Wisconsin Spring 2022 Testing

ACT Aspire
Room Supervisor Manual

Paper Summative Testing

ACT® Aspire®

CONTACTS AND RESOURCES

Contact Information

ACT Aspire Customer Care

- Phone: 855.730.0400, 7:00 a.m. – 6:00 p.m. Central time, Monday through Friday
- Email: **actaspire@act.org**

Resources

Website	URL
ACT Privacy Policy	**act.org/content/act/en/privacy-policy.html**
ACT Calculator Policy	**act.org/calculator-policy.html** Phone: 800.498.6481
PearsonAccess^next	**aspire.act.org**
Wisconsin State Testing (ACT-hosted web page), which contains the Schedule of Events and other documents	**act.org/stateanddistrict/wisconsin**
ACT Aspire product page	**act.org/aspire**
TestNav™ Support Site	**https://support.assessment.pearson.com/ display/TN/TestNav+8+Online+Support**

Accessibility Supports

The ACT-hosted web page includes accessibility resources, including:

- *ACT Aspire Accessibility Supports Guide*
- Spanish Audio of Verbal Instructions (for examinees)
- Braille Notes (for the room supervisor)
- *ACT-Authorized Bilingual Word-to-Word Dictionaries*

These items can be found under Step 5: Administration on the ACT-hosted web page.

Prepare Your Examinees

There are two resources available for examinees who wish to prepare for testing:

- Student Sandbox
- Exemplar Test Question Booklets - each booklet (one for each subject and grade) describes reporting categories, standards, depth-of-knowledge levels, and correct responses.

These items can be found under Step 4: Preparation on the ACT-hosted web page.

Contents

OVERVIEW

Introduction

This manual contains instructions for ACT® Aspire® test administration.

It is important that you become familiar with the procedures and instructions in this manual in advance of the test day to ensure that the tests are administered in a standard manner.

Additional training and test administration resources are available through the ACT-hosted web page.

POLICIES

General Testing

Standardized Procedures

Uniformly administering tests ensures examinees' academic skills are accurately measured. Testing staff assume a vital role in carrying out standardized testing procedures.

As with all standardized testing, it is critical that the procedures you employ are identical to those at other test locations. ACT provides policies, requirements, and administration instructions to help create a fair testing environment for all examinees. All testing staff are required to read the materials provided by ACT. Adherence to the standardized policies and procedures outlined in the materials is mandatory.

To ensure a secure and valid testing experience, you must understand that, among other things, the following actions by you or any other individual violate ACT policies and procedures:

- Accessing or obtaining a test booklet or test questions prior to the test for any reason*
- Photocopying, making an electronic copy, or keeping a personal copy of the test or of any test items*
- Taking notes about test questions or any paraphrase of test questions to aid in preparing examinees for testing
- Aiding or assisting an examinee with a response or answer to a secure test item, including providing formulas
- Rephrasing test questions for examinees
- Creating an answer key or "crib sheet" of answers to test questions
- Editing or changing examinee answers after completion of the test, with or without the examinee's permission
- Allowing examinees to test in an unsupervised setting
- Leaving test materials in an unsecured place or unattended
- Failing to properly report and document incidents of prohibited behavior involving examinees, staff, or others
- Allowing examinees to test longer than the permitted time
- Failing to return and account for all testing materials after the testing session has ended

*An exception is provided for examinees who require accessibility supports. See the *ACT Aspire Accessibility Supports Guide,* found under Step 3: Accommodation on the ACT-hosted web page.

Test Security

To ensure the integrity of your examinees' ACT Aspire results, testing personnel must protect the security of test materials as described in this manual. ACT Aspire materials are copyrighted by ACT or its licensors and cannot be duplicated, copied, resold, or redistributed for commercial or other use, and also must be returned to ACT after testing. ACT Aspire assessments must be administered by school or district personnel.

Investigations

In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with ACT and the designated state education agency or district assessment office in subsequent investigations and respond to requests for information in a timely manner.

Equal Treatment

All staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act.

Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code. You may locate copies of these codes through the following organizations:

*   *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**)

ACT Privacy Policy

Examinees' scores and other information are governed by the ACT Privacy Policy (**act.org/content/act/en/privacy-policy.html**).

ADMINISTRATION AND ONLINE TESTING PLATFORMS

Administration Requirements and Resources

Administration and Online Testing Platforms

Your testing staff will need to use the online testing system to enable examinee testing.

For ACT Aspire you will use the following components of the online testing system:

- PearsonAccess[next] (**aspire.act.org**): This is where you will perform administrative tasks, perform room supervisor tasks, and view report data.

  Note: As a security feature, PearsonAccess[next] automatically closes after 15 minutes of inactivity. An on-screen warning is provided two minutes before the session closes.

- TestNav: This is where examinees will sign in to take tests.

The district test coordinator from the organization will be invited to PearsonAccess[next] by ACT and be assigned the role of Administration Test Coordinator. Additional users can be invited to the system by the administration test coordinator or test coordinator using the user import file, or manually. Invitation emails will be sent to any new contacts created in the system. This email invitation will allow users to set their own login credentials. Existing users will not receive an email invitation. Refer to the Wisconsin User Role Matrix on the ACT-hosted web page under Step 1: Orientation for detailed access information by role.

Test Format

The English test for ACT Aspire is composed of selected-response (multiple-choice) questions. The writing test includes one constructed-response item only. The other three subject tests (math, science, and reading) include a combination of selected response and constructed-response items; all constructed responses must be provided in English. Online tests also have technology-enhanced items. Summative testing is administered either online or on paper. All paper tests must be approved by the Wisconsin Department of Public Instruction (DPI).

Access PearsonAccess[next]

1. Open your web browser and go to PearsonAccess[next] (**aspire.act.org**), or follow the link in the email you receive when your account is created.

   Note: ACT or someone with appropriate permissions must create your account before you can access the system. The email with this information comes from NoReplyAspire@act.org.

2. Select the **Sign In** button near the right side of the screen.

   The login page appears.

3. Enter your username and password.

4. Select the **Login** button.

Navigating Administrations in PearsonAccess^{next}

Your user account may be attached to multiple administrations. Therefore, when you log in to PearsonAccess^{next}, it is important to be aware of the specific administration into which you've authenticated. If your user account is attached to multiple administrations, and if your user name is the same within these administrations, you may toggle back and forth between your administrations.

When you log in, you will see the last administration into which you authenticated. To change administrations, use the drop-down menu in the upper-right area of your screen. From the drop-down menu, select the testing administration and year you want to view.

Information Icon

Throughout PearsonAccess^{next} the information icon (a lowercase "i" in a blue circle) can be selected to view additional details.

TEST STAFF

Staff Roles and Responsibilities

Description of User Roles

Users should be assigned only one role in PearsonAccess[next]. The role with the highest level of access needed by the user should be assigned to the user. Refer to the Wisconsin User Role Matrix on the ACT-hosted web page under Step 1: Orientation for detailed access information by role.

Administration Test Coordinator: Typically only one user is assigned this role per organization. This role can perform all Test Coordinator tasks as well as create and edit users and undo test submissions.

Test Coordinator: This role can perform all test coordinator tasks described below.

Technical Coordinator: This role installs and configures testing system software and helps the test coordinator set up computers for testing.

Room Supervisor: This role can perform all room supervisor tasks described below.

Full Access Educator: This role gives the same access as the Reports Only Educator role, but also allows users to manage sessions.

Reports Only Educator: This role gives educators who will not manage sessions access to reporting data for students based on reporting groups.

Report: This role gives access to reports and aggregated data for all students within an organization.

Proctor: As test rooms increase in size, proctors may be used to assist the room supervisors. This is not an assigned role in PearsonAccess[next].

Wisconsin Staff Confidentiality Policy

Wisconsin policy requires that the designated district assessment coordinator read and sign the appropriate confidentiality agreement found on the DPI website and return it to the DPI Office of Educational Accountability.

All testing staff must read and sign the appropriate confidentiality agreement form found on the DPI website and retain at their district/school level.

Room Supervisors

A room supervisor is required in each room to read directions and monitor examinees. Typically, teachers will administer the tests to examinees during regular class periods. Depending on the number of examinees in a class, you may wish to assign proctors to assist the room supervisor with distributing and collecting test materials and with monitoring testing. Another staff member (proctor) is recommended if a room has 31 or more examinees.

Be sure that everyone involved in test administration has access to the appropriate room supervisor manual and is familiar with its contents. All manuals are periodically updated, so

it is important to check the ACT-hosted web page for updated versions before each new test administration.

Before test day, all testing personnel should read all of the testing instructions carefully, particularly the verbal instructions, which will be read aloud to examinees on test day.

Room Supervisor Qualifications

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

- Proficient in English.
- Experienced in testing and classroom management.
- A staff member of the school or district where the test administration will take place.

To protect both examinees and the room supervisor from questions of possible conflict of interest, relatives or guardians of examinees taking ACT Aspire should not serve in the role of room supervisor in the same test room as the examinee relative. It is permissible for relatives or guardians of testing examinees to serve as a room supervisor in the same school/district as a related examinee, provided that examinee tests in a different room. In such circumstances, the district/school should monitor the testing process so that room supervisors who have a relative testing do not handle the test materials of the relative without another responsible individual present.

Private consultants or individual tutors whose fees are paid by an examinee or examinee's family should not serve as a room supervisor.

Room Supervisor Responsibilities

- Read and thoroughly understand the policies, procedures, and instructions in the appropriate room supervisor manual and other materials provided.*
- Supervise a test room.
- Distribute test materials if administering paper tests.*
- Read test instructions.
- Properly time tests.
- Move around the room during testing to be sure examinees are working on the correct test and to observe examinee behavior.*
- Pay careful attention to monitoring examinees' behavior during the entire testing session.*
- Before dismissing examinees - paper testing: collect and account for all answer documents, test booklets, and scratch paper.*
- Complete documentation of any testing irregularities.

*Proctors may assist with these activities.

Proctor Responsibilities

Proctors can assist the room supervisor in the administration of the tests according to the policies and procedures in the appropriate room supervisor manual. Staff members should meet the same qualifications as a room supervisor.

Proctors may assist the room supervisor by performing the following, additional activities:

- Verify the timing of the test with the room supervisor.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the rest room if more than one leaves during the timed portion of the test.
- Serve as a hall monitor and assist in multiple rooms.

TEST FACILITIES

Facility Requirements

Introduction

The test coordinator must select the test site and reserve rooms for the test administration. Test sites and rooms must meet several requirements that help ensure a fair and secure test environment.

Note: All examinees testing in the same room are required to take the same subject tests.

Room Type, Size, and Setup

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate.

ACT recommends:

- Using single-level classrooms
- Avoiding multiple-level seating (it makes it easier to see another examinee's test)
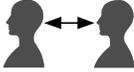
To ensure a fair and secure testing environment:

- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Ensure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Examinees testing with extended time must be tested in a separate room from examinees testing with standard time.
- Arrange the room so that:
  - ~ The room supervisor will be facing the examinees during testing.
  - ~ Testing staff can freely circulate the room and have a clear view of all examinees and materials.
  - ~ Seating minimizes the possibility of prohibited behavior.

Seating Arrangements

Seating arrangements must minimize any possibility of prohibited behavior. For paper testing, examinees must be:

- Facing the same direction
- Spaced as far apart as possible
- Seated no closer than is specified in the following table:

Required Minimum Space Between Examinees

Room Type	Required Space from Side-to-Side	Required Space from Front-to-Back
Single-Level	3 feet	3 feet
Multiple-Level	3 feet	5 feet

- Seated in straight rows and columns, directly in line with each other
- Seated so that aisle space allows room for staff to circulate throughout the room without disturbing examinees
- Able to see the room supervisor without difficulty
- Able to see the room clock, if there is one, without looking around

Seating Arrangement Examples

Acceptable
Seating Arrangement Examples

"min." = minimum   "ft." = feet

⟵⟶ indicates distance between examinees

Side-to-side distances are measured from shoulder-to-shoulder

Front-to-back distances are measured from head-to-head

Side View   Overhead View

Examinee Spacing

Level Seating with Movable Desks

3 ft. min. plus room to circulate

3 ft. min.

Level Seating with Stationary Desks

3 ft. min.

3 ft. min.

Left handed Examinees
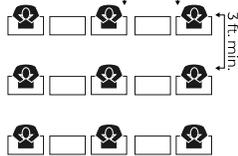
Extra Right-handed Desk

Left-handed Examinees at Right-handed Desks

5 ft. min.

5 ft. min.
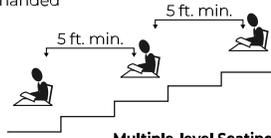
Multiple-level Seating

Table Spacing

6–Foot Tables

3 ft. min.   3 ft. min.   3 ft. min.

8–Foot Tables

3 ft. min.   3 ft. min.   3 ft. min.
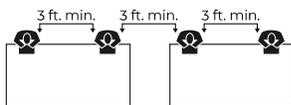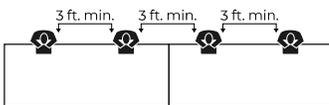
Tables more than 9 feet

3 ft. min.   3 ft. min.
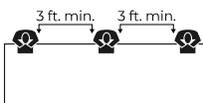
Tables under 6 feet

3 ft. min.
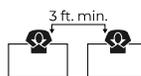
Round tables any size

3 ft. min.
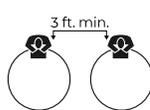
Unacceptable
Seating Arrangement Examples

Examinees Facing the Wall or Each Other
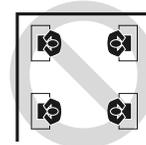
Desk Surface Too Small
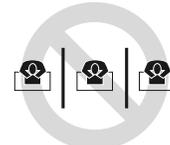
Dividers, Study Carrels, and Partitions

Examinees Too Close Together/Inadequate Aisle Space
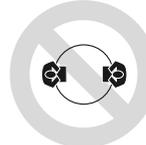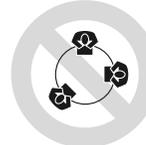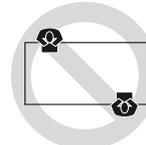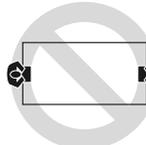
Examinees Facing Different Directions

Examinees Not in Straight Rows and Columns Directly in Line with Each Other

Work Surfaces

Work surfaces must be smooth, hard surfaces large enough for examinees to work comfortably with the items needed for testing. Temporary surfaces that rest on the chair arms or the back of the row in front must be approved in advance by ACT. Lapboards are not allowed.

Note: For left-handed examinees, use standard left-handed desks or work surfaces that are large enough for these examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so left-handed examinees can use both surfaces.

Desirable Testing Conditions

Most room supervisors will administer the tests to their examinees in the school's computer lab during regular class periods. You may test all examinees in a given grade and subject at the same time if facilities and schedules permit. To minimize distractions during testing, all examinees in a room must take the same subject test.

Rooms used for testing should offer ample seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction. Adhering to the following guidelines will help minimize the possibility that examinees will look at each other's work.

Ensuring Quiet Test Sessions

Take the following actions to ensure quiet test sessions:

- Ask the building's administration to turn off audible signals that normally sound at the beginning and end of classes.
- Consider including the cancellation of fire, tornado, or lock down drills during the testing window. As a reminder, there's monthly siren testing that occurs statewide.
- Ensure that announcements are not made on the public address system during test sessions.
- Post signs outside the test rooms to warn others that testing is in progress and that quiet is required.

TEST MATERIALS

Materials Requirements

Materials Overview

Important! Paper testing materials are provided for examinees identified in PearsonAccess^next with a delivery format of paper.

Materials Provided in Your Shipment

ACT will include the following materials in your shipment:

Packing list: A list of all of the items in your shipment

Security checklist: A list of all pre-assigned security barcodes for test booklets included in the shipment

Test coordinator kit: Kit containing return shipping labels

Test booklets: Each test booklet is printed with a serial number and test form code, and includes one subject test (English, mathematics, reading, science, or writing)

Answer documents: Each answer document is specific to the subject of the test booklet.

Braille kit:

- Answer document for the requested grade level and subject
- Regular-print test booklet for the requested grade level and subject
- Braille test booklet for the requested grade level and subject
- Instruction sheet

Large print kit:

- Answer document for requested grade and subject
- Regular-print test booklet for the requested grade level and subject
- Large print test booklet for the requested grade level and subject
- Instruction sheet

Pre-ID labels: Pre-ID labels should be placed on the front cover of examinees' answer documents. Each label includes the following examinee information:

- Last name
- First name
- Middle initial (if applicable)
- Date of birth
- Gender
- Grade
- State student ID
- Test administration
- School name
- Sequence number
- Test subject
- State abbreviation

- Organization code
- Sequential barcode

Note: Examinees whose information was not submitted before the deadlines noted in your Schedule of Events (found on your ACT-hosted web page at **https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/arkansas/aspire.html***) may not receive a label. Additional orders containing 50 or more tests will receive labels; smaller additional orders will not.*

Security of Materials

Copyrighted Test Materials

Tests are copyrighted and cannot be photocopied or used for any purpose other than testing.

Keeping Test Materials Secure

The test coordinator is responsible for the security of all test materials from the time the materials are delivered to the time they are returned to ACT. The test coordinator must protect the materials from damage, theft, loss, or conditions that could allow prior access to the tests.

Storage of Test Materials

Materials must be kept in secure storage at all times before and after testing.

Authorized Access

Staff access to materials must be limited to necessary test day preparation activities, the test administration, and counting and packing materials for return to ACT. Access to test materials prior to test day is restricted to the test coordinator; however, a designated staff member may assist with materials if the test coordinator is present and if that individual does not present a conflict of interest.

Managing Materials During and After Testing

Damaged or Contaminated Test Materials

Test materials damaged or contaminated during testing should be replaced. After testing, the test coordinator must:

- Grid examinee information from PearsonAccess[next] onto an overage blank answer document.
- Record the security barcode number of the damaged and new booklets, if applicable.
- Testing staff should make sure that the test form code on the replacement test booklet matches the test form code on the damaged/contaminated booklet.
- If possible, transcribe responses from the damaged test material onto the blank document. If this is not possible, the examinee must be given an opportunity to retest.
- Destroy any contaminated material according to local biohazards protocols.
- Compile a list of damaged/contaminated test booklets and answer documents and return with your non-scorable materials packing list.

Handling Materials on Test Day

On test day, the test coordinator personally hands test materials to room supervisors. After the test, the room supervisors return the test materials to the test coordinator.

TEST ADMINISTRATION

Test Administration Requirements

Test Times by Grade and Subject

The timing of each subject test varies by subject and grade. For Summative testing, when English Text to Speech Audio (English TTS Audio), Spanish Text + Audio, or English Text to Speech Audio + Orienting Description (English TTS Audio + Orienting Description) is selected within the Personal Needs Profile (PNP), the online tests will launch with 300% extra time already included.

The following tables provide test times in minutes for standard forms and audio forms.

Test Times by Grade and Subject (in minutes) - Standard Testing

Grade	English	Math	Reading	Science	Writing
EHS	45	75	65	60	40

Test Times by Grade and Subject (in minutes) - English TTS Audio, English TTS Audio + Orienting Description

Grade	English	Math	Reading	Science	Writing
EHS	N/A	225	N/A	180	120

Test Times by Grade and Subject (in minutes) - Spanish Text + Audio

Grade	English	Math	Reading	Science	Writing
EHS	N/A	225	N/A	180	120

Note:

- *EHS = Early High School (Grades 9-10)*
- *N/A = Not applicable (extended testing time is not an option for these subject tests)*

Timepieces

Each room needs two timepieces as a precaution in the event one fails. ACT recommends that one of these be an interval timer or stopwatch. Do not use a cell phone or smartwatch as one of your timepieces.

Announcement of Time Remaining

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

If a clock is visible to all examinees in the testing room, you may post the Start and Stop times and/or time allowed for each test on the board (e.g., English test, 40 minutes: Start time—9:00, Stop time—9:40). Do not post time remaining.

Mistiming

Use a stopwatch or interval timer to ensure the exact time is allowed for each test. To verify the time given for each test, the Start and Stop times and the five-minutes-remaining time must be noted and computations checked carefully before time is called. If a designated school staff member is assigned to help in the test room, that person should also keep time with the room supervisor.

Note: Scores cannot be adjusted to compensate for a mistiming.

If a mistiming on a subject test occurs and is noticed on the same day of testing, allow the examinees to make up the shortage of time in that section before dismissal. If a mistiming on a subject test is noticed after dismissal, the test must be voided. Report any mistimings on the Testing Irregularity Report found at the end of this manual (or in the irregularity reporting tool in PearsonAccess[next]) and return the report to the test coordinator with your answer documents. All Testing Irregularity Reports should be forwarded to the local test coordinator after testing and be entered into PearsonAccess[next].

Allowed and Prohibited Items in the Test Room

Calculator Policy

The Calculator Policy varies by grade. Examinees are allowed, but not required, to use an authorized calculator on the mathematics test.

TestNav includes a calculator tool for all applicable mathematics tests.

The use of calculators is not permitted on any other subject test. Unless a hand-held calculator is provided by the school, each examinee is responsible for bringing a calculator to the test and making sure it works properly. Examinees may bring a backup calculator and extra batteries, but they may not have more than one calculator on the desk or in operation at a time. Examinees are not allowed to share calculators during testing.

It is the school's responsibility to confirm that all calculators used by examinees are authorized before testing. See the Calculator Policy on the ACT-hosted web page, under Step 5: Administration.

Note: All problems can be solved without the use of a calculator.

Materials Provided by the School

Testing sites will provide the following items for each test room:

Materials Provided by the School

Item	Description
Timers	Provide each room supervisor with two accurate timepieces in order to time each test.
Pencils	You may instruct examinees ahead of time to bring pencils, but it is generally advisable to provide a supply of pencils in each room. • Paper testing requires a No. 2 pencil for marking answers.
Pencil sharpener	Provide a pencil sharpener in each test room.
Scratch paper	Examinees may use scratch paper if they request it. For each blank sheet, instruct examinees to write the following information on the top of the sheet: • First and last name • School name • Test subject • School grade Room supervisors will collect the scratch paper after testing and return the sheets to the test coordinator with the other testing materials. At the end of testing, securely destroy the scratch paper or securely retain it for one year per local guidelines.
Calculators	The school may choose to provide calculators to examinees or the examinees may bring their own calculator to test. See the Calculator Policy.

Electronic Devices

Examinees are not allowed to have cell phones or any electronic communication devices on their person. Preferably, examinees should not bring electronic devices into the test room; if they do, these devices are to be turned off and put away. A warning to examinees to not set alarms is included in the verbal instructions.

Note: Alarms can distract examinees. Make sure staff alarms are off as well.

Wisconsin Policy: Electronic devices needed for accommodations such as blood sugar monitoring are acceptable. The device must be held by the room supervisor or proctor during testing and used only for its medical purpose under the direct supervision of testing staff.

Unauthorized Testing Aids

The use of notes or any English dictionary is not permitted. Only bilingual word-to-word dictionaries are permitted if the examinee is authorized to use one. See the *ACT-Authorized Bilingual Word-to-Word Dictionaries* on the ACT-hosted web page under Administration.

Accessibility and Accommodations

ACT strives to provide equal access to all examinees, recognizing that some examinees need technological and other forms of support to be able to test fairly and to the best of their abilities. The need for accessibility is universal.

Administration of ACT Aspire with accessibility supports is a local decision. In ACT Aspire, any examinee—with or without an identified disability—may use accessibility supports that appropriately match the examinee's needs. ACT recommends that examinees who use accommodations have a formally documented need as well as relevant knowledge and familiarity with these tools. Policy decisions regarding who may use accommodations rests with your local governing educational authority. Refer to your local educational policy for specific advice related to accommodations use.

Any formal qualifying procedure that is required by your educational authority must be completed prior to completing the Personal Needs Profile (PNP) process.

Those with test coordinator permissions in PearsonAccess[next] must select accommodations through the online PNP process in PearsonAccess[next] prior to an examinee beginning to test.

For additional information about accommodations and accessibility supports, see the *ACT Aspire Accessibility Supports Guide* on the ACT-hosted web page, under Step 3: Accommodation. Refer to the *ACT Aspire Test Coordinator Manual* for accessibility and accommodations support guidance for specific test day activities.

Prohibited Behavior

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

- Looking at another examinee's test booklet, answer document, or computer/device screen display
- Giving or receiving assistance
- Disturbing other examinees
- Using notes or other unauthorized aids
- Using a calculator on any test other than the mathematics test
- Sharing a calculator with another examinee
- Using any device, including calculators, to share or exchange information at any time during the tests, the break, or after testing (All electronic communication devices, including cell phones, must be turned off and put away from the time the examinee is admitted to test until dismissal after testing concludes.)
- Attempting to remove test materials, including test questions or answers, from the test room by any means
- Exhibiting confrontational, threatening, or unruly behavior
- Creating a disturbance or allowing an alarm or phone to sound in the test room
- For paper testing, filling in circles or answering questions after time has been called

The direct observation of prohibited behavior requires the room supervisor to dismiss the examinee and mark the examinee's test with a Do Not Report code. Some organizations may require a review of testing irregularities before tests are marked as Do Not Report. Please refer to your local policies.

If you suspect an examinee is engaged in this activity, discreetly warn the examinee that the activity is prohibited, direct the examinee to resume testing, and continue to observe the examinee closely. Document your suspicions and actions using the irregularity reporting tool in PearsonAccess[next].

Irregularities

ACT Irregularity Policy

The irregularity reporting tool in PearsonAccess[next] is intended for use primarily by school personnel to record any test administration irregularities that may affect examinee scores or the analysis of ACT Aspire results. Recording an irregularity for an examinee is not the same as marking the examinee's test with a Do Not Report code and dismissing the examinee for prohibited behavior. Testing personnel should use the irregularity reporting tool to report any irregularities occurring within the room. Instructions for submitting an Irregularity Report can be found under "Submit an Irregularity Report."

Document any of the following:

- An examinee engages in a prohibited behavior
- An examinee becomes ill or leaves the room during testing (except for bathroom breaks)
- An examinee fails to follow instructions (responds to questions randomly, obviously does not read questions prior to responding, or refuses to respond to questions)

- A general disturbance or distraction occurs that could affect one or more examinees' results
- An examinee questions the accuracy or validity of an item
- A test is mistimed

In situations where an examinee can resume testing after illness, or a general disturbance, room supervisors should allow it. Instructions for resuming a test can be found under "Resume an Interrupted Test" in the appropriate ACT Aspire Room Supervisor Manual.

Irregularities in the Environment category encompass external factors that may affect examinee testing, including outside noises, hot/cold room temperatures, power outages, severe weather, and emergency evacuations.

The Examinee category of irregularities includes examinee behaviors that may affect their performance or the performance of other examinees. These include the exhibition of prohibited behaviors described previously, examinee complaints about testing conditions, challenges of test items, arriving late for testing, or not showing up for testing.

Item challenges require the following information to be provided in the irregularity report:

- Examinee's name
- Grade level
- Subject test
- Test item

The Staff category includes actions testing staff may engage in that affect testing. These include failure to follow testing procedures such as mistiming a test or not reading the verbal instructions from the room supervisor manual, or other inappropriate behavior like engaging in personal communication via other staff, telephone, or text during testing.

Submit an Irregularity Report

Submit an irregularity report in PearsonAccess^next for each occurrence of a group or individual irregularity. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of any examinees involved.

1. Select the **Testing** icon.
2. Select **Student Tests** to access the Student Tests screen.
3. Check the box next to the examinee(s) affected by this irregularity or type under **Find Student Tests**, then select **Search**.

   Note: If the irregularity affects an entire room, select all examinees present in that room. If it affects the entire test site, select all examinees present at the test site.

4. In the Tasks pane, select **Manage Irregularities** and then select **Start**. The Manage Irregularities screen appears, displaying all tests for the selected examinees.
5. Check the box next to each of the selected tests.
6. Enter **Irregularity Date/Time**, **Irregularity Type**, and **Comments** at the top of the screen.
   - Be sure the Irregularity Date/Time reflects the date and time the irregularity occurred. This can be typed in or entered using the calendar/clock icon pop-ups located to the right of this field. Select the calendar icon to access the calendar and choose the correct date. Next, select the clock icon at the bottom of the calendar and choose the correct time.
   - The comments field allows a maximum of 1000 characters. If that is insufficient to provide necessary information, include the statement "Additional details on file" in the comments field, and keep a full written account of the irregularity in your files for 12 months.
7. Select **Apply to Selected**.

8. If another irregularity affects the same test(s), take the following actions:

    a. Uncheck the boxes next to each test.

    b. Select the "**+**" icon to the right of each examinee to add another entry line to each examinee.

    c. Check the box next to the new line.

       The new irregularity will be applied to all lines where the boxes are checked. Any existing information in those lines will be overwritten and lost. Be sure only blank lines are checked before proceeding.

    d. Repeat steps 6–8.

9. When finished entering irregularities, select **Save**.

10. Select **Exit Tasks**.

Administer the Test

Change an Examinee's Test Format

Note: When DPI runs the initial student data load, all students will have a delivery format set to online. For any student who requires paper testing, the delivery format must be changed.

An examinee's test format must be changed before test materials are scheduled to be shipped. Refer to your Schedule of Events for when this activity occurs. If the date has passed, an additional order will need to be created.

Note: If the examinee is being moved from online to paper, remove the examinee from the test session. If the examinee is being moved from paper to online, add the examinee to an existing test session.

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.

    The Students screen appears with a list of examinees. From here you can search for specific students. In the **Search** drop-down menu, select Show all results to see a list of all students. You also may apply a filter by entering additional details.
3. Check the box next to the examinee to be edited.
4. In the **Tasks** pane, check the box next to **Manage Student Tests**.
5. Select the **Start** button.

    The Manage Student Tests screen appears.
6. Select the grade for the examinee you wish to edit from the **Student Tests** menu.
7. Select the appropriate subject test from the drop-down menu under that grade.
8. In the **Delivery Format** field, select the new test delivery format.

    Note: You can change an examinee's test delivery format from online to paper or vice versa.
9. Select the **Create** button.

    *Note: If the test already was assigned, select the **Save** button.*

    A "Success - Changes Saved" message appears.
10. Select the **Exit Tasks** button.

    The Students screen appears.

Answering Questions

Specific instructions about guessing are included in the verbal instructions for each test. If examinees ask you about guessing, refer them to these instructions or repeat the appropriate section for the examinee. Do not comment on or add to the printed instructions in any way. You can answer questions about the general test instructions before testing starts.

Do not answer questions regarding individual test items. You may respond to such questions by providing appropriate administration directions or suggestions like "Do the best you can."

If examinees note typographical errors or ambiguities in particular test items, instruct them to do the best that they can and then include an explanation of their questions or comments using the irregularity reporting tool in PearsonAccess[next].

Allowing Students to Leave the Test Room

Examinees may be allowed to use the bathroom during the timed portion of the tests. Only one examinee may leave the testing room at a time without being accompanied by testing staff.

You may stop timing the test for the particular examinee. Collect the test booklet, answer document, and any scratch paper before the examinee leaves the room and return these materials when the examinee returns. Resume timing the test for the examinee.

Such absences do not need to be recorded as an irregularity in the Testing Irregularity Report or in the irregularity reporting tool in PearsonAccessnext. Do not leave examinees unsupervised in a testing room at any time.

Post-Test Cleanup

Accessibility Transcription Instructions

If an examinee responds in a non-standard format, the response must be transcribed. If the examinee tests online, transcribe responses into TestNav. If the examinee tests on paper, transcribe responses onto the answer document that was sent with the paper testing materials. Examinee work not transcribed will not be scored. The room supervisor must arrange for transcription to occur as soon as possible after the examinee completes a test session. Online transcription must occur prior to the test being submitted for scoring.

See the *ACT Aspire Accessibility Supports Guide* on the ACT-hosted web page under Verification for more information on which supports require transcription.

Post-Test Checklist

- Turn all used answer documents the same way with the same side up.
- Turn all used test booklets the same way with the cover up.
- For any examinees who tested with large print or Braille materials, transcribe the examinee's answers onto an answer document.

    Note: Failure to do this will prevent the examinee from receiving a score.

- Keep unused answer documents and test booklets separate.
- Ensure that any answer documents that should not be scored due to a mistiming or other irregularity are marked "void."
- Use the Testing Irregularity Report at the end of this manual and the irregularity reporting tool in PearsonAccess[next] to describe any deviations from testing procedures described in this manual. Remind the test coordinator to enter all irregularities in PearsonAccess[next].
- Ensure the correct number of answer documents for each test subject is being returned for scoring.
- Return all materials listed above and examinees' scratch paper to your test coordinator.

VERBAL INSTRUCTIONS
Introductory Steps

Study these instructions before test day. In some cases, multiple versions of the verbal instructions for each subject are provided to address different grade levels of examinees. On the test day, follow the instructions for the subject test being administered in your room. It may be helpful to mark or highlight the appropriate set of instructions in this manual ahead of time.

Reading the Verbal Instructions

To ensure standardized conditions, room supervisors must read the verbal instructions loudly, clearly, and exactly as written. This ensures all examinees receive consistent, accurate instructions.

- Read aloud only those instructions in the shaded boxes; do not depart from this text.
- Do not read aloud the text in [brackets]; instead, use text that is appropriate for the specific instruction.
- Text in (parentheses) is optional.
- Pause frequently and wait for examinees to finish the task before proceeding. Where an ellipsis (…) appears, a pause in reading instructions is recommended.
- Look at examinees to be sure they are following instructions.
- Read the instructions that are appropriate for your test room.
- Perform tasks only when directed to do so.

Test Times

The test times indicated in the verbal instructions reflect standard testing conditions. For examinees testing with accommodations, adjust the verbal instructions to reflect the appropriate test times (see "Test Times by Grade and Subject" in the Test Administration section of this manual).

Turn to the instructions that apply to the test you are administering.

English: Grades 9–10

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.

2. Say:

   You are about to take a test related to your coursework. You should try your best and do your own work. It is best to answer every question even if you are not sure of your answer.

   Please clear your desks of everything except your pencils and turn off all electronic devices.

   The test materials will now be distributed.

3. Distribute the test materials.
   a. Hand examinees their test materials individually.
   b. Keep an exact count of the number of test materials distributed.

4. Say:

   Set the test booklet and answer document side by side on your workspace with their front covers showing. Look at the test booklet and answer document.

   If your test booklet and answer document do not match, raise your hand.

5. Say:

   Bubble the test form code from the test booklet on the answer document in Box D.

   Note: If an examinee uses large print or braille paper accommodations, be sure the examinee uses the answer document from their test kit and indicates the appropriate accommodation in Box D.

6. Give examinees time to print their names.

7. Say:

   Your answer document should have your name printed on it, and you should have printed your name on the test booklet. Check to make sure that your name is in both places. Once you have bubbled in the test form code and printed your name on the front of the test booklet, do not write on your answer document again until I tell you.

   Fill in the appropriate circles below each box …

   On the back cover of the answer document, locate Box H, Today's Date. Today's date is [provide today's date]. Fill in the circle next to [provide the month]. Next write [provide the date and year] in the boxes.

8. Give examinees time to complete their pretest information.

9. Say:

   Now turn your test booklet over so that the back is facing up, and read the directions there silently while I read them aloud …

10. Say:

> This test asks questions about writing in English. Some questions are based on short reading passages.
>
> Read each passage before you answer the questions.
>
> **Multiple-choice questions:**
>
> - Read the question and then choose the best answer from the answer choices given.
> - Some questions refer to specific text. In many cases, you will be given alternatives for this text. Choose the best alternative. If you think the original text is best, choose "NO CHANGE."
> - Some questions ask about a section of the passage or about the passage as a whole. These questions may be identified by a number in a box. Sometimes, the paragraphs or the sentences of a paragraph will be numbered and referred to in these questions.
> - In the answer document, completely fill in the circle that goes with the answer you think is best.
> - If you decide to change your answer, erase your first mark completely.
> - It is best to answer every question even if you are not sure which answer is correct.
> - Instructions for marking your answers are given in your answer document.
>
> Please note:
>
> - Any writing in your test booklet will NOT be scored. Only your responses in your answer document will be scored.
> - Begin working on the test when you are told to do so.
> - If you finish the test before time is called, you should use the remaining time to review your work.
> - When time is called, lay down your pencil immediately.
> - You may NOT change your answers in any way after time is called.

11. Wait for examinees to read the directions.
12. Say:

> Do not open this booklet until told to do so.
>
> Please double check that you have gridded the correct test form code from the test booklet onto your answer document...
>
> You will have 45 minutes to complete this test.
>
> Open your test booklet and answer document and begin entering your answers on page 3 of the answer document.

13. Begin timing.
14. During the test, do the following:

    a. Record the Start, Stop, and 5 minutes remaining time on the lines below.

START	5 minutes remaining	STOP

    b. If an examinee finishes their tests before others, instruct them to sit quietly until everyone has completed the test. They should not be allowed to do other work or look at any materials while they wait.

15. When 5 minutes remain on the timer, say:

> Attention. You have 5 minutes remaining.

16. When the timer reaches zero, say:

> Stop, put your pencil down, close your test booklet, and look up at me now.

17. Say:

> On the front of your answer document, find Box D and make sure that you have gridded the test form code. The test form code can be found on the front cover of the test book. Next, on the back of the answer document, find Box G and read the Statement. Print your name on the line and then put down your pencil.

18. Say:

> I will now collect the answer documents. Then I will collect all the test booklets. Do not pass them in.

19. While examinees remain in their seats, follow the instructions below:
    a. Individually collect answer documents from the examinees.
       - Verify that examinees have:
         ~ separated their answer documents from their test booklets
         ~ gridded the test form code (Box D)
         ~ entered the test date information (Box H)
         ~ printed their names on the answer documents (Box G)
       - Verify the number of answer documents collected equals the number of examinees.
    b. Individually collect the test booklet and scratch paper from each examinee.
       - Verify the number of booklets collected equals the number distributed.
       - Account for all scratch paper.
    c. Keep the collected test materials where examinees do not have access.

    IMPORTANT: No one may access the test booklets or answer documents once they've been collected.

20. If you will administer another test, locate the verbal instructions for the appropriate subject and grade level.

Math: Grades 9–10

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.

2. Say:

> You are about to take a test related to your coursework. You should try your best and do your own work. It is best to answer every question even if you are not sure of your answer.
>
> Please clear your desks of everything except your pencils and turn off all electronic devices.
>
> The test materials will now be distributed.

3. Distribute the test materials.
   a. Hand examinees their test materials individually.
   b. Keep an exact count of the number of test materials distributed.

4. Say:

> Set the test booklet and answer document side by side on your workspace with their front covers showing. Look at the test booklet and answer document.
>
> If your test booklet and answer document do not match, raise your hand.

5. Say:

> Bubble the test form code from the test booklet on the answer document in Box D.

Note: If an examinee uses large print or braille paper accommodations, be sure the examinee uses the answer document from their test kit and indicates the appropriate accommodation in Box D.

6. Give examinees time to print their names.

7. Say:

> Your answer document should have your name printed on it, and you should have printed your name on the test booklet. Check to make sure that your name is in both places. Once you have bubbled in the test form code and printed your name on the front of the test booklet, do not write on your answer document again until I tell you.
>
> Fill in the appropriate circles below each box …
>
> On the back cover of the answer document, locate Box H, Today's Date. Today's date is [provide today's date]. Fill in the circle next to [provide the month]. Next write [provide the date and year] in the boxes.

8. Give examinees time to complete their pretest information.

9. Say:

> Now turn your test booklet over so that the back is facing up, and read the directions there silently while I read them aloud …

10. Say:

> Inside this booklet are questions about mathematics. Some questions are multiple-choice. Others ask you to write a short answer.
>
> **Multiple-choice questions:**
>
> - There is one correct answer.
> - Read the question and then choose the correct answer.
> - On the answer document, completely fill in the circle that goes with the answer you think is correct.
> - If you decide to change your answer, erase your first answer completely.
> - It is best to mark an answer for every question even if you are not sure which answer is correct
>
> **Short-answer questions:**
>
> - Write your answer on the answer document.
> - Write your entire answer inside the box that goes with the question.
> - Your response will be evaluated on how well it explains and justifies the mathematics of the question.
> - If you use calculations to support your answer, give both the result and what you calculated (for example, in addition to giving 3.3, also tell that it was a calculation of 23 ÷ 7 rounded to tenths).
>
> Note:
>
> Unless there is an indication otherwise, assume the following:
> - Diagrams are NOT necessarily drawn to scale.
> - Geometric figures are in a plane.
> - The word *line* indicates a straight line.
> - The word *average* indicates arithmetic mean.
>
> $$\frac{1+7+3}{3}$$
>
> (For example, is the average of 1, 7, and 3.)
>
> You may use a calculator for any questions you choose. Some questions are best answered without using a calculator.
>
> Any writing in your test booklet will NOT be scored. Only your responses in your answer document will be scored.
>
> Begin working on the test when you are told to do so.
>
> If you finish the test before time is called, you should use the remaining time to review your work.
>
> When time is called, lay down your pencil immediately.
>
> You may NOT change your answers in any way after time is called.

11. Wait for examinees to read the directions.

12. Say:

> Do not open this booklet until told to do so.
>
> Please double check that you have gridded the correct test form code from the test booklet onto your answer document...
>
> You will have 75 minutes to complete this test.
>
> Open your test booklet and answer document and begin entering your answers on page 3 of the answer document.

13. Begin timing.

14. During the test, do the following:

    a. Record the Start, Stop, and 5 minutes remaining time on the lines below.

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

    b. If an examinee finishes their tests before others, instruct them to sit quietly until everyone has completed the test. They should not be allowed to do other work or look at any materials while they wait.

15. When 5 minutes remain on the timer, say:

> Attention. You have 5 minutes remaining.

16. When the timer reaches zero, say:

> Stop, put your pencil down, close your test booklet, and look up at me now.

17. Say:

> On the front of your answer document, find Box D and make sure that you have gridded the test form code. The test form code can be found on the front cover of the test book. Next, on the back of the answer document, find Box G and read the Statement. Print your name on the line and then put down your pencil.

18. Say:

> I will now collect the answer documents. Then I will collect all the test booklets. Do not pass them in.

19. While examinees remain in their seats, follow the instructions below:

    a. Individually collect answer documents from the examinees.
       - Verify that examinees have:
         ~ separated their answer documents from their test booklets
         ~ gridded the test form code (Box D)
         ~ entered the test date information (Box H)
         ~ printed their names on the answer documents (Box G)
       - Verify the number of answer documents collected equals the number of examinees.

    b. Individually collect the test booklet and scratch paper from each examinee.
       - Verify the number of booklets collected equals the number distributed.
       - Account for all scratch paper.

    c. Keep the collected test materials where examinees do not have access.

    IMPORTANT: No one may access the test booklets or answer documents once they've been collected.

20. If you will administer another test, locate the verbal instructions for the appropriate subject and grade level.

Reading: Grades 9-10

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.

2. Say:

> You are about to take a test related to your coursework. You should try your best and do your own work. It is best to answer every question even if you are not sure of your answer.
>
> Please clear your desks of everything except your pencils and turn off all electronic devices.
>
> The test materials will now be distributed.

3. Distribute the test materials.
   a. Hand examinees their test materials individually.
   b. Keep an exact count of the number of test materials distributed.

4. Say:

> Set the test booklet and answer document side by side on your workspace with their front covers showing. Look at the test booklet and answer document.
>
> If your test booklet and answer document do not match, raise your hand.

5. Say:

> Bubble the test form code from the test booklet on the answer document in Box D.

Note: If an examinee uses large print or braille paper accommodations, be sure the examinee uses the answer document from their test kit and indicates the appropriate accommodation in Box D.

6. Give examinees time to print their names.

7. Say:

> Your answer document should have your name printed on it, and you should have printed your name on the test booklet. Check to make sure that your name is in both places. Once you have bubbled in the test form code and printed your name on the front of the test booklet, do not write on your answer document again until I tell you.
>
> Fill in the appropriate circles below each box …
>
> On the back cover of the answer document, locate Box H, Today's Date. Today's date is [provide today's date]. Fill in the circle next to [provide the month]. Next write [provide the date and year] in the boxes.

8. Give examinees time to complete their pretest information.

9. Say:

> Now turn your test booklet over so that the back is facing up, and read the directions there silently while I read them aloud …

10. Say:

> This test asks you to read and then answer questions about each of several reading passages.
>
> **Multiple-choice questions:**
>
> - Read the question and then choose the best answer from the answer choices given.
> - In the answer document, completely fill in the circle that goes with the answer you think is best.
> - If you decide to change your answer, erase your first mark completely.
> - It is best to answer every question even if you are not sure which answer is correct.
> - Instructions for marking your answers are given in your answer document.
>
> **Short-answer questions:**
>
> - Write your entire answer inside the box that goes with the question.
> - Use your best handwriting.
> - Instructions for writing your answers are given in your answer document.
>
> Please note:
>
> - Any writing in your test booklet will NOT be scored. Only your responses in your answer document will be scored.
> - Begin working on the test when you are told to do so.
> - If you finish the test before time is called, you should use the remaining time to review your work.
> - When time is called, lay down your pencil immediately.
> - You may NOT change your answers in any way after time is called.

11. Wait for examinees to read the directions.

12. Say:

> Do not open this booklet until told to do so.
>
> Please double check that you have gridded the correct test form code from the test booklet onto your answer document...
>
> You will have 65 minutes to complete this test.
>
> Open your test booklet and answer document and begin entering your answers on page 3 of the answer document.

13. Begin timing.

14. During the test, do the following:

    a. Record the Start, Stop, and 5 minutes remaining time on the lines below.

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

    b. If an examinee finishes their tests before others, instruct them to sit quietly until everyone has completed the test. They should not be allowed to do other work or look at any materials while they wait.

15. When 5 minutes remain on the timer, say:

> Attention. You have 5 minutes remaining.

16. When the timer reaches zero, say:

Stop, put your pencil down, close your test booklet, and look up at me now.

17. Say:

On the front of your answer document, find Box D and make sure that you have gridded the test form code. The test form code can be found on the front cover of the test book. Next, on the back of the answer document, find Box G and read the Statement. Print your name on the line and then put down your pencil.

18. Say:

I will now collect the answer documents. Then I will collect all the test booklets. Do not pass them in.

19. While examinees remain in their seats, follow the instructions below:
    a. Individually collect answer documents from the examinees.
       • Verify that examinees have:
         ~ separated their answer documents from their test booklets
         ~ gridded the test form code (Box D)
         ~ entered the test date information (Box H)
         ~ printed their names on the answer documents (Box G)
       • Verify the number of answer documents collected equals the number of examinees.
    b. Individually collect the test booklet and scratch paper from each examinee.
       • Verify the number of booklets collected equals the number distributed.
       • Account for all scratch paper.
    c. Keep the collected test materials where examinees do not have access.

    IMPORTANT: No one may access the test booklets or answer documents once they've been collected.

20. If you will administer another test, locate the verbal instructions for the appropriate subject and grade level.

Science: Grades 9-10

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.

2. Say:

> You are about to take a test related to your coursework. You should try your best and do your own work. It is best to answer every question even if you are not sure of your answer.
>
> Please clear your desks of everything except your pencils and turn off all electronic devices.
>
> The test materials will now be distributed.

3. Distribute the test materials.
   a. Hand examinees their test materials individually.
   b. Keep an exact count of the number of test materials distributed.

4. Say:

> Set the test booklet and answer document side by side on your workspace with their front covers showing. Look at the test booklet and answer document.
>
> If your test booklet and answer document do not match, raise your hand.

5. Say:

> Bubble the test form code from the test booklet on the answer document in Box D.

> *Note: If an examinee uses large print or braille paper accommodations, be sure the examinee uses the answer document from their test kit and indicates the appropriate accommodation in Box D.*

6. Give examinees time to print their names.

7. Say:

> Your answer document should have your name printed on it, and you should have printed your name on the test booklet. Check to make sure that your name is in both places. Once you have bubbled in the test form code and printed your name on the front of the test booklet, do not write on your answer document again until I tell you.
>
> Fill in the appropriate circles below each box …
>
> On the back cover of the answer document, locate Box H, Today's Date. Today's date is [provide today's date]. Fill in the circle next to [provide the month]. Next write [provide the date and year] in the boxes.

8. Give examinees time to complete their pretest information.

9. Say:

> Now turn your test booklet over so that the back is facing up, and read the directions there silently while I read them aloud …

10. Say:

> This test presents multiple-choice questions and short-answer questions based on several passages about scientific topics. After reading a passage, use the information in the passage to answer each question.
>
> **Multiple-choice questions:**
>
> - Read the question and then choose the best answer from the four choices.
> - In the answer document, completely fill in the circle that goes with the answer you think is best.
> - If you decide to change your answer, erase your first answer completely.
> - Mark an answer for every question even if you are not sure which answer is best.
> - Instructions for marking your answers are given in your answer document.
>
> **Short-answer questions:**
>
> - Read the description of the task and then find in your answer document the number of the question.
> - Write your answer in the lined box.
> - Write your entire answer inside the box that goes with the question.
> - Instructions for writing your answers are given in your answer document.
>
> Please note:
>
> - Any writing in your test booklet will NOT be scored. Only your responses in your answer document will be scored.
> - Begin working on the test when you are told to do so.
> - If you finish the test before time is called, you should use the remaining time to review your work.
> - When time is called, lay down your pencil immediately.
> - You may NOT change your answers in any way after time is called.

11. Wait for examinees to read the directions.

12. Say:

> Do not open this booklet until told to do so.
>
> Please double check that you have gridded the correct test form code from the test booklet onto your answer document...
>
> You will have 60 minutes to complete this test.
>
> Open your test booklet and answer document and begin entering your answers on page 3 of the answer document.

13. Begin timing.

14. During the test, do the following:

    a. Record the Start, Stop, and 5 minutes remaining time on the lines below.

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

    b. If an examinee finishes their tests before others, instruct them to sit quietly until everyone has completed the test. They should not be allowed to do other work or look at any materials while they wait.

15. When 5 minutes remain on the timer, say:

> Attention. You have 5 minutes remaining.

16. When the timer reaches zero, say:

> Stop, put your pencil down, close your test booklet, and look up at me now.

17. Say:

> On the front of your answer document, find Box D and make sure that you have gridded the test form code. The test form code can be found on the front cover of the test book. Next, on the back of the answer document, find Box G and read the Statement. Print your name on the line and then put down your pencil.

18. Say:

> I will now collect the answer documents. Then I will collect all the test booklets. Do not pass them in.

19. While examinees remain in their seats, follow the instructions below:
    a. Individually collect answer documents from the examinees.
        • Verify that examinees have:
            ~ separated their answer documents from their test booklets
            ~ gridded the test form code (Box D)
            ~ entered the test date information (Box H)
            ~ printed their names on the answer documents (Box G)
        • Verify the number of answer documents collected equals the number of examinees.
    b. Individually collect the test booklet and scratch paper from each examinee.
        • Verify the number of booklets collected equals the number distributed.
        • Account for all scratch paper.
    c. Keep the collected test materials where examinees do not have access.

    IMPORTANT: No one may access the test booklets or answer documents once they've been collected.

20. If you will administer another test, locate the verbal instructions for the appropriate subject and grade level.

Writing: Grades 9–10

1. After all examinees have been admitted, seated, and have a pencil, greet the examinees and make any general announcements, then begin the verbal instructions.

2. Say:

> You are about to take a test related to your coursework. You should try your best and do your own work. It is best to answer every question even if you are not sure of your answer.
>
> Please clear your desks of everything except your pencils and turn off all electronic devices.
>
> The test materials will now be distributed.

3. Distribute the test materials.
   a. Hand examinees their test materials individually.
   b. Keep an exact count of the number of test materials distributed.

4. Say:

> Set the test booklet and answer document side by side on your workspace with their front covers showing. Look at the test booklet and answer document.
>
> If your test booklet and answer document do not match, raise your hand.

5. Say:

> Bubble the test form code from the test booklet on the answer document in Box D.

Note: If an examinee uses large print or braille paper accommodations, be sure the examinee uses the answer document from their test kit and indicates the appropriate accommodation in Box D.

6. Give examinees time to print their names.

7. Say:

> Your answer document should have your name printed on it, and you should have printed your name on the test booklet. Check to make sure that your name is in both places. Once you have bubbled in the test form code and printed your name on the front of the test booklet, do not write on your answer document again until I tell you.
>
> Fill in the appropriate circles below each box …
>
> On the back cover of the answer document, locate Box H, Today's Date. Today's date is [provide today's date]. Fill in the circle next to [provide the month]. Next write [provide the date and year] in the boxes.

8. Give examinees time to complete their pretest information.

9. Say:

> Now turn your test booklet over so that the back is facing up, and read the directions there silently while I read them aloud …

10. Say:

This is a test of your writing skills. You will have 40 minutes to write an essay in English. Before you begin planning and writing your essay, read the writing prompt carefully to understand exactly what you are being asked to do.

Your essay will be evaluated based on your ability to:
- explain and analyze a topic.
- support your ideas.
- stay focused on the task throughout the essay.
- organize ideas in a logical way.
- use language clearly and effectively according to the conventions of standard written English.

You may use the pages in this test booklet to plan your essay, but any writing in this test booklet will <u>NOT</u> be scored. Only the essay that you write in your answer <u>document</u> will be scored. **Write your essay in pencil on the lined pages in the answer document**.

Please note:

You may not need all the lined pages, but to ensure that you have enough room to finish, do not skip lines. You may write corrections or additions neatly between the lines of your response. Do NOT write in the margins of the lined pages. **Illegible essays cannot be scored, so you must write clearly**.

Begin work on the test when you are told to do so. If you finish early, review and edit your essay to be sure it says what you want it to say.

Lay your pencil down immediately when time is called.

11. Wait for examinees to read the directions.
12. Say:

Do not open this booklet until told to do so.

Please double check that you have gridded the correct test form code from the test booklet onto your answer document...

You will have 40 minutes to complete this test.

Open your test booklet and answer document and begin entering your answers on page 3 of the answer document.

13. Begin timing.
14. During the test, do the following:
    a. Record the Start, Stop, and 5 minutes remaining time on the lines below.

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

    b. If an examinee finishes their tests before others, instruct them to sit quietly until everyone has completed the test. They should not be allowed to do other work or look at any materials while they wait.
15. When 5 minutes remain on the timer, say:

Attention. You have 5 minutes remaining.

16. When the timer reaches zero, say:

Stop, put your pencil down, close your test booklet, and look up at me now.

17. Say:

> On the front of your answer document, find Box D and make sure that you have gridded the test form code. The test form code can be found on the front cover of the test book. Next, on the back of the answer document, find Box G and read the Statement. Print your name on the line and then put down your pencil.

18. Say:

> I will now collect the answer documents. Then I will collect all the test booklets. Do not pass them in.

19. While examinees remain in their seats, follow the instructions below:
    a. Individually collect answer documents from the examinees.
       • Verify that examinees have:
         ~ separated their answer documents from their test booklets
         ~ gridded the test form code (Box D)
         ~ entered the test date information (Box H)
         ~ printed their names on the answer documents (Box G)
       • Verify the number of answer documents collected equals the number of examinees.
    b. Individually collect the test booklet and scratch paper from each examinee.
       • Verify the number of booklets collected equals the number distributed.
       • Account for all scratch paper.
    c. Keep the collected test materials where examinees do not have access.

    IMPORTANT: No one may access the test booklets or answer documents once they've been collected.

20. If you will administer another test, locate the verbal instructions for the appropriate subject and grade level.

ACT Aspire Testing Irregularity Report

Complete ONLY if irregularities occurred. PLEASE PRINT

Testing School Name _____

City, State _____ Test Date _____

Test Subject (circle) English Mathematics Reading Science Writing

Test Grade Level (Circle) 3 4 5 6 7 8 EHS 9 EHS 10

Room Number/Name _____

Note all irregularities (individual and group) on this form. Enter the appropriate information and/or check in each column and provide additional explanation. ATTACH VOIDED ANSWER DOCUMENTS (do not staple) to this form. Return this completed form to your school's test coordinator.

INDIVIDIAL IRREGULARITIES

Strudent's Name	Test Booklet Form/Serial Number of Examinee's Test Booklet (Barcode upper left front cover)	Time When Irregularity Occurred	Illness	Unauthorized Calculator Use	Marking Ovals After Time	Timing Questioned	Phone, Alarm, Other Devices	Other	Answer Document (Check one)
Name:	Barcode #:								☐ Void ☐ Not Void
	Form #:								
	Explanation:								
Name:	Barcode #:								☐ Void ☐ Not Void
	Form #:								
	Explanation:								
Name:	Barcode #:								☐ Void ☐ Not Void
	Form #:								
	Explanation:								

Type of Irregularity (Check all applicable)

GROUP IRREGULARITIES

Number of Examinees in Room	Time when Irregularity Occurred	Duration of Irregularity	Description of Irregularity (Attach seperate sheet if more space is required.) Be prepared to provide a list of examinees affected by this irregularity.

Room Supervisor's Name (Please Print) _____ Test Coordinator's Initials _____