importance of integrated literacy skills for education and workplace success, ACT developed the ELA Benchmark to provide students and educators with an estimate of the ELA skill level needed to succeed in English and social science courses commonly taken by first-year college students. The ACT ELA Benchmark was developed in a manner similar to the ACT College Readiness Benchmarks. The ELA Benchmark is based on students' chances of success in English Composition I, American History, Other History, Psychology, Sociology, Political Science, and Economics. These are the same English and social science courses that were used to develop the ACT College Readiness Benchmarks in English and reading, respectively. An ACT ELA score of 20 is associated with a 50% chance of earning a B or higher and about a 75% chance of earning a C or higher in these entry-level ELA-related courses.

Meeting the ACT ELA Benchmark is also associated with greater chances of achieving longer-term outcomes, including:

- Earning a cumulative GPA of 3.0 or higher
- Persisting in college
- Completing a college degree

More information about the development of the ACT ELA Benchmark can be found in the following report: [Development and Validation of a Preliminary ELA Readiness Benchmark based on the ACT ELA Score](#) (PDF, 42 pages).

ACT no longer reports the writing test score on a 1–36 scale. Instead, the writing score is reported on a 2–12 score range, with 12 being the highest possible score. The score is the average of the four 2–12 domain scores on the essay. The contents of the writing test itself, an optional section of the overall ACT test, remains unchanged.

Scores on the four individual domains on the ACT writing test will continue to be reported on a 2–12 range.

Although the writing test score was reported on a 2–12 range prior to September 2015, the scores are not comparable because the former writing test was designed differently. The current writing test asks students to analyze and evaluate multiple perspectives and provides more specific actionable information about student ability by reporting directly on domains. And whereas the current test is scored with an analytic (four-domain) rubric, the former test was scored with a holistic rubric.

Additional information and resources about the ACT writing scores include:

- News release: [“ACT Will Move to 2-to-12 Score Range for ACT Writing Test Results”](#)
- [5 Ways to Compare 2015–2016 and 2016–2017 ACT Writing Scores](#) (PDF, 5 pages)

C. US and State Rank. The student’s ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT test and received scores that are the same as or lower than the student’s scores. For example, a rank of 55 for the student’s Composite score means 55% of students earned that Composite score or below.

D. Detailed Results. To help students gain insights into possible directions for college and career, they want to understand their areas of strength and also those areas where they need to improve. To provide learners the most useful information, the new score reports incorporate **a comprehensive set of reporting categories** for each subject area of the test (see Detailed Results, Figure 3.). If the score report displays “N/A,” reporting categories are not available for that test.

Detailed Results

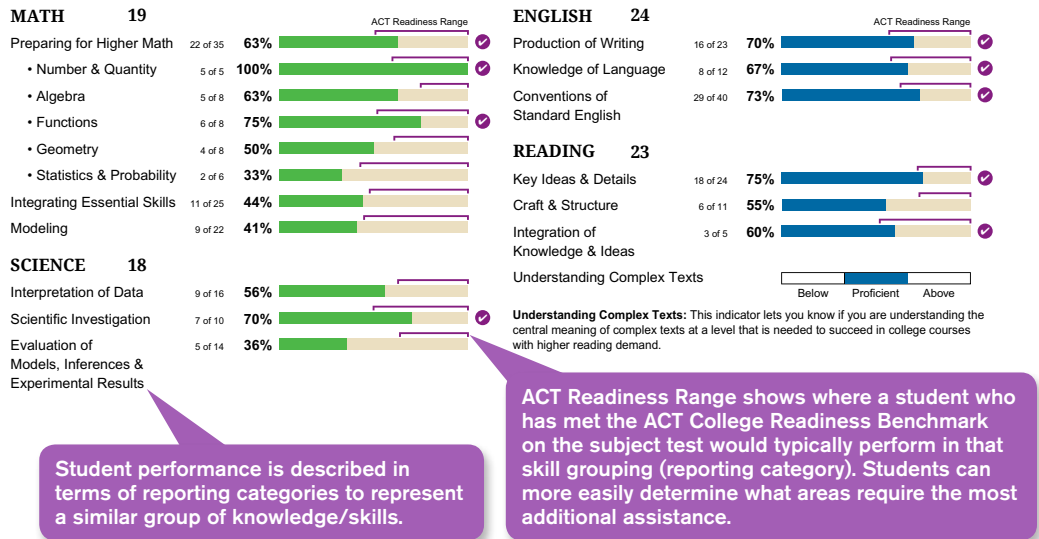


Figure 3. Student Report detailed results

These categories make it easier for students, parents, and educators to gain deeper insight into students' performance by better understanding strengths and areas for improvement in each subject. Reporting categories group and report on similar skills to provide students with more detailed information within each subject.

Each reporting category includes the total number of points possible, the total number of points a student achieved, and the percentage of points correct. ACT reporting categories are aligned with [ACT College and Career Readiness Standards](#) and other standards that target college and career readiness.

Each reporting category also shows the **ACT Readiness Range**, which enables students to see how their performance on each reporting category compares to students who have met the ACT College Readiness Benchmark for that specific subject. The minimum of the range corresponds to the predicted percentage of points that would be achieved by a student whose score is at the ACT College Readiness Benchmark on the subject test. The maximum value of the range corresponds to answering all questions in that reporting category accurately.

The combination of reporting category scores and the ACT Readiness Ranges provides educators and students with information to more clearly show which areas require the most additional assistance for further learning and intervention.

The ACT Readiness Ranges appear on the Student and High School Score Reports.

Content Covered by the Mathematics Test

Eight reporting categories are addressed in the mathematics test. A brief description and the approximate percentage of the test devoted to each reporting category are given below.

Preparing for Higher Math (57–60%)

This category captures the more recent mathematics that students are learning, starting when students begin using algebra as a general way of expressing and solving equations. This category is divided into the following five subcategories.

- **Number and Quantity (7–10%):** Demonstrate knowledge of real and complex number systems. Students will understand and reason with numerical quantities in many forms, including integer and rational exponents, and vectors and matrices.
- **Algebra (12–15%):** Solve, graph, and model multiple types of expressions. Students will employ many different kinds of equations, including but not limited to linear, polynomial, radical, and exponential relationships. The student will find solutions to systems of equations, even when represented by simple matrices, and apply their knowledge to applications.
- **Functions (12–15%):** The questions in this category test knowledge of function definition, notation, representation, and application. Questions may include but are not limited to linear, radical, piecewise, polynomial, and logarithmic functions. Students will manipulate and translate functions, as well as find and apply important features of graphs.
- **Geometry (12–15%):** Define and apply knowledge of shapes and solids, such as congruence and similarity relationships or surface area and volume measurements. Understand composition of objects, and solve for missing values in triangles, circles, and other figures, including using trigonometric ratios and equations of conic sections.
- **Statistics and Probability (8–12%):** Describe center and spread of distributions, apply and analyze data collection methods, understand and model relationships in bivariate data, and calculate probabilities, including the related sample spaces.

Integrating Essential Skills (40–43%)

These questions address concepts typically learned before 8th grade, such as rates and percentages; proportional relationships; area, surface area, and volume; average and median; and expressing numbers in different ways. Students will solve problems of increasing complexity, combine skills in longer chains of steps, apply skills in more varied contexts, understand more connections, and become more fluent.

Modeling (>25%)

This category represents all questions that involve producing, interpreting, understanding, evaluating, and improving models. Each question is also counted in other appropriate reporting categories above. This category is an overall measure of how well students use modeling skills across mathematical topics.

Content Covered by the Science Test

The content of the science test includes biology, chemistry, physics, and the Earth/space sciences (e.g., geology, astronomy, and meteorology). Advanced knowledge in these subjects is not required, but knowledge acquired in general, introductory science courses is needed to answer some of the questions. The science test stresses science skills and practices over recall of scientific content, complex mathematics skills, and reading ability. A brief description and the approximate percentage of the test devoted to each reporting category is given below.

Interpretation of Data (45–55%)

Manipulate and analyze scientific data presented in tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically).

Scientific Investigation (20–30%)

Understand experimental tools, procedures, and design (e.g., identify variables and controls) and compare, extend, and modify experiments (e.g., predict the results of additional trials).

Evaluation of Models, Inferences, and Experimental Results (25–35%)

Judge the validity of scientific information and formulate conclusions and predictions based on that information (e.g., determine which explanation for a scientific phenomenon is supported by new findings).

Passage Formats on the Science Test

The scientific information is conveyed in one of three different formats.

- **Data Representation (30–40%):** This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as graph reading, interpretation of scatterplots, and interpretation of information presented in tables.
- **Research Summaries (45–55%):** This format provides descriptions of one or more related experiments. The questions focus upon the design of experiments and the interpretation of experimental results.
- **Conflicting Viewpoints (15–20%):** This format presents expressions of several hypotheses or views that, being based on differing premises or on incomplete data, are inconsistent with one another. The questions focus upon the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

Content Covered by the English Test

Three reporting categories are addressed in the English test, covering five elements of effective writing: Topic Development; Organization, Unity, and Cohesion; Sentence Structure and Formation; Punctuation; and Usage. A brief description of the elements of effective writing and the approximate percentage of the test devoted to each reporting category are given below.

Production of Writing (29–32%)

The questions in this category require students to apply their understanding of the purpose and focus of a piece of writing.

- **Topic Development:** Demonstrate an understanding of, and control over, the rhetorical aspects of texts. Identify the purposes of parts of texts, determine whether a text or part of a text has met its intended goal, and evaluate the relevance of material in terms of a text's focus.
- **Organization, Unity, and Cohesion:** Use various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Knowledge of Language (13–19%)

Demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.

Conventions of Standard English (51–56%)

The questions in this category require students to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

- **Sentence Structure and Formation:** Apply understanding of sentence structure and formation in a text and to make revisions to improve the writing.
- **Punctuation:** Recognize common problems with standard English punctuation and to make revisions to improve the writing.
- **Usage:** Recognize common problems with standard English usage in a text and to make revisions to improve the writing.

Content Covered by the Reading Test

The reading test assesses skills in three areas: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. A brief description and the approximate percentage of the test devoted to each reporting category are given on the next page.

Key Ideas and Details (55–60%)

Read texts closely to determine central ideas and themes. Summarize information and ideas accurately. Read closely to understand relationships and draw logical inferences and conclusions including understanding sequential, comparative, and cause-effect relationships.

Craft and Structure (25–30%)

Determine word and phrase meanings, analyze an author's word choice rhetorically, analyze text structure, understand authorial purpose and perspective, and analyze characters' points of view. Students will interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.

Integration of Knowledge and Ideas (13–18%)

Understand authors' claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Some questions will require students to analyze how authors construct arguments, evaluating reasoning and evidence from various sources.

Writing Skills Measured by the Writing Test

Students who take the writing test receive a subject-level writing score as well as four domain scores. The domain scores are based on the analytic rubric used to score the essays, whereas the overall score is calculated from the four domain scores. The four domain scores correspond to the following dimensions of writing competency:

Ideas and Analysis

Scores in this domain reflect the ability to generate productive ideas and engage critically with multiple perspectives on the given issue. Competent writers understand the issue they are invited to address, the purpose for writing, and the audience. They generate ideas that are relevant to the situation.

Development and Support

Scores in this domain reflect the ability to discuss ideas, offer rationale, and strengthen an argument. Competent writers explain and explore their ideas, discuss implications, and illustrate through examples. They help the reader understand their thinking about the issue.

Organization

Scores in this domain reflect the ability to organize ideas with clarity and purpose. Organizational choices are integral to effective writing. Competent writers arrange their essay in a way that clearly shows the relationship between ideas, and they guide the reader through their discussion.

Language Use and Conventions

Scores in this domain reflect the ability to use written language to convey arguments with clarity. Competent writers make use of the conventions of grammar, syntax, word usage, and mechanics. They are also aware of their audience and adjust the style and tone of their writing to communicate effectively.

- E. Sending Your Scores.** A score report (including photo, if applicable) is automatically sent to the high school the student reported when registration was completed for the test. The school will use this information for counseling, evaluating the effectiveness of instruction, and planning changes and improvements in the curriculum.

At the student's direction, scores from this test date are also being reported to the colleges shown. (Be aware that when a student sends a report to a college that is part of a school system, the college may share that score with other colleges in that system.) Institutions use student test scores along with high school grades,

academic preparation, out-of-class accomplishments, future plans, and other factors to help identify applicants who can benefit most from their programs. In addition, colleges can use results on the ACT to assist scholarship/loan agencies in identifying qualified candidates, place students in first-year courses, and help students develop an appropriate program of study.

If a student entered a college code incorrectly or forgot to include one, they can still send scores to other colleges. Visit <http://www.act.org/the-act/scores> to explore student resources or to order additional score reports.

- F. College and Career Planning.** This section of the report provides information to help the student begin to consider occupations and college majors. The Career Connector visually summarizes the student's ACT Interest Inventory results and lists occupations that align with the student's interests.

This section, and the subsequent section on Interest-Major Fit, are displayed only when the student has interpretable interest inventory results and a choice of major they plan to enter. When either is missing, text is displayed encouraging students to visit ACT Profile (www.actprofile.org) to find answers to commonly asked college and career planning concerns.

- G. Interest-Major Fit Level Score.** The student's level of interest-major fit is displayed on an Interest-Major Fit bar. Interest-Major Fit measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the interest profiles of others in the student's planned major.
- H. Progress toward the ACT National Career Readiness Certificate.** This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC) that students who share this score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. Visit workforce.act.org/credential to learn more.
- I. Student Resources.** Information about ACT Profile, Retesting with the ACT, and the Test Security Hotline.

High School Reporting

High School Score Label

The high school receives two score labels (Figure 5) for each student. One label is provided for the student's permanent record; one is for the counselor's files.

Scores may be included on transcripts (using the score label or electronically) according to local policies and with student and/or parent permission.

Colleges and scholarship agencies receiving scores via high school transcripts should be aware that such scores are considered unofficial. Score changes and/or cancellations may occur after the time scores have been placed on the transcript.

Score labels show the student's name, ACT-assigned ID beginning with a dash, date of birth, four multiple-choice test scores, Composite score, cumulative percent for the Composite score and test date. Test location is also shown for State and DANTES testing. If the student took the ACT with writing, the label also includes a writing score.

TAYLOR, ANN C					-54116290	08/22/2000	
NAME OF STUDENT					ACT ID	DATE OF BIRTH	
*The writing score range is 1–36 for test events Sept. 2015 to Aug. 2016 and 2–12 for all other test events.							
ENGLISH	MATH	READING	SCIENCE	COMPOSITE	WRITING*		
24	19	23	18	21	08		
PERCENT AT OR BELOW NAT'L COMP.:					56	The ACT [®]	TEST DATE & TEST LOCATION 04/2018

Figure 5. Sample ACT high school score label

High School Report Checklist

A checklist accompanies each group of reports mailed to the high school (Figure 6). The checklist provides a high-level summary of scores in an alternate format that allows you to see scores for all students in one place. You can use this checklist to verify reports included in your package or quickly check student scores. You can also use this checklist to enter ACT data into your student information system for quick access. 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, STEM and ELA scores, Composite score, writing score, four writing domain scores, and test date. In addition, test location is also reported for State and DANTES testing. US ranks are provided for all scores.

A

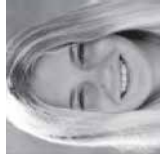
ANN C TAYLOR
7882 W 16TH ST, APT 4
WHEAT RIDGE, CO 80033-0234

ACT ID: 54116290
GRADUATION YEAR: 2019
DOB: AUGUST 22, 2000
GENDER: FEMALE

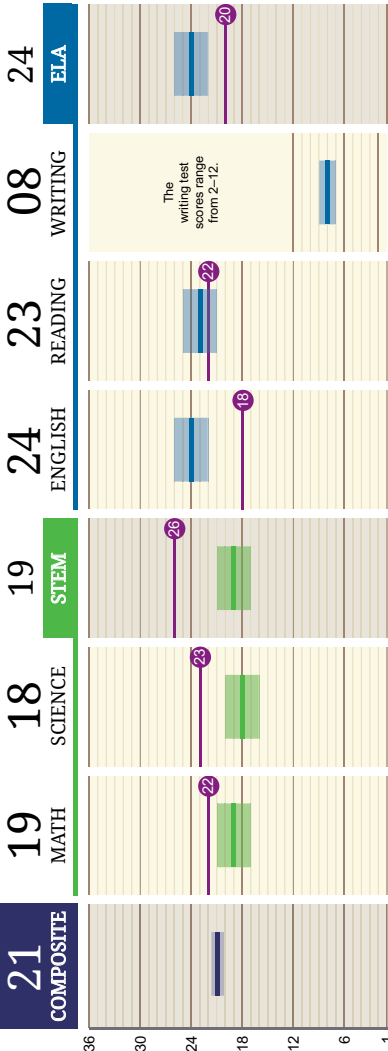
TEST DATE: APRIL 2018
HIGH SCHOOL CODE: 061450
WHEAT RIDGE SR HIGH SCHOOL



High School Report



B



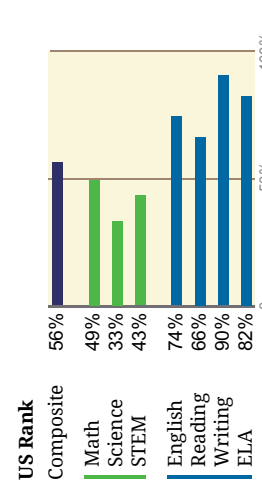
Student's Score
Students Score Range

ACT College Readiness Benchmarks
If the student's score is at or above the Benchmark, he or she will likely be ready for first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

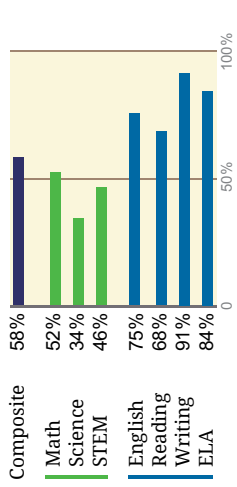
Student's Score Range
Test scores are estimates of the student's educational development. Think of true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below the student's score.

D

Ranking Results
The student's ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT® test and received scores that are the same as or lower than the student's scores. For example, a rank of 56 for the student's Composite score means 56% of students earned that Composite score or below.



E



F

Progress Toward the ACT National Career Readiness Certificate®
This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC®) that students with this ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.

Students with this ACT Composite score are likely to obtain a Silver level on the ACT NCRC.
Dashes (-) indicate information was not provided or could not be calculated.

C

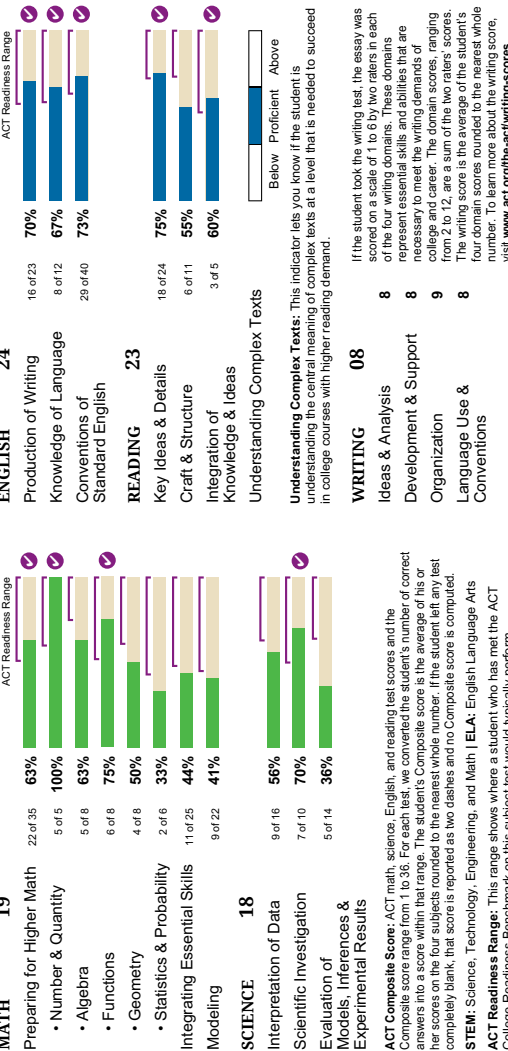
B

D

E

F

C



ACT Composite Score: ACT math, science, English, and reading test scores and the Composite score range from 1 to 36. For each test, we converted the student's number of correct answers into a score within that range. The student's Composite score is the average of his or her scores on the four subjects rounded to the nearest whole number. If the student left any test completely blank, that score is reported as two dashes and no Composite score is computed.

STEM: Science, Technology, Engineering, and Math | **ELA:** English Language Arts

ACT Readiness Range: This range shows where a student who has met the ACT College Readiness Benchmark on this subject test would typically perform.

Figure 7. Sample ACT High School Report

The ACT[®]
High School Report

ANN C TAYLOR
 GRADUATION YEAR: 2019
 TEST DATE: APRIL 2018



College Fit

At the student's direction, scores from this test date are being reported to the colleges shown below. College planning information is provided for the choices listed when registered or tested. Check with colleges for recent changes in information. Note: GPA was calculated from the grades the student reported. For more information, see the *ACT User Handbook* at www.act.org/the-act.html.

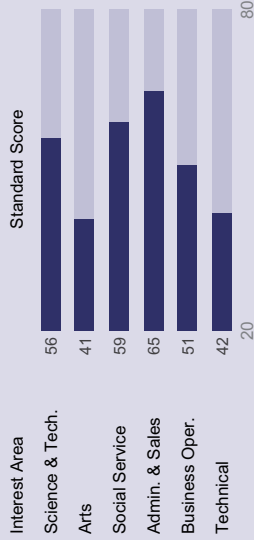
College Choices	Chance of "B" or Higher GPA based on Composite score and GPA	ACT Composite Scores of the middle 50% of current students	Average High School GPA of current students	Average High School Class Rank of current students	Percentage of First-Year Students Receiving Financial Aid
9921 UNIVERSITY OF OMEGA OMEGA, CO	61%	18-24 1	3.26	Majority in Top 50%	67%
9069 ALPHA UNIVERSITY UNIVERSITY CENTER, IA	43%	21-26 1	3.38	Majority in Top 50%	85%
8866 BETA COMMUNITY COLL CLARKSTON, CO	72%	16-21 1	2.85	Majority in Top 50%	58%
8805 MAGNA COLLEGE MAGNOLA, OH	56%	21-24 1	3.23	Majority in Top 50%	90%
ANN C TAYLOR		21 Composite	3.29 GPA	Top 25% Class Rank	

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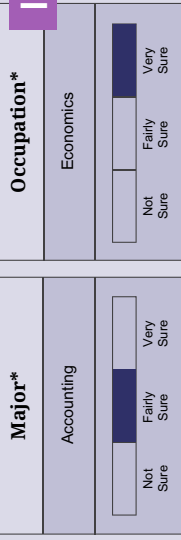
H

Educational and Occupational Plans

Interest Inventory Scores



I



Interest-Major Fit



To learn more, visit www.actprofile.org.

J

Examples of Related Majors

- Banking & Financial Support Services
- Business Administration/Mgmt, General
- Finance
- Financial Planning & Services
- Insurance
- Investments & Securities
- Purchasing/Procurement/Contract Mgmt
- Entrepreneurship

Examples of Related Occupations

- Anthropologist
- Criminologist
- Gerontologist
- Historian
- Political Scientist
- Psychologist, Experimental
- Sociologist
- Urban Planner

K

Needs Help With*
 Educational/Occupational Plans, Writing, Reading, Study Skills, Math

Remember that www.actprofile.org can help students focus on careers, majors, and colleges that are right for them. It's free!

* Information provided by the student. If major and occupation boxes are not shaded, data was incomplete.

Figure 7. (continued) Sample ACT High School Report

- A. Student Information.** This section provides personal identifying information about the student and includes name, mailing address, graduation year, date of birth, gender, test date, high school code, and high school name provided at the time of registration or testing. In addition, test location is shown for State and DANTES testing.
- B. Student ACT Scores.** See the Student Report section, item B (page 42).
- C. Detailed Results.** Each reporting category also shows the **ACT Readiness Range**, which will enable students to see at a glance how their performance on each reporting category compares to students who have met the ACT College Readiness Benchmark for that specific subject. The maximum score on the Range corresponds to answering all questions in that reporting category accurately.

The combination of reporting category scores and the ACT Readiness Ranges provide educators and students with information to more clearly show which areas require the most additional assistance for additional learning and intervention.

The ACT Readiness Ranges will appear on the Student, High School, and College Score Reports. For more complete information, see the Student Report section, item D: Detailed Results—Reporting Categories, Scores, Readiness Ranges, Items Correct, and Percentages (page 44).

- D. Student Photo.** This area will display one of the following:
- A photo of the student
 - A silhouette with text reading:
ACT-Approved Exception Photo Not Required.
 - No photo with text reading: **Intentionally Left Blank**

The presence of the student photo provides high schools with an additional piece of information to confirm student identity. As the high school staff know the student best, ACT relies on and urges high schools to ensure that the photo matches the examinee named on the score report and that any ACT-approved exceptions due to seriously held religious convictions are reasonable based the school's knowledge of the student. Please report any inconsistencies at www.act.org/aap/scores/inquiry

- E. Ranking Results.** See the Student Report section, item C (page 44).
- F. Progress toward the ACT National Career Readiness Certificate.** See the Student Report section, item H (page 50).

- G. College Fit.** The student's college choices are reported in this section along with information indicating how good a fit the particular choice might be for the student. Fit is based on the student's chance of a B or higher GPA based on the ACT Composite score and self-reported high school GPA. Dashes indicate the chances of success could not be calculated or the college did not participate in the ACT Admissions Service. A blank indicates that the college code is invalid.

The student's Composite score is compared to the Composite score range of the middle 50% of current students at each institution. Average high school GPA and high school class rank are noted for each school so that the student can compare themselves to students currently enrolled at the institution that interests them. Merit and need-based scholarship data may also help the student determine which college would be the best fit for them. The student shown in the sample report would have the best chance of achieving a B or higher GPA at Beta Community College, while she would find Alpha University and Magna College more challenging.

- H. ACT Interest Inventory Scores.** ACT Interest Inventory results reported as standard scores, with a mean of 50 and a standard deviation of 10. These scores are listed and displayed on a bar graph.

This section, and the two sections that follow, are displayed only when the student has interpretable interest inventory results and a choice of major they plan to enter. When either are missing, text is displayed describing ACT Profile (www.actprofile.org), ACT's free website designed to provide students with college and career information.

- I. Self-Reported Planned Educational Major and Occupation.** Selected by student from a list of nearly three hundred major and occupation titles, as well as self-reported level of certainty of these plans.
- J. Interest-Major Fit Level Score.** Interest-Major Fit measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the interest profiles of others in the student's planned major.

To help students consider a wider range of personally relevant options, this part of the score report lists several majors and occupations related to the major and occupation the student is considering. .

- K. Needs Help With.** Self-reported educational needs and interests.

College Reporting

Reporting Options

Students' ACT records, as shown on the College Report, are also available to colleges three times weekly via the ACT Internet Reporting Option (AIRO) service, or every two weeks via encrypted CD-ROM. Details about these reporting options and associated fees are provided by email to colleges each summer or by contacting ACT. Please visit www.act.org/the-act/collegereportingservices for more information.

ACT Research Services

ACT Research Services are designed to aid colleges in research, self-study, and planning by providing 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 the eligibility criteria may participate free of charge in the Class Profile, Admissions, and Retention/Attrition research services. The Course Placement Service is available for an additional fee. Registration information is sent to colleges in early September. Information is also available from the ACT Research Services department and at www.act.org/research/services.

Class Profile Service

The Class Profile Service report provides a comprehensive description of a college's first-time entering 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 ACT to send their 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 first-year students:

- 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 summary of major findings.

Admissions Service

The Admissions Service describes the academic achievement of previous first-year students and provides information that can help predict the academic performance of future applicants. Academic performance is reported as the chance of succeeding in college, where success is defined by first-year college GPA and/or specific course grades of B or higher and C or higher. Estimates of applicants' chances of success are based on previous years' enrolled student groups defined by each college.

Uses of this report include:

- Advising and counseling individual students
- Identifying students for scholarships and honors programs
- Comparing grading practices of different academic departments
- Evaluating the predictive effectiveness of ACT data
- Comparing different student groups

Retention/Attrition Service

The Retention/Attrition Service helps institutions to understand the differences between groups of students who, after enrolling, do and do not return for a second year. The report summarizes ACT-tested, first-time entering students' academic and demographic information, and compares similar summary information for students who returned for a second year with those who did not return.

Information in the report includes:

- Overview: first-year college GPA category by high school GPA category
- Academic characteristics: gender, first-year college GPA, HS class rank, and ACT score ranges
- Demographic characteristics: college choices, current residence (in-state/out-of-state), family income, ethnicity, and preferred college characteristics (campus housing, financial aid, work plans)
- High school academic course preparation: English, math, social science, and natural science course patterns
- Second-year return rates: feeder high schools with the highest and lowest rates

Course Placement Service

The Course Placement Service (additional fee applies) provides practical information to help postsecondary institutions evaluate the effectiveness of their course placement systems. Information in the CPS report can be used to judge the effectiveness of ACT scores for identifying underprepared students. You can also use the report to validate your current cutoff scores, to select new cutoff scores, or to study local placement test scores.

Using your student's ACT scores and specific course grades, three key placement indices are derived:

- Accuracy rate—percentage of students in the placement group for whom a correct placement decision would be made using a particular cutoff score.
- Success rate—percentage of successful students among those placed into the course using a particular cutoff score.
- Percent placed in a lower-level course—percentage of students in the placement group who are below the cutoff score and would be placed into a lower-level course.

College Report

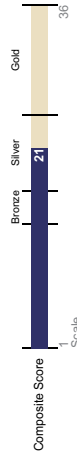
A sample College Report is shown in Figure 8. The main data elements are described on the following pages.

HIGH SCHOOL CODE: 061-460
 WHEAT RIDGE SR HIGH SCHOOL

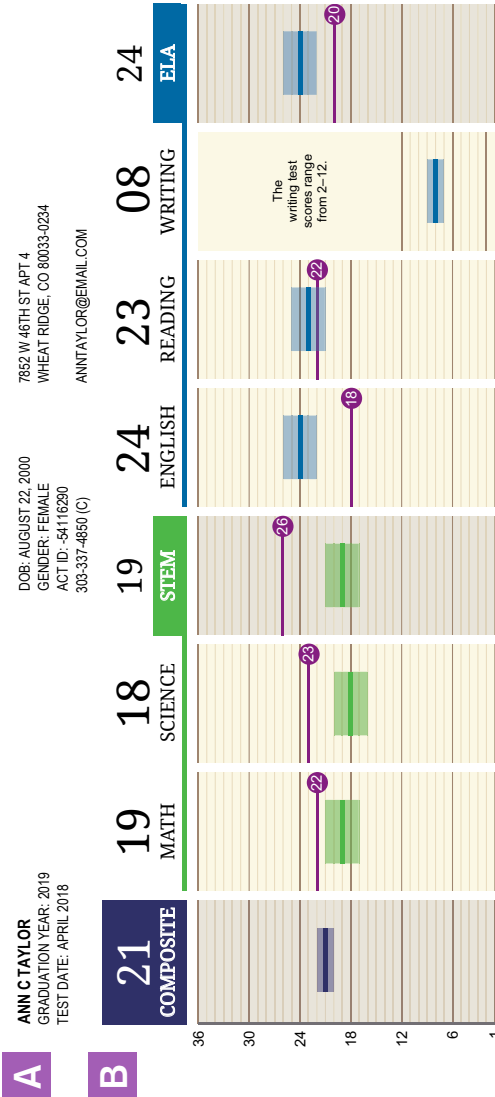
The ACT
College Report

Progress Toward the ACT National Career Readiness Certificate

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC) that students with this ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.



Students with this ACT Composite score are likely to obtain a Silver level on the ACT NCRC.



DOB: AUGUST 22, 2000
 GENDER: FEMALE
 ACT ID: -54116290
 303-337-4860 (C)
 ANN TAYLOR@EMAIL.COM

ANN C TAYLOR
 GRADUATION YEAR: 2019
 TEST DATE: APRIL 2018

Student's Score Range
 Test scores are estimates of the student's educational development. Think of true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below the student's score.

ACT College Readiness Benchmarks
 If the student's score is at or above the Benchmark, he or she will likely be ready for first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

Student's Score
 Student's Score
 Student's Score Range



Dashes (-) indicate information was not provided or could not be calculated.

Information Reported by the Student

College Choice	College Code	Rank
	9521	1st

College Selection Items	Rank
Type	4th
Student Body Composition	6th
Location	5th
Cost (Maximum Tuition)	2nd
Size	3rd
Field of Study	1st
Other Factor	7th

High School Information

Self-Reported Rank	Top Quarter
Self-Reported GPA	3.0-3.4

Major

Accounting	Not Sure	Fairly Sure	Very Sure
Interest-Major Fit	Low	Medium	High

If boxes are not shaded, data was incomplete.

Figure 8. Sample ACT College Report

ANN C TAYLOR
GRADUATION YEAR: 2019
TEST DATE: APRIL 2018

DOB: AUGUST 22, 2000
GENDER: FEMALE
ACT ID: 34116290
303-337-4850 (C)

7652 W 46TH ST, APT 4
WHEAT RIDGE, CO 80033-0234
ANN.TAYLOR@EMAIL.COM

HIGH SCHOOL CODE: 061-450
WHEAT RIDGE SR HIGH SCHOOL



F (continued)

Information Reported by the Student

High School Information		Years	GPA	AP
Year H.S. graduation or equivalent	2018	4	3.7	Yes
Size of senior class	200-399	4	3.1	No
Type of school	Public	3	3.5	Yes
Type of program studied	College Prep	3	2.9	No
Subjects Studied				
English		1	N/A	No
Math		1	N/A	N/A
Social Studies		0	N/A	N/A
Natural Sciences				
Foreign Language				
Spanish				
German				
French				
Other				

Background Information	
Racial/Ethnic background	White
Religious preference	Prefer not to respond
English most frequently spoken in home	Yes
Mother/Guardian 1 ed. level	Bachelor's Degree (4 yrs)
Father/Guardian 2 ed. level	Some college, no degree

Financial Aid Information

Plans to seek financial aid	Yes
Needs help to find work	Yes
Hours per week	11-20

Admissions Enrollment Data

Full-time	Yes
Housing plans	Residence Hall
Citizenship status	Yes
Legal resident of mailing address state	Yes
Physical/Learning disability	No

Extracurricular Activities

	High School	College
Instrumental Music	Yes	Yes
Vocal Music	Yes	No
Student Government	Yes	No
Publications	Yes	No
Debate	Yes	Yes
Dramatics	Yes	Yes
Religious Organizations	No	No
Racial/Ethnic Organizations	No	No
Varsity Athletics	Yes	No
Political Organizations	Yes	Yes
Radio/TV	No	No
Fraternity/Sorority/Social Service Organizations	No	No

Chances of Success at UNIVERSITY OF OMEGA

Overall GPA

Student Group	Chance ≥ B	Chance ≥ C
First-Time Students	49%	83%
Business Admin.	45%	81%
Liberal Arts	46%	86%
Education	57%	88%
Engineering	38%	79%

Specific Course Grade

Course	Chance ≥ B	Chance ≥ C
English Composition	89%	95%
College Algebra	20%	62%
History	67%	87%
Chemistry	11%	39%
Psychology	72%	92%

Chances of success are reported for ACT Research Services participants.

For more information about Chances of Success and how your institution can participate, please visit www.act.org/research.html or email research.services@act.org.

Figure 8. (continued) Sample ACT College Report

- A. Student Information.** This section shows student-identifying information provided at the time of registration or testing (student name, graduation year, test date, date of birth, gender, ACT ID, phone number, home address, student email, high school code, and high school name). In addition, test location is shown for State, DANTES, and Residual testing.
- B. Student ACT Scores.** See the Student Report section, item B (page 42).
- C. US and Institutional Rank.** The student's ranks tell you the approximate percentages of recent high school graduates in the US and at your institution who took the ACT test and received scores that are the same as or lower than the student's scores. For example, a rank of 55 for a Composite score means 55% of students earned that Composite score or below. For your Institutional Ranks to be available, you must participate in ACT Research Services (no cost).
- D. Detailed Results.** See the Student Report section, item D: Detailed Results—Reporting Categories, Scores, Items Correct, and Percentages (page 44).
- E. Progress Toward the ACT National Career Readiness Certificate.** See the Student Report section, item H (page 50).
- F. Information Reported by the Student.** This includes college choice, rank of college selection criteria, self-reported high school rank and range of grade point average on an unweighted 4.0 scale, major choice and Interest-Major Fit, high school information, subjects studied, extracurricular activities, personal background information*, financial aid information, admissions enrollment data, interests in special college programs, and areas in which the student feels they need help.

**The first three background items can be released only to colleges that authorize ACT to report them. Racial/ethnic background is reported in compliance with USDOE categories.*

- G. Chances of Success.** Predictive information is provided for colleges that participate in the ACT Admissions Service.

The overall **GPA chances of success** section contains the student's estimated chance of earning a first-year college GPA of B or higher and C or higher. The chances are an indication of the level of success a student may achieve if they were a member of the specified group (e.g., all first-time entering freshmen, education majors, or first generation attending college).

The **specific course chances of success** section contains the student's estimated chance of earning a course grade of B or higher and C or higher in college courses selected by the institution.

Both types of chances are based on a student's ACT score and High School GPA, and provide information to help determine if a student is academically prepared to succeed in your institution as a member of a certain group and/or in specific college courses.

Note About Test Security: College admissions officers are an important part of the ACT test security process. ACT welcomes and appreciates inquiries from admissions officers who have noticed discrepancies between a student's performance on the ACT and other aspects of the student's academic profile. If you see ACT scores that appear inconsistent, please report your concerns at www.act.org/aap/scores/inquiry.

CHAPTER 4

Uses of ACT Data

Confidentiality

All recipients of ACT data and student information are reminded that they are responsible for protecting the confidentiality of that information in accordance with applicable laws and institutional policies.

High School Uses of ACT Data

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.

Discussing ACT Results in Educational and Career Counseling

From the ACT student record, district and 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, there are questions the ACT Student Report can help answer to provide guidelines for group and individual discussions.

- Has the student read the score 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 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 gender-role stereotypes?
- Are the student's degree objective, educational major, and career plans consistent?
- Do the student's 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 reporting categories?
- ACT Interest Inventory scores?
- Actual or planned extracurricular activities?

Side 2 of the ACT High School 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?

- 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?

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 214 institutions and more than 230,000 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% chance that a student will earn a grade of B or higher or about a 75% chance of earning a grade of C or higher. The courses are the ones most commonly taken by first-year students in the areas of English, mathematics, social sciences, and science, namely English composition, college algebra, entry-level social science courses, and college biology. ACT College Readiness Benchmark scores are 18 on the English test, 22 on the mathematics test, 22 on the reading test, and 23 on the science test. The College Readiness Benchmarks are based upon a sample of postsecondary institutions from across the United States. 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.

Benchmarks for the ACT STEM and ELA scores were developed separately from the other benchmarks because these scores each incorporate multiple subject areas and academic skills – math and science for STEM, and English, reading, and writing for ELA. The STEM benchmark was based on a combination of typical first-year math and science college courses taken by students majoring in STEM fields, specifically, calculus, biology, chemistry, physics and engineering. Data came from nearly 80 institutions and included more than 84,000 students. The ELA benchmark was based on a combination of typical first-year English and social science college courses, specifically, English composition, American history, other history, psychology, sociology, political science, and economics. Data came from 233 institutions and included more than 198,000 students. Using the medians values, the STEM and ELA Benchmarks were 26 and 20, respectively.

Information About Colleges

We survey colleges each year to obtain the data on which College Fit (High School Report) is based (see Figure 9).

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. 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.** College ACT Code, Name, and City/State location.
- B.** The student's chance in 100 of attaining a first-year GPA of B or higher at the college. The chance values are based on college-specific regression equations generated by the ACT Admissions Service. Only colleges that participate in the service will have this information.
- C.** A comparison of the student's ACT Composite score to the Composite scores of current students at each college. The shaded bar represents the 1–36 ACT score scale, with a darker shaded section showing the score range of the middle 50% of current students. The vertical dashed line indicates the position of the student's score on the scale.
- D.** GPAs are reported on a four-point scale.
- E.** Average high school class rank of current students for each of the student's college choices, reported in percentiles.
- F.** Percentages of first-year students receiving need-based and merit-based financial aid.

College Fit

At the student's direction, scores from this test date are being reported to the colleges shown below. College planning information is provided for the choices listed when registered or tested. Check with colleges for recent changes in information. Note: GPA was calculated from the grades the student reported. For more information, see the *ACT User Handbook* at www.act.org/the-act.html.

College Choices	Chance of "B" or Higher GPA based on Composite score and GPA	ACT Composite Scores of the middle 50% of current students	Average High School GPA of current students	Average High School Class Rank of current students	Percentage of First-Year Students Receiving Financial Aid	
A	B	C	D	E	Need	Merit
9521 UNIVERSITY OF OMEGA OMEGA, CO	61%	18-24 1 36	3.26	Majority in Top 50%	67%	20%
9059 ALPHA UNIVERSITY UNIVERSITY CENTER, IA	43%	21-26 1 36	3.38	Majority in Top 50%	85%	27%
8866 BETA COMMUNITY COLL CLARKSTON, CO	72%	16-21 1 36	2.85	Majority in Top 50%	58%	18%
8905 MAGNA COLLEGE MAGNA, OH	56%	21-24 1 36	3.23	Majority in Top 50%	90%	35%
		1 36				
		1 36				
ANN C TAYLOR		21 Composite	3.29 GPA	Top 25% Class Rank		

Figure 9. College Fit—High School Report

College Uses of ACT Data

Most ACT College Report data is sent electronically to colleges and agencies. 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.

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, 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 records, a variety of 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 assistance 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 tend 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.

The ACT Educational Opportunity Service (EOS)

The ACT Educational Opportunity Service (EOS) offers colleges and scholarship organizations the ability to contact prospective students who have taken the ACT with information about education programs the students may be interested in exploring.

When they take the ACT, students provide information about enrollment preferences, high school courses and grades, educational and vocational plans, degree objectives, financial need, college extra-curricular plans, and special educational needs. EOS serves as a "bridge" between postsecondary educational opportunities and students who have particular abilities, needs, plans, goals, or characteristics.

How EOS Works

Colleges and scholarship organizations that accept or use ACT or PreACT scores and publish that fact in their literature for prospective students, are eligible to use EOS. These colleges and organizations use the ACT Enroll platform to specify student search criteria, purchase the resulting data set, and 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 Data 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 (for example, 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. Campuses use EIS to:

- 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 admissions staff the information they need to effectively manage their territories
- Export data to mapping software for effective presentations

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

ACT Information Manager (AIM)

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 about 300 data elements contained in each ACT College Report, 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 College Reports 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 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.

Recruitment and Admissions

Most colleges are interested in recruiting students with desired characteristics and find the ACT College Report data helpful. Such ACT information as test scores and predictive data, or planned college major, 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 and opportunities offered by 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 communications can be designed to appeal to a student's interest in particular educational opportunities and to maintain that interest during the admission cycle.

Predictive Modeling Indexes

Predictive modeling data from four behavioral indexes are available in the ACT electronic record. A fifth index, the Interest-Major Fit score, can also be found in the student record. The predictive modeling data elements do not predict that a student will enroll at a specific institution, they predict four enrollment behaviors:

- The Mobility Index predicts the likelihood of a student enrolling out of state. Mobility Index scores range from 0.01 (low) to 0.99 (high). The higher the score, the more likely the student will enroll out of state.
- The Institution Type Index predicts the likelihood of a student enrolling at a private college or university. Institution Type Index scores range from 0.01 (low) to 0.99 (high). The higher the score, the more likely the student will enroll at a private institution.
- The Selectivity Index predicts the selectivity of the institution at which a student is most likely to enroll. Selectivity Index scores range from 0.0 (low) to 5.0 (high), in increments of 0.1. A higher Selectivity Index corresponds to a greater likelihood of attending a more selective school.
- The Institution Size Index predicts the size of the institution at which the student is most likely to enroll. Institution Size Index scores range from 0.0 (low) to 4.0 (high), in increments of 0.1. A higher Institution Size Index score corresponds to a greater likelihood of attending a larger school.

Percentile ranks for each index are available on the ACT website.

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 admissions process. Many colleges find it beneficial to establish a prospective student admission record as soon as the ACT 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, science, and STEM score, the ACT can provide data useful for evaluating a student's educational development. The availability of both US and institutional ranks 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 ranks are reported for the multiple-choice tests. The US ranks 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 on a national or state test date. Institutional ranks, based on enrolled students at a particular college who have taken the ACT, are also provided if the college has participated in any of the free ACT Research Services.

A more precise method of evaluating a student's probable chance for success at a given college is to examine the data in the Chances of Success area of the College Report and in the College Fit area of the High School Report. These data are dependent on the college's participation in the Admissions Service and are based on the statistical relationship between college outcomes and measures of previous academic achievement, specifically, ACT scores and high school grades.

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 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 as an initial screen to determine the students who are likely to succeed in a course and those who will likely need more academic preparation. 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 (see Table 3) 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. 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. Visit www.act.org/research/services.

Table 3. 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	19
Mathematics Courses		
College Algebra	Mathematics	22
Pre-Calculus	Mathematics	24
Trigonometry	Mathematics	24
Calculus	Mathematics	27
Social Science Courses		
American History	Reading	23
Other History	Reading	23
Psychology	Reading	22
Sociology	Reading	21
Political Science	Reading	22
Natural Science Courses		
Biology	Science	23
Chemistry	Science	26

Note: Cutoff scores have been weighted to reflect the national population of high school graduates. 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 in a particular type of course. These cutoff scores are typical results from ACT user institutions that participated in the Course Placement Service or other ACT Research Services through the 2013–2014 academic year. You can use the scores as initial estimates for your own institution. We recommend that you then participate in the Course Placement Service to obtain more accurate cutoff scores from your own data.

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.

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.

Academic Advising

One of the most important elements of a successful academic advising program is a good information base. ACT data are an excellent source of information about advisees. Available before the student's enrollment and advising conference, the data present a comprehensive picture of a student's needs, interests, academic background, and educational development. Meant to provide advising leads and points of departure, ACT data are 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 ACT data relate to common advising concerns, an understanding of the information provided can contribute to the effectiveness of even the most experienced advisor. ACT data can help 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 ACT 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 US and institutional ranks 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 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 test 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 test 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. Three important cautions:

- 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.

If the college participates in ACT Research Services, predictive information useful in student advising may be provided as Overall GPA Predictions and Specific Course Predictions.

Interest-Major Fit

The Interest-Major Fit level is shown by shading in one of the three (Low, Medium, High) sections of the Interest-Major Fit bar. This fit level is derived from two data elements collected from students during ACT registration: (1) the student's ACT Interest Inventory scores and (2) the student's planned college major chosen from a list of nearly 300 major titles. These elements are used to calculate an Interest-Major Fit score, which is converted to one of three fit levels to summarize the strength of the relationship between the student's interests and the interests of students in the planned major. Although not shown on the score reports, fit scores range from 00 to 99. The higher the score, the better the interest-major fit.

A major that displays a medium or high level of fit may be more rewarding because it opens more opportunities to engage in preferred activities and to interact with people who share similar preferences and personalities. This is supported by research involving the ACT Interest Inventory showing that students are more likely to persist in college, remain in their major, and complete their college degree in a timely manner when their measured interests (i.e., patterns of scores on interest inventories) are similar to the interests of people in their chosen college major. More generally, research has repeatedly shown that interest-environment fit is related to persistence and performance in both academic and work settings.

Interest-Major Fit results may sometimes encourage students to reconsider their current college major plans. If so, this sets the stage for further exploration of college major options. The ACT Student Report refers students to the ACT Profile website (www.actprofile.org), which supports college major exploration by helping students find numerous good-fit majors and by providing extensive information on a wide range of college majors. Students can use this information to identify additional majors to consider.

For the high school counselor, the student's Interest-Major Fit results can provide a starting point for discussing issues involving the transition to college. If the student's planned major is in line with his or her interests, counselors can use these results to start a discussion of the student's near-term goals (such as coursework options that will help the student prepare for this major) and long-term goals (such as reviewing the types of occupations this major typically prepares people for). If the student's planned major is not in line with his or her interests, it may be helpful to discuss the meaning of these results for the student, and possibly suggest alternative majors or educational pathways that meet the student's needs and help them achieve their career goals. In either case, Interest-Major Fit results provide counselors with opportunities to support informed decisions and plans that will impact the lives of their students now and in the future.

US and Institutional Ranks

The Scores and Predictive Data section of the College Score Report contains ACT test scores and US ranks based on the most recent scores of high school seniors who graduated during the previous three years and tested in 10th, 11th, or 12th grade on a national or state test date. US ranks for writing are based on students who took the writing test between September 2016 and June 2017. Most, if not all, of these students were seniors.

Institutional ranks can be reported for colleges that have participated in either the ACT Class Profile Service or ACT Admissions Service within the previous three years. All ranks are expressed as the percentage of students at or below a given score. These ranks show how the prospective student's performance on the ACT compares to that of first-year students who were previously enrolled in the college.

Predictive Data

Overall GPA and Specific Course Grades

The percentages in this section represent estimates of a student's academic prospects based on data from previous years' first-time entering students. These estimates are derived from the relationship between ACT test scores, high school grades, and college outcomes, and are expressed as the chance of receiving an overall college GPA or a specific college course grade of B or higher and C or higher. Because they are based on a particular college's data, the chances of success are meaningful to that college only.

The chances of success can be reported on ACT College Score Reports for colleges that participate in ACT's Admissions Service. The report will always include the chance of success for all first-time entering students and a college may request chances for four other student groups and five specific courses. In Figure 10 (below), Omega College requested chances of success for students with different majors (business administration, liberal arts, engineering, and education) and for the first-year courses of English composition, college algebra, history, chemistry, and psychology.

The chance of success provides information about whether a student, given their previous academic achievement, is prepared for college-level coursework. The chances can be interpreted as the number of times a student would be successful in 100 attempts. In Figure 10, the student has a middling chance of an overall college GPA of B or higher (49%) but a good chance of C or higher (83%). For specific courses, the student has a very good chance of a B or higher in English composition (89%) and a poor chance of a B or higher in chemistry (11%).

Chances of Success at UNIVERSITY OF OMEGA

Overall GPA

Student Group	Chance \geq B	Chance \geq C
First-Time Students	49%	83%
Business Admin.	45%	81%
Liberal Arts	46%	86%
Education	57%	88%
Engineering	38%	79%

Specific Course Grade

Course	Chance \geq B	Chance \geq C
English Composition	89%	95%
College Algebra	20%	62%
History	67%	87%
Chemistry	11%	39%
Psychology	72%	92%

Chances of success are reported for ACT Research Services participants.

For more information about Chances of Success and how your institution can participate, please visit www.act.org/research.html or email research.services@act.org.

Figure 10. Chances of Success report

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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 ID number (optional)

Student's street address

Student's city, state, and ZIP code

Student's email address

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

How to Contact ACT

Areas of Operation

Use the table below to determine whom to contact with your questions.

If you are calling about ...	Then you're calling this area at ACT ...	And their hours are ...	And their phone number is ...	And their email address is ...
College and high school yearly profile reporting	Research Services	8:30 a.m.–5:00 p.m.	319.337.1111	N/A
Student registration and scores, photos, or policy questions	Customer Care	8:00 a.m.–8:00 p.m.	319.337.1270	www.actstudent.org / email
How to sign up for an account or questions about recruitment	Educational Opportunity Service (EOS)	8:30 a.m.–5:00 p.m.	319.337.1350	ACT-EOS@act.org
Questions or complaints about a test center or conditions	<ul style="list-style-type: none"> To submit a complaint, tell us what happened by email before calling. We will automatically initiate an investigation upon receiving your message if sent within two weeks of test experience. 			www.actstudent.org / email
Ordering test materials, or administering a residual test with accommodations	Residual Testing (colleges only, on-campus)	8:00 a.m.–5:00 p.m.	800.553.6244, ext. 1536	ACT-Residual@act.org
Student scores for college admissions	Institutional Services	8:30 a.m.–5:00 p.m.	319.337.1360	ACT-Report@act.org
Student scores for high school counselors			319.337.1320	HS.Reporting@act.org
Suspected irregularity related to ACT score integrity, someone having access to tests in advance, sending another person to test in his/her place, or copying someone else's answers (concerns may be reported anonymously)	Test Security	8:30 a.m.–5:00 p.m.	855.382.2645 (US and Canada only)	www.act.ethicspoint.com
Students testing with accommodations	Test Accommodations	8:30 a.m.–5:00 p.m.	319.337.1332	actaccom@act.org

Note: All hours of operation are Monday–Friday, central time.

ACT National Test Dates

United States, US Territories, Puerto Rico, and Canada

2017 | 2018

TEST DATE	REGISTRATION DEADLINES		
	Regular Deadline	Late Fee Required**	Photo Upload Deadline
September 9, 2017	August 4	August 5-18	September 1
October 28, 2017	September 22	Sept. 23-Oct. 6	October 20
December 9, 2017	November 3	November 4-17	December 1
February 10, 2018*	January 12	January 13-19	February 2
April 14, 2018	March 9	March 10-23	April 6
June 9, 2018	May 4	May 5-18	June 1
July 14, 2018*	June 15	June 16-22	July 6

2018 | 2019

TEST DATE
September 8, 2018
October 27, 2018
December 8, 2018
February 9, 2019*
April 13, 2019
June 8, 2019
July 13, 2019*

Registration deadlines for 2018-2019 will be posted on the ACT website in spring 2018.

*No test centers are scheduled in New York for the February or July test dates.

**All materials sent by mail must be RECEIVED by the last date of the late period, regardless of when they are postmarked.

