Test Coordinator Information

State Testing
District Testing

Paper Testing

• General Testing Information
• Facility Requirements
• Staffing Requirements
• Materials Security Requirements
• Instructions for Returning Materials

www.act.org
How to Contact ACT

For questions regarding test administration, additional materials, report forms, and security of test materials:

**Address**
ACT State and District Testing  
301 ACT Drive  
PO Box 168  
Iowa City, IA 52243-4071

**Hours of Operation**
Use the table below to determine when ACT staff are available.

<table>
<thead>
<tr>
<th>If you are calling on …</th>
<th>Then the hours are …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Friday</td>
<td>7:00 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Test day or 1st day of the testing window</td>
<td>6:00 a.m. – 6:00 p.m.</td>
</tr>
</tbody>
</table>

*Note: All hours of operation are central time.*

**Phone and Email**
Use the table below to determine how to contact ACT for general or technical inquiries and test day assistance.

<table>
<thead>
<tr>
<th>If you are calling about …</th>
<th>Then call …</th>
<th>Or fax …</th>
<th>Or email …</th>
</tr>
</thead>
<tbody>
<tr>
<td>General and technical inquiries or standard time testing</td>
<td>800.553.6244, ext. 2800</td>
<td>319.339.3039</td>
<td><a href="http://www.act.org/stateanddistrict/contactus">www.act.org/stateanddistrict/contactus</a></td>
</tr>
<tr>
<td>Accommodations and/or English learner supports</td>
<td>800.553.6244, ext. 1788</td>
<td>319.337.1285</td>
<td><a href="mailto:ACTStateAccoms@act.org">ACTStateAccoms@act.org</a></td>
</tr>
</tbody>
</table>

*Note: Toll-free numbers are for testing staff. Do not give the numbers to examinees or parents.*

**State Codes**
When calling the toll-free number, you will be asked to provide a 2-digit code from the list below.

<table>
<thead>
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General Policies

In this Document
This document contains information to help the test coordinator prepare for testing. Use it in combination with other manuals and supplements leading up to, during, and after the administration of the tests.

Note: Some testing programs have supplemental materials (e.g., administration supplements, training materials) to be used in the administration of the tests. If your program has supplemental materials, refer to them for additional policies and procedures.

Introduction
For any test to successfully measure examinees' academic skills, it must be uniformly administered. As a person giving the tests, you therefore assume important professional responsibilities.

When you become a test coordinator, you are agreeing to read and follow all the policies described in this guide, as well as additional manuals for administering the test, and any supplements provided. All other testing staff members are also required to read and agree to follow the same policies.

As with all standardized testing, it is critical that the policies and procedures you employ are identical to those at other test sites. If you have any questions not addressed in this guide, be sure to call ACT for instructions. Following policies and procedures helps you create a fair testing environment.

Standardized Procedures
Throughout this guide, there are detailed directions for selecting facilities and staff, ensuring test security, and administering tests in a standardized manner. All testing staff are required to read the materials provided by ACT. Adherence to these standardized procedures is mandatory.

Authorized Test Dates and Times
The tests must be administered only on the day and at the time scheduled for State testing or District testing in your state or district. The initial and makeup test dates are provided in your Schedule of Events.

It is recommended that the verbal instructions start no later than 9:00 a.m. in all rooms.

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.

In cases where an examinee disputes an ACT decision or communication regarding the administration, the examinee and/or his or her representatives may contact you directly and request information.
Confidentiality

Information about examinees, including their names, is confidential. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information or use such information for any purpose other than administering the tests. Questions concerning attendance or test day procedures from parents or examinees can be answered within the normal confines of student confidentiality policies at your school. However, all forms and information contained in the manual are the property of ACT and must not be shared with any person who is not part of the testing staff. Requests for copies of test date documentation (e.g., Irregularity Reports) from any source other than ACT or the designated state education agency are to be referred directly to ACT or the state agency.

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).

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:


Facilities and Staff

The test coordinator is obligated to provide both acceptable facilities and qualified staff. The test coordinator may serve at only one school.

Authorized Observers

An observer authorized by ACT or from your state education agency or district assessment office may visit your test site any day within the scheduled testing window. Such a visit is normally not announced in advance.

If an observer arrives, take the following steps before allowing access to the testing area or test materials.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | Check credentials. An observer must have one of the following:  
|      | • State education agency ID with photo  
|      | • District assessment office ID with photo  
|      | • Photo ID and state education agency ID (without photo)  
|      | • Photo ID and district assessment office ID (without photo)  
|      | • Authorization letter from ACT and employer ID with photo  
|      | • Authorization letter from ACT and photo ID and employer ID (without photo)—e.g., business card showing company affiliation |
| 2    | Did the observer provide necessary credentials?  
|      | • If yes, allow the observer access to the testing area and test materials, and give the observer your full cooperation.  
|      | • If no, deny the observer access to the testing area and test materials. |
| 3    | Submit an Irregularity Report that includes:  
|      | • Observer’s name  
|      | • Agency/company  
|      | • Whether or not the observer was admitted |

If you have concerns, call ACT (800.553.6244, ext. 2800).
Unauthorized Observers and Media
To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, school board members, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph testing documents, test rooms, or preliminary activities. They must stay away from the test site until after the administration. Under no circumstances are cameras of any type allowed in the test rooms. Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms. Please inform ACT Media Relations (800.553.6244, ext. 1028) of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is uniformly answered.

District Shipping Model
This guide, the administration manuals, and any additional guides or supplements are written for school staff with the understanding that test materials are shipped directly to the school and back to ACT. However, if your testing program includes district shipping, then all shipments to and from ACT will first pass through a district official. ACT will inform the school test coordinator when the school is part of a district shipping model.

The district official is supplied with the Manual Supplement for District Shipping. The supplement explains security measures to take, and how to document the transfer of materials to and from schools. The supplement includes a Secure Test Booklet and Test Package Transfer Form to complete. The supplement can be found on the website for your testing program.

Safety
The safety of staff and examinees at the test site is of utmost importance. If an examinee or other person becomes confrontational or disruptive, take reasonable steps to defuse the situation. Contact security personnel at your institution or local law enforcement if you need assistance. Do not put yourself or others at risk. Report the incident to ACT immediately and document the details on the Irregularity Report.

Prohibited Use of Cell Phones and Electronic Devices
Examinees may not handle or access a cell phone or electronic device at any time in the test room or during breaks. This includes smart watches, fitness bands, and any other devices with recording, internet, or communications capabilities.

All devices, including cell phones and wearable devices, must be turned off and placed out of sight.

Extended Break (for the ACT with Writing Only)
If your school is administering the ACT with writing, you may choose to offer an extended break for lunch or snack between the multiple-choice tests and writing test. This is a school-wide decision that applies to all writing testing rooms and administrations for that test date (including accommodations and supports).

Policies for Allowing an Extended Break
The following policies must be adhered to if allowing an extended break:

• The break should not exceed 45 minutes.

  ~ Test coordinators may determine the length of the break for their school, so long as it is within the 45-minute guideline.

  ~ Administrative tasks that typically occur between the multiple-choice and writing tests (sharpening of pencils, collecting and passing out of materials, etc.) may occur outside of this break.

• Security of the test materials must be maintained during this break. They may not be left unattended at any time (see "Security during the Administration," page 18).

  ~ Test materials, such as test booklets and answer documents, must be collected from examinees prior to the break.

  ~ A member of the testing staff must remain in the test room with the materials during the break.
• Examinees must be continually monitored for prohibited behavior (discussing test items, accessing a cell phone or electronic device, etc.) during the break.
  ~ If an examinee engages in prohibited behavior during the break, he or she will be dismissed and the answer document will not be scored.
• Examinees must remain in the school during the break.
  ~ If an examinee leaves the building, they can be given the option to retest all tests on a later test date (if possible) or to have only their multiple-choice tests scored.
  ~ Examinees that do not return from break will have their multiple-choice tests scored, unless they have informed testing staff not to score in advance.
• Room supervisors and proctors must note any unfinished or blank ovals before the writing test begins.
  ~ Staff should use a suitable method for tracking blank ovals (e.g., noting the numbers of the questions left blank for each test on the seating diagram).
  ~ If after the writing test, they see that previously blank ovals have been filled in, the examinee must be dismissed and the answer document voided.
• Even if allowing an extended break before the writing test, the normally scheduled breaks during the administration (e.g., the break between Test 2 and Test 3) must still be given at their assigned lengths. Shortening or skipping other breaks is not allowed.

Accommodations and Supports
For examinees testing with accommodations and/or supports, the extended break can only be given for Timing Codes 1, 5, 6, and 8.
• Timing Code 1—standard time
  ~ Break is administered after Test 4.
• Timing Code 5—stop-the-clock breaks
  ~ Break is administered after Test 4 as it is in standard time rooms.
• Timing Code 6—time-and-a-half, self-paced
  ~ Break is administered after Test 4 as it is in standard time rooms.
  ~ Because Timing Code 6 is self-paced, examinees will finish their multiple-choice tests at different times. If an extended break is being given at your school, any Timing Code 6 rooms must take this break as a room and cannot allow examinees to take this break, individually, as they finish.
  ~ The break may be given for all examinees when the last examinee completes his or her multiple-choice tests or at the end of 5 hours (whichever comes first).
• Timing Code 8—standard time for multiple-choice tests, double time for writing test
  ~ Break is administered after Test 4 as it is in standard time rooms.

Violation of Break Policies
Violation of the policies outlined above may result in voiding of test scores.

Suggested Guidelines for Allowing an Extended Break
It is ultimately up to the test coordinator to determine the logistics of giving an extended break during the administration at their school, but ACT has outlined suggestions for ease of implementation.
• Assign proctors to monitor examinees during the break at a ratio of 1 proctor per 25 examinees.
• Provide lunch or snack for examinees or designate a special location for them to eat, so that they do not need to go to the cafeteria or integrate with non-testers. This allows for easier monitoring of prohibited behaviors.
• Schedule accommodations and supports examinees throughout the entire two-week window, as it may make the monitoring of breaks more manageable.
Test Facility Requirements

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

Principles of Accessibility
Under the Americans with Disabilities Act, ACT tests must be offered in locations accessible to individuals with disabilities, or in rare cases, in accessible alternative locations.

Selecting Facilities
Select facilities that:

- Allow testing staff to control access to the test areas
- Have a phone that staff can use on test day

You may also want to have:

- A room to use as test day headquarters for staff and materials
- Security personnel

Selecting Test Rooms
Select test rooms that:

- Can be reserved to allow time for the entire test session, plus any potential delays
- Can be rearranged, if needed, to meet testing requirements
- Are quiet and as free as possible from potential distractions
- Have good lighting, temperature, and ventilation
- Have an accurate wall clock
- Provide convenient and adequate access to restrooms

Note: Observing examinees testing in multiple rooms from a central location (such as a hallway) or through glass walls or security cameras is prohibited. Avoid rooms with multiple levels or graduated seating unless you have no alternative. Such rooms make test security more difficult.
Additional Policies for Accommodations and/or English Learner Supports Testing

In addition to the items listed above, if you are selecting a room for accommodations and/or EL supports testing, the following policies apply:

- Examinees with different test timings or timing codes must not test in the same room.
- Examinees must not test in a standard-time room.
- Examinees using a reader or authorized stop-the-clock breaks must test individually in separate rooms.
- Examinees using DVDs or another form of pre-recorded audio may test as a group if they use their own headphones, can control the progress of their own players, and begin each test at the same time.
- ACT encourages group administrations for examinees authorized for the same accommodations and/or supports, if applicable.
- ACT prefers classrooms and recommends no more than 10 examinees in one room.
- Reserve the same room for each day you will be testing. It is best to schedule consecutive days for examinees approved to test over multiple days, but you may skip days as necessary.

Room Setup

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.
- Arrange the room so that:
  ~ The room supervisor will be facing the examinees during testing.
  ~ Testing staff can freely circulate the room and reach each examinee.
  ~ Testing staff will have a clear view of all examinees and materials. Seating that restricts staff’s view—such as seating with study carrels or other dividers, partitions, or booths—is prohibited.
  ~ Seating minimizes the possibility of prohibited behavior.

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.
- 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.

Writing Surfaces

Writing surfaces must be smooth, hard surfaces large enough for all of an examinee’s test materials. Temporary surfaces that rest on the chair arms or the back of the row in front must be approved in advance by ACT. Lapboards balanced on examinees’ legs are not allowed.

Note: To prepare for left-handed students, use standard left-handed desks or writing surfaces that are large enough for left-handed examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so that left-handed examinees can use both surfaces. (See Figure 1, page 9, for an illustration.)
Seating Arrangements

Seating arrangements must minimize any possibility of prohibited behavior. Examinees must be:

- Facing the same direction
- Spaced as far apart as possible and seated no closer than is specified in Table 2

Table 2. Examinee Spacing

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Shoulder-to-Shoulder</th>
<th>Head-to-Head</th>
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<tbody>
<tr>
<td>Single Level</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Multiple Level</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

- Seated in straight rows and columns, directly in line with each other
- Able to see the room supervisor without difficulty
- Able to see the room clock, if there is one, without looking around

Seating at Tables

See the requirements in Table 3 for the use of tables.

Table 3. Examinees per Table

<table>
<thead>
<tr>
<th>Table Type</th>
<th>Number of Examinees per Table</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round (any size)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rectangular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 ft long</td>
<td>1</td>
<td>Examinees must be seated on the same side of the table, and minimum spacing requirements must be met.</td>
</tr>
<tr>
<td>6 ft long or more</td>
<td>1+</td>
<td></td>
</tr>
</tbody>
</table>

Note: Do not seat examinees where two tables join.

Off-Site Testing

Each school is expected to serve as a test site, testing all of the eligible students who are enrolled at the school. However, if you cannot meet the facility requirements at the school, you must find an alternative location. Examples of potential off-site locations include community colleges, churches, banquet halls, or other high schools.

Consider off-site testing if:

- Audible signals and announcements cannot be turned off during test sessions
- You do not have a quiet area to test away from other activities
- You have an examinee who cannot test at the school

You do not need to be approved to test at an off-site location. However, ACT requires you to provide information about the location on your test day administration forms.

Note: Test materials are shipped to and picked up at the school (or the district if your testing program includes the district shipping model) as scheduled by ACT. Test materials must be kept secure in the transfers between the school and the off-site location. For more information, see “Storing and Transporting Materials for Off-Site Testing,” page 19.
Sharing an Off-Site Location
If more than one school (including yours) plans to share the same off-site location:
• Each school must provide adequate staff members at the off-site location
• Each test coordinator (TC) must designate rooms to test only his or her school’s examinees
• Each TC must designate a secure storage area to store only his or her school’s materials to avoid accidentally using another school’s materials; mixing test materials will cause a delay in scoring
• Each school is responsible for returning its own test materials

Managing a Large Test Room
If you must test a large number of examinees in a large space (e.g., a gymnasium or assembly hall), divide it into sections—at least on paper—and assign students, materials, and staff to each section like you would an individual test room. This makes check-in, handling materials, and monitoring testing more manageable.

For example, you could have rows 1–4 be “Section A” and rows 5–8 be “Section B,” or the northeast quadrant be “Section 1” and the northwest quadrant be “Section 2,” etc.

Testing in a large room requires additional planning as well as some special attention to the documentation. These requirements include:
• Ensuring that room setup and seating arrangements meet all policies stated in this guide.
• Ensuring that each section follows the policies for number of staff required as stated in this guide.
• Assigning one main room supervisor to oversee the administration for the whole room. This room supervisor accounts for all the room’s materials before and after testing, times the tests, and reads the verbal instructions to the entire room. (Instructions and timing cannot be done independently in each section.)
• Assigning a room supervisor to each section, who is responsible for all the normal room supervisor duties (except reading verbal instructions and making time announcements).
• Producing a roster for each section. Section supervisors (and proctors) must have a copy of their section’s roster to verify ID, seating assignments, and test material distribution.
• Assigning answer documents and a sequential set of test booklets to each section. The section supervisors (and proctors) distribute the materials to the examinees in that section and collect them when the verbal instructions dictate.
• Ensuring that the main room supervisor reading the verbal instructions and timing announcements is clearly heard by everyone. You may use a microphone.
Examples of Seating Arrangements

The Figure 1 shows examples of acceptable and unacceptable seating arrangements.

### Acceptable Seating Arrangement Examples

<table>
<thead>
<tr>
<th>&quot;min.&quot; = minimum</th>
<th>&quot;ft.&quot; = feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicates distance between examinees</td>
<td></td>
</tr>
<tr>
<td>Side-to-side distances are measured from shoulder-to-shoulder</td>
<td></td>
</tr>
<tr>
<td>Front-to-back distances are measured from head-to-head</td>
<td></td>
</tr>
</tbody>
</table>

#### Examinee Spacing

- **Level Seating with Movable Desks**
  - 3 ft. min. plus room to circulate

- **Level Seating with Stationary Desks**
  - 3 ft. min.

- **Left-Handed Examinees at Right-Handed Desks**

### 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**

#### Table Spacing

- **6-Foot Tables**
  - 3 ft. min.

- **8-Foot Tables**
  - 3 ft. min.

- **Tables More Than 9 Feet**
  - 3 ft. min.

- **Tables Less Than 6 Feet**
  - 3 ft. min.

- **Round Tables Any Size**
  - 3 ft. min.

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Figure 1. Seating arrangement examples
Staffing: Roles and Responsibilities

Staffing Roles and Staffing Levels
Test coordinators are responsible for selecting test day staff. Table 4 describes these staff.

*Note: If you plan to test at an off-site location, you must have at least two staff members present, even if a proctor is normally not required.*

**Table 4. Staffing Roles and Staffing Levels**

<table>
<thead>
<tr>
<th>Role</th>
<th>Description and Staffing Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Coordinator</strong></td>
<td>The test coordinator may serve at only one school and must be on file at ACT. He or she has overall responsibility for coordinating test site operations, including storing materials and setting up test rooms. The test coordinator provides the continuity and administrative uniformity necessary to ensure that the examinees are tested under standardized and secure conditions.</td>
</tr>
<tr>
<td><strong>Number required:</strong></td>
<td>One per test site</td>
</tr>
<tr>
<td><strong>Substitute Test Coordinator</strong></td>
<td>If the test coordinator becomes ill or is otherwise unable to be present on test day, the substitute serves as test coordinator. The substitute is encouraged to assist the test coordinator prior to, during, and after testing. He or she is also expected to participate in training provided by ACT prior to the test date. The substitute can serve at only one school.</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>If the test coordinator is not able to supervise the administration, the substitute must notify the appropriate district official to update PearsonAccess®next™.</td>
</tr>
<tr>
<td><strong>Number required:</strong></td>
<td>One per test site</td>
</tr>
<tr>
<td><strong>Room Supervisor</strong></td>
<td>Each room must have a room supervisor responsible for all testing activities in that room. Each room supervisor must be present for the entire test session. The test coordinator may assume the role of room supervisor if only one room is used.</td>
</tr>
<tr>
<td><strong>Number required:</strong></td>
<td>One per test room</td>
</tr>
<tr>
<td><strong>Proctor in a Standard Time Room Setting</strong></td>
<td>As test rooms increase in size, proctors are required to assist the room supervisors.</td>
</tr>
<tr>
<td><strong>Number required:</strong></td>
<td>The table to the right describes minimum proctor requirements.</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>If your state or district has a stricter proctor policy, you should abide by that policy.</td>
</tr>
<tr>
<td><strong>Examinees</strong></td>
<td><strong>Proctors Needed</strong></td>
</tr>
<tr>
<td>1–25</td>
<td>0</td>
</tr>
<tr>
<td>26–50</td>
<td>1</td>
</tr>
<tr>
<td>51–100</td>
<td>2</td>
</tr>
<tr>
<td>101–150</td>
<td>3</td>
</tr>
<tr>
<td>151–200</td>
<td>4</td>
</tr>
</tbody>
</table>

| **Proctor in an Accommodations and/or Supports Room Setting** | As test rooms increase in size, proctors are required to assist the room supervisors. |
| **Number required:** | The table to the right describes minimum proctor requirements. |
| **Note:**                        | If your state or district has a stricter proctor policy, you should abide by that policy.            |
| **Examinees**                   | **Proctors Needed**                                                                                 |
| 1–10                             | 0                                                                                                   |
| 11–20                            | 1                                                                                                   |
| 21–30                            | 2                                                                                                   |
| 31–40                            | 3                                                                                                   |
| 41–50                            | 4                                                                                                   |

*Table continued next page*
Table 4. Staffing Roles and Staffing Levels (continued)

<table>
<thead>
<tr>
<th>Role</th>
<th>Description and Staffing Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roving Proctor</td>
<td>Schools that use multiple rooms, floors, or buildings are encouraged to appoint roving proctors to assist the test coordinator.</td>
</tr>
<tr>
<td></td>
<td><strong>Number required:</strong> Optional</td>
</tr>
<tr>
<td>Rotating Proctor</td>
<td>Proctors are normally expected to serve in a single assigned room for the entire test session. However, if schedules require, proctors may be “rotated” or replaced at the break, provided no room is ever left unattended.</td>
</tr>
<tr>
<td></td>
<td><strong>Number required:</strong> Optional</td>
</tr>
<tr>
<td>Test Accommodations Coordinator (TAC)</td>
<td>TACs may assist with activities around requesting and administering test accommodations and EL supports.</td>
</tr>
<tr>
<td></td>
<td><strong>Number required:</strong> Optional</td>
</tr>
</tbody>
</table>

Readers/Interpreters/Transcribers

Individuals who serve as a reader, interpreter, or transcriber must be proficient in English, and if applicable, Exact English Signing, Cued Speech, or the examinee’s native language. They must abide by all other ACT staffing policies.

State and District Testing Staff List

Four blank Testing Staff Lists are included in the back of this manual. Complete the applicable lists for each test date, listing all personnel involved in administering the tests (including anyone assisting with materials or security).

- ACT Test Standard Time Testing Staff List (page 27)
- ACT Test Accommodations/Supports Testing Staff List (page 29)
- ACT WorkKeys Standard Time Testing Staff List (page 31)
- ACT WorkKeys Accommodations/Supports Testing Staff List (page 33)

Specific Test Coordinator Responsibilities

See Table 5 for specific test coordinator responsibilities.

Table 5. Specific Test Coordinator Responsibilities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing Facilities</td>
<td>• Selecting and reserving test rooms</td>
</tr>
<tr>
<td></td>
<td>• Preparing test rooms for test day according to ACT guidelines</td>
</tr>
<tr>
<td>Assigning and Training Staff</td>
<td>• Identifying a sufficient number of qualified assistants to serve as room supervisors and proctors</td>
</tr>
<tr>
<td></td>
<td>• Conducting a local training session for all testing staff before the test dates, including review of the administration manual(s) and systems</td>
</tr>
<tr>
<td>Coordinating Testing Activities</td>
<td>• Submitting accommodations and/or supports requests and orders with the assistance of TACs</td>
</tr>
<tr>
<td></td>
<td>• Ordering alternate test formats for examinees, as needed</td>
</tr>
<tr>
<td></td>
<td>• Receiving, checking in, and securely storing test materials</td>
</tr>
<tr>
<td></td>
<td>• Arranging for examinees to complete the non-test portions of the test</td>
</tr>
<tr>
<td></td>
<td>• Planning seating arrangements for each room</td>
</tr>
<tr>
<td></td>
<td>• Creating a roster of examinees scheduled to test in each room</td>
</tr>
<tr>
<td></td>
<td>• Organizing test materials for testing staff</td>
</tr>
<tr>
<td></td>
<td>• Notifying examinees of the test date(s), location, and materials needed</td>
</tr>
<tr>
<td></td>
<td>• Ordering standard time materials for initial and makeup testing</td>
</tr>
<tr>
<td></td>
<td>• Arranging for testing staff to apply barcode labels on the answer documents</td>
</tr>
<tr>
<td></td>
<td>• Arranging for transfer of test responses to answer documents for examinees approved for alternate response modes</td>
</tr>
</tbody>
</table>

Table continued next page
Table 5. Specific Test Coordinator Responsibilities (continued)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining Security</td>
<td>• Ensuring that tests are administered in strict compliance with all policies and procedures as documented in the manual(s) and in any supplements</td>
</tr>
<tr>
<td></td>
<td>• Ensuring all testing staff remain attentive to testing responsibilities throughout the entire administration</td>
</tr>
<tr>
<td></td>
<td>• Returning answer documents, forms, and test materials to ACT immediately after each test date</td>
</tr>
<tr>
<td></td>
<td>• Providing a timely response to requests from ACT when additional information is needed regarding your school or examinees</td>
</tr>
<tr>
<td></td>
<td>• Reading and complying with all policies and procedures in the manual(s) and any supplemental information provided</td>
</tr>
<tr>
<td></td>
<td>Ensuring Complete Documentation</td>
</tr>
<tr>
<td></td>
<td>• Ensuring room supervisors complete all required documentation during the administration</td>
</tr>
<tr>
<td></td>
<td>• Verifying and returning all documentation after testing</td>
</tr>
<tr>
<td></td>
<td>• Overseeing the documentation of all irregularities and consulting directly with ACT and the appropriate agency regarding actions to be taken</td>
</tr>
</tbody>
</table>

Specific Test Accommodations Coordinator Responsibilities

TACs may help the test coordinator submit accommodations and/or supports requests and orders. TACs may also help administer testing associated to those requests and orders.

Specific Room Supervisor Responsibilities

Room supervisors are responsible for the tasks listed in Table 6.

Table 6. Specific Room Supervisor Responsibilities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Test Day</td>
<td>• Assisting the test coordinator in his or her responsibilities as needed  \</td>
</tr>
<tr>
<td></td>
<td>• Attending the training and briefing sessions conducted by the test coordinator</td>
</tr>
<tr>
<td>Check-In Activities</td>
<td>• Identifying and admitting examinees to rooms \</td>
</tr>
<tr>
<td></td>
<td>• Directing examinees to seats once they are admitted</td>
</tr>
<tr>
<td></td>
<td>• Ensuring all examinees admitted to a room are assigned to the same test timing or timing code (and if testing over multiple days, are ready to begin the same test)</td>
</tr>
<tr>
<td></td>
<td>• Ensuring that any examinees using readers, stop-the-clock breaks, transcribers, or responding orally are testing individually in separate rooms</td>
</tr>
<tr>
<td>Administering the Test</td>
<td>• Taking responsibility for a test room and providing an environment conducive to testing</td>
</tr>
<tr>
<td></td>
<td>• Distributing test materials, keeping test booklets in sequential serial number order</td>
</tr>
<tr>
<td></td>
<td>• Reading verbal instructions verbatim to examinees</td>
</tr>
<tr>
<td></td>
<td>• Monitoring testing progress</td>
</tr>
<tr>
<td></td>
<td>• Counting test booklets upon receipt from the test coordinator</td>
</tr>
<tr>
<td></td>
<td>• Properly timing tests and recording the start, five-minutes-remaining, and stop times on the administration forms</td>
</tr>
<tr>
<td>Maintaining Security</td>
<td>• Keeping test materials secure during testing and breaks</td>
</tr>
<tr>
<td></td>
<td>• Monitoring for prohibited behavior during testing and breaks</td>
</tr>
<tr>
<td></td>
<td>• Recording detailed documentation of any irregularities and, as required, voiding examinees’ tests</td>
</tr>
<tr>
<td></td>
<td>• Collecting and accounting for all test materials (test booklets, answer documents, etc.) before dismissing examinees</td>
</tr>
<tr>
<td>Ensuring Complete</td>
<td>• Completing all information on the appropriate administration forms</td>
</tr>
<tr>
<td>Documentation</td>
<td>• Documenting irregularities</td>
</tr>
<tr>
<td></td>
<td>• Returning all test materials and forms to the test coordinator after testing</td>
</tr>
</tbody>
</table>
Specific Proctor Responsibilities

Proctors may help with the tasks listed in Table 7.

### Table 7. Specific Proctor Responsibilities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Test Day</td>
<td>• Assisting the test coordinator in his or her responsibilities as needed</td>
</tr>
</tbody>
</table>
| Check-In Activities          | • Helping room supervisors identify and admit examinees  
                              | • Directing each examinee to his or her seat |
| Administering the Test       | • Distributing test materials, keeping test booklets in sequential serial number order  
                              | • Monitoring testing progress  
                              | • Verifying the timing of the tests using a different timepiece than the room supervisor |
| Maintaining Security         | • Monitoring for prohibited behavior  
                              | • Reporting any irregularities to the room supervisor immediately  
                              | • Accompanying examinees to the restroom if more than one leaves during the timed portion of the test  
                              | • Collecting and accounting for all test materials before dismissing examinees |

Specific Roving Proctor Responsibilities

Roving proctors may help with the tasks listed below:

- Assisting with check-in and/or directing examinees to test rooms and seats
- Helping the test coordinator prepare the test materials for test rooms
- Monitoring hallways or escorting examinees
- Giving room supervisors a break during testing
- Keeping the hallways quiet if other rooms are still testing
- Counting and preparing test materials for return to ACT

Replacing the Test Coordinator

If the test coordinator is unable to supervise the test administration, the district official must update the test coordinator role in PearsonAccess™. ACT uses this information for communications and shipments.

Staff Compensation

ACT does not compensate testing staff for administering State testing or District testing.
Staffing: Selecting and Training Testing Staff

Who May Act as Staff
Staff members must be people of integrity. Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals.

Who May Not Act as Staff
The following people may not act as testing staff:

- High school students, volunteers, and lower-division undergraduates
- Anyone who intends to take the same tests within the next 12 months
- Anyone involved in test preparation activities for the same tests at any time during the current testing year (September 1–August 31), due to potential conflict of interest

Note: ACT recognizes that the normal duties of a counselor or teacher may involve some responsibilities for test preparation. These activities are not a conflict of interest, provided they are part of job responsibilities specifically defined by one's employer and the employer is not a commercial enterprise.

In addition, to protect you and your relatives or wards from allegations of impropriety, if any relative or ward will test at your site or any school in your state on the same test date:

- You may not serve as test coordinator or substitute test coordinator for the administration of the tests that day. You must delegate all supervisory responsibilities for that date—including the receipt and return of test materials—to a qualified colleague.
- You may not have access to the secure test materials prior to test day.
- You may serve as a room supervisor or proctor, provided that the examinee is not assigned to test in a room where you are working. You must not have access to the examinee’s answer document or test materials.

Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship. Scores for an examinee will be canceled if any of these policies are violated.
**Athletic Coaches**
ACT has provided assurances to the National Collegiate Athletic Association (NCAA) that scores achieved through State testing and District testing programs are comparable to scores achieved through National testing and Special testing programs. Scores are used in determining Division I and II NCAA Initial Eligibility.

To protect athletic coaches and student-athletes from the appearance of a conflict of interest, an athletic coach:
- **May not** have access to secure test materials for the ACT before or after testing
- **May** serve as a room supervisor for the ACT, but may not supervise one-on-one testing for any student athlete

The policy applies to any head or assistant coach of any high school or college athletics, whether or not the sport is in season at the time of testing.

**Purpose of Training Staff**
For standardized testing to occur successfully, staff members must understand their responsibilities. It is critical that every test site follow the same procedures.

**Staff Training Requirements**
The test coordinator is responsible for providing manuals, supplements, and training to all test site staff before test day.

**Manuals**
ACT provides manual(s) to communicate its expectations. They are proprietary information and copyrighted by ACT. They should be used only for administering the tests and must not be copied or shared for any other purpose.

Provide each testing staff member a complete administration manual before the training session. It is especially important for room supervisors to read and understand the policies, procedures, and directions.

**Training Session**
Test coordinators are required to hold a training session before test day to prepare staff (both new and experienced) for test day activities. Use this session to discuss policy, procedural and logistical issues, and to ensure everyone has a common understanding of what is to take place on test day. The administration manual provides topics to cover during training.

*Note: This is separate from the briefing session conducted on test day.*

**Supplements**
Supplements or notices may be sent to test coordinators before the test day via email or included with test materials shipments. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment the policies and procedures contained in the administration manuals.
Test Security Requirements

Security of Test Materials

Secure test materials include all test booklets and all answer documents with an examinee's identifying information (even if the examinee completed only the non-test portions or only a barcode label was applied).

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.

Test booklets are copyrighted and cannot be photocopied, used for any purpose other than testing, or opened by any person other than the examinee on test day. Testing staff and examinees are prohibited from disclosing test questions or response choices to anyone. Scores earned by examinees who may have had advance access to test content will be canceled. These scores will not be reported to examinees, educational institutions, or college/scholarship choices and will be ineligible for career readiness certificates.

Authorized Access

Staff access to materials must be limited to necessary test-day preparation activities, the test administration itself, and counting and packing materials for return to ACT. Access to test materials prior to test day is restricted to the test coordinator and substitute 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 as defined in this document. See “Who May Not Act as Staff,” page 14.

Unauthorized Transfer of Materials

Test materials may not be transferred to any other location without prior authorization from ACT. Use only the test materials assigned to your school. If examinees test with materials that have been transferred from another school without prior written authorization from ACT, the answer documents will not be scored.

Note: If your testing program includes district shipping, see “District Shipping Model,” page 3. Transfer of materials between the district and schools must be documented using the Secure Test Booklet and Test Package Transfer Form.
Receipt and Check-In of Test Materials

Within 24 hours of receiving test materials, the test coordinator must:

• Examine the cartons for signs of tampering
• Open the cartons and count all the test booklets
• Check the serial numbers of the test booklets against the numbers shown on the packing slip
• Count each booklet; do not assume that the groups of booklets are complete (If any of the test booklets are shrink-wrapped, do not unwrap them until the morning of test day. Instead, check the serial number of the first booklet in each pack against your packing slip.)
• Check the rest of the shipment to be sure it is complete

In the Event of a Security Breach

Call ACT immediately at 800.553.6244, ext. 2800, if any of the following occurs:

• Any items are missing from your shipment.
• You receive test booklets that do not match the serial numbers on your packing slip.
• Any test booklet seals are broken at any time, except by examinees as instructed on test day.
• The cartons or materials appear to have been tampered with in any way.
• A test booklet is lost, stolen, or otherwise missing (even if only temporarily) at any time.
• You have reason to believe someone had unauthorized access to the materials.
• A test booklet is discovered missing during testing. If this happens, do not permit examinees to leave without calling ACT for instructions.

Keep Test Materials Shipping Cartons

Keep the cartons in which the test materials were shipped to you. These cartons, which have reversible address flaps, must be used to return all test booklets after each test date. Keep cartons separated by administration type (standard time, accommodations, online, etc.).

Storage before Testing

After you have counted and checked the condition of all materials in your shipment, reseal the cartons with the provided tape and write your name across the seal. Lock them in secure storage. Protect the materials from damage, theft, loss, or from any conditions that could allow prior access to or knowledge of the tests.

When delivered, carton will be sealed as above. After check-in of test materials, reseal as on right. Do not reopen until test day.

1. Reseal in the same place as before.
2. Sign your name across the tape. Be sure your signature starts on the cardboard, goes across the tape, and ends on the cardboard.

Figure 2. Diagram for resealing cartons
Secure Storage
Materials must be kept inside a locked safe or vault to which only the test coordinator, substitute test coordinator, and possibly a few specifically authorized individuals have access. If a safe or vault is not available, materials may be stored inside a locked file cabinet or closet that is inside a locked room, with the following stipulations:

- Only the test coordinator and the substitute test coordinator may have access to the cabinet or closet. The cabinet or closet must have a built-in lock or a heavy-duty padlock. The keys must always be kept secure and should not be part of a master key system.
- The door to the room in which materials are stored must be kept locked when not in authorized use.
- The secure location must not be accessible through a window or a dropped ceiling.

Removal from Storage and Assignment to Rooms
Before test day, sort booklets and other test materials for distribution to individual rooms, and then return them to locked storage until the morning of test day. Do not remove the checked-in and sorted test materials from locked storage again until test day morning.

On test day, the test coordinator must personally hand test booklets to room supervisors. The test coordinator and each room supervisor must record the number and sequence(s) of test booklets received by the room supervisor on the Test Room Report in the set of Test Administration Forms. After the test, they must also reconcile test booklet counts using the same form.

Security during the Administration
Prevent and detect prohibited behavior by adhering to seating space requirements, directing examinees to specific seats, and actively monitoring examinees throughout the administration.

Keep test materials in a secure location as examinees enter and exit the test room. Account for all test booklets before testing, each time they change hands, and before dismissing examinees. Test materials must be secure at all times.

If examinees or materials are present, you must never leave a test room unattended, even if only one examinee is in the room. Ensure that each test room has sufficient staff for the number of examinees present.

Storage after Testing
After accounting for all materials, prepare them for return after each test date according to the directions in the administration manual. Return all used and unused test booklets to your locked storage area immediately after each test administration—initial and makeup.

Transporting Materials for District Shipping Models
When materials are being transported between district and school, the following requirements apply:

- A test coordinator may transport only the materials specifically assigned to his or her school for the test event.
- The vehicle used to transport the materials may not transport examinees at the same time it contains test materials.
- No other individuals or third parties (including any couriers, distribution companies, or delivery companies) may receive or transport the materials.
- The Secure Test Booklet and Test Package Transfer Form is used when transporting secure test materials between a district and a school. The form documents the dates, locations, item quantities, and personnel involved in the transfers. The completed form establishes a chain of custody for the materials and helps verify that a school returned all of their secure materials to the district.
Storing and Transporting Materials for Off-Site Testing

Test materials may not be stored at an off-site testing location overnight. Materials must remain in secure storage at the school until the morning of testing and returned to secure storage at the school at the close of testing each day.

For each day of testing, test materials must be:

- Under the personal responsibility of the testing staff
- In a vehicle that is not transporting examinees
- Transported to the off-site location in the morning
- Transported to the school after testing

*Note: If your school has multiple campuses and cannot meet these transportation requirements, contact ACT.*
Makeup Testing

Eligibility for Makeup Testing

If an examinee did not complete testing on the initial test date, decide whether to schedule the examinee for makeup testing.

**Table 8. Determine Eligibility for Makeup Testing**

<table>
<thead>
<tr>
<th>The examinee...</th>
<th>Is the examinee eligible for makeup testing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was absent on the initial test date</td>
<td>No</td>
</tr>
<tr>
<td>Arrived too late to begin testing</td>
<td>X</td>
</tr>
<tr>
<td>Did not complete required non-test portions of the answer document</td>
<td>X</td>
</tr>
<tr>
<td>Began but did not complete testing (see “Partially Completed Answer Documents” below)</td>
<td>X</td>
</tr>
<tr>
<td>Completed testing</td>
<td>X</td>
</tr>
<tr>
<td>Was dismissed for prohibited behavior</td>
<td>X</td>
</tr>
</tbody>
</table>

**Partially Completed Answer Documents**

Use the following table to determine next steps for partially completed answer documents.

**Table 9. What to Do with Partially Completed Answer Documents**

<table>
<thead>
<tr>
<th>If an examinee ...</th>
<th>Then ...</th>
<th>And before the makeup test date ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Was absent</td>
<td>Set aside the original answer document for use on the makeup test date.</td>
<td>Have the examinee complete any required non-test portions of the answer document that aren’t already complete.</td>
</tr>
<tr>
<td>• Arrived too late to begin testing</td>
<td>Note: Do not use a new answer document.</td>
<td></td>
</tr>
<tr>
<td>• Did not complete required non-test information on the answer document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Began but did not complete testing</td>
<td>Set aside the original answer document for transferring non-test responses to a new answer document.</td>
<td>1. Supervise the examinee while he or she transfers all non-test responses to new answer document for use on the makeup test date. (Test responses may not be transferred.)</td>
</tr>
<tr>
<td>• Left the testing location during break</td>
<td>2. Write VOID on page 1 of the original answer document, attach it to an Irregularity Report, and return to ACT after makeup testing.</td>
<td></td>
</tr>
</tbody>
</table>
Ordering Makeup Materials
Shortly before the initial test date, the test coordinator will receive an email with instructions for ordering makeup materials. Contact ACT State and District testing if the email is not received.

Materials ACT Sends to You for Makeup Testing
ACT will send the following materials for makeup testing:
- Different test booklets
- Two additional answer documents
- Two additional administration manuals
- Two additional copies of Test Administration Forms
- A Site Header
- Processing envelope(s)
- Other supplements, as applicable

Be sure to use only the test booklets shipped for makeup testing.
Collecting, Packing, and Returning the Test Materials

If You Did Not Test
If you did not test any examinees, you do not need to follow every step in this section. Be sure to do the following:
1. Complete the outside of the processing envelope(s) and mark "Did not test (provide reason)."
2. Discard the unused Site Header.
3. Set the processing envelope(s) aside for return to ACT.
4. Follow the instructions in “Pack the Cartons,” page 26, to prepare the other materials for return.
5. Send an email to statetesting@act.org indicating you did not test any examinees.

Keep Materials Separate
Keep the standard time materials separate from any accommodations and supports materials. Also keep paper testing materials separate from online testing materials.

Processing Envelopes
Answer document items and test administration items go together in the processing envelope(s) for that particular administration type. Pack the materials into the envelopes as outlined in “Pack the Processing Envelopes,” page 25. A checklist is also included on the front of each processing envelope for convenience.

Do not overpack the envelope. Use multiple processing envelopes, if needed, to accommodate all materials.

Test Materials Shipping Cartons
The cartons in which the test materials were shipped have reversible flaps that contain a prepaid return label. These cartons are used to return certain materials to ACT.
- Use only the cartons provided by ACT and add the colored label to denote the administration type of the materials in the box. See Table 10, page 23, for the color associated with each administration type.
- See the instructions in “Pack the Test Materials,” page 24, to ensure the correct materials are packed into these cartons.
**Collecting, Packing, and Returning the Test Materials**

**Table 10. Color-Coding of Return Materials**

<table>
<thead>
<tr>
<th>Administration Type</th>
<th>Materials Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Standard Time, paper</td>
<td>Red</td>
</tr>
<tr>
<td>ACT Accommodations/Supports, paper (ACT-Approved and Non-College Reportable)</td>
<td>Aqua</td>
</tr>
<tr>
<td>ACT Online (standard time and accommodations)</td>
<td>Olive</td>
</tr>
<tr>
<td>ACT WorkKeys Standard Time, paper</td>
<td>Purple</td>
</tr>
<tr>
<td>ACT WorkKeys Accommodations, paper</td>
<td>Gold</td>
</tr>
</tbody>
</table>

**Collect the Test Materials**

Follow these directions to correctly collect the test materials from room supervisors.

**Complete the Testing Staff List**

Complete the applicable Testing Staff Lists for your test date (see “State and District Testing Staff List,” page 11), ensuring all personnel who assisted with the administration are listed. Make a copy for your records.

**Collect Materials from Room Supervisors**

For each testing room, use the following checklist to ensure that you have secure materials and documentation from each room supervisor.

*Note: Do not dismiss the room supervisors until all required materials have been collected.*

**Materials Required to Collect:**

- **Test Booklets**
  - For each room’s *test booklets*, make sure:
    - There are no answer documents inside the test booklets
    - For ACT with writing administrations, both the multiple-choice and writing test booklets are returned for each examinee
    - Test booklets are arranged in sequential serial number order

- **Answer Documents**
  - For each room’s *answer documents*, make sure:
    - Each answer document to be scored contains the required identifying information on the front and back pages
    - Each answer document to be scored contains the form code information completely filled out
    - Any test responses marked in the test booklet (for local arrangements) or on large type worksheets are transferred to a regular answer document
    - Any voided or replaced answer documents are attached to the Irregularity Report
    - Any unused documents are properly handled, using the directions in Table 11, page 24

- **Test Administration Forms**
  - For each *Test Room Report*, make sure:
    - It is signed and initialed by the test coordinator and room supervisor
    - All test booklets are accounted for
    - All items on the form are completed
  - For each *Seating Diagram*, make sure:
    - All items in the top half of the diagram are completed
    - The test booklet serial numbers are recorded in the squares
  - For each *Timing Report (standard time)*, make sure:
    - The times recorded are the actual Start, 5 minutes remaining, and Stop times for each test
    - *Note: Contact ACT if any discrepancies are identified.*
For each Administration Report (accommodations/supports) make sure:
- The times recorded for each examinee are accurate based on the timing code and accommodations details provided

  *Note: Contact ACT if any discrepancies are identified.*

For each Roster, make sure:
- All examinees who were scheduled to test are listed, regardless of whether or not they actually tested
- The type of identification used is correctly marked
- Any ACT Student Identification Forms are attached to the roster

  *Note: If you have any Timing Code 5 rooms, also collect the Stop-the-Clock Breaks Form.*

**Table 11. Sorting Unused Answer Documents**

<table>
<thead>
<tr>
<th>If an answer document ...</th>
<th>Then ...</th>
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<tbody>
<tr>
<td>Is unused and has no marking or barcode label</td>
<td>Keep the document for makeup testing.</td>
</tr>
<tr>
<td>Has a barcode label only</td>
<td>Keep the document for 6 months, and then securely destroy it.</td>
</tr>
<tr>
<td>Has non-test portions completed, but no test items</td>
<td>Keep the document for makeup testing; follow the instructions provided in the Administration Supplement (if available); or keep the document for 6 months, and then securely destroy it.</td>
</tr>
</tbody>
</table>

**Materials to Collect If Applicable:**

□ Reader’s Agreement
  - For each Reader’s Agreement, make sure:
    - There is a signed agreement for any examinee authorized to use a reader

□ Interpreter’s Agreement
  - For each Interpreter’s Agreement, make sure:
    - There is a signed agreement for any examinee authorized to use an interpreter

□ Transcriber Agreement
  - For each Transcriber Agreement, make sure:
    - There is a signed agreement for any examinee authorized to use a transcriber, brailler, computer, or voice-activated computer software for the writing test

□ Irregularity Report
  - For each Irregularity Report, make sure:
    - It is signed and initialed by the test coordinator and room supervisor
    - The report explains the reason each answer document was voided or replaced
    - Any voided or replaced answer documents are attached to the report (do not staple)

**Pack the Test Materials**

Follow the directions for packing the processing envelopes and packing the cartons outlined in this section to correctly pack the test materials for return to ACT.

Be sure to use the correct envelope and shipping label based on the type of test materials being returned (standard time, accommodations/supports, online, etc.). The envelopes and labels are color-coded for each administration type (see Table 10, page 23).
Pack the Processing Envelopes

Pack the following materials into the processing envelopes:

Materials Required to Return:
1. Testing Staff List
2. Test Administration Forms
   Note: If you have any Timing Code 5 rooms, include the Stop-the-Clock Breaks Form.
3. Site Header and Answer Documents to Be Scored
   - Locate the Site Header for the initial or makeup test date (as applicable).
   - Follow the directions on the Site Header for this administration, completing the required blocks with a soft lead #2 pencil.
   - Turn the answer documents to be scored the same way, with page 1 facing you.
   - Check the Booklet Number and Form fields on each answer document. If blank, fill this information in, using a soft lead #2 pencil.
   IMPORTANT! Put the site header on top of the answer documents to be scored. If more than one envelope is used, put the site header in envelope #1.

Materials to Return If Applicable:
4. ACT Student Identification Forms
   IMPORTANT! Attach any ACT Student Identification Forms to the Roster.
5. Large Type Worksheets
6. Reader’s Agreement
   Interpreter’s Agreement
   Transcriber Agreement
7. Irregularity Report and Voided or Replaced Answer Documents
   IMPORTANT! Attach voided or replaced answer documents to the Irregularity Report and document the reason(s) for voiding.

If you are participating in a district shipping model, place the Secure Test Booklet and Test Package Transfer Form inside the envelope. Do not seal the envelope.

Figure 3. Contents of processing envelope
Pack the Cartons

Pack the following materials into the cartons for return to ACT:

Materials Required to Return:

1. Processing Envelope(s)
   
   Note: If you are packing accommodations/supports materials for the ACT, the ACT-Approved and Non-College Reportable envelopes both get returned in the same (aqua-labeled) carton.

2. Used and Unused Test Booklets
   • Multiple-choice test booklets
   • Writing test booklets

Materials to Return If Applicable:

3. Alternate Test Forms (braille, DVDs, etc.)

4. Translated Test Directions

Do Not Return:

Packing List

Note: While you do not need to return the packing list, keep it to check that you’ve included all test booklets and needed materials in your return shipment.

Administration Manuals

Note: If you will administer makeup testing, keep unused manuals. Otherwise, securely destroy manuals at the end of testing.

Once contents are placed into the carton in the correct order, do the following:

1. Reverse the flaps on the carton.
2. Number each carton 1of X, 2 of X, etc.
3. Add the appropriately-colored label to the outside of the box to denote administration type.
4. Make sure your six-digit ACT High School Code, institution name, and return address are all on the outside of the cartons. The return labels indicate ACT’s address as both the ship-to and return addresses.
5. Seal each carton so the shipping and colored return labels are visible.
6. Prepare the carton for storage and pickup.

Return the Test Materials

Secure Storage

After your materials are packaged for return to ACT, return the cartons to secure storage.

Materials Pickup

On the date scheduled for pickup (refer to your Schedule of Events for the date), place the cartons in a location where the designated carrier will be able to pick them up. If your school’s normal pickup point is secure or constantly monitored, you may leave them there. If it is not, leave a note directing the driver to a staffed location where you can leave the materials. Do not leave the materials unattended.

If your materials are not picked up within two business days after the scheduled pickup date, call ACT to arrange a new pickup.
ACT Test Standard Time Testing Staff List

<table>
<thead>
<tr>
<th>Standard Time Testing Staff Name</th>
<th>School Job Title</th>
<th>Testing Position</th>
<th>Room Name/Number or Roving Assignment</th>
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Test Coordinator

Print the name, job title (e.g., teacher, counselor), position on the testing staff (TC—test coordinator, RS—room supervisor, P—proctor), and room name/number or other assignment for all personnel who assisted with the administration, including those individuals who handled secure materials before and after testing, and anyone who assisted with security.

Test Coordinator: Return this form with your roster and keep a copy for your records.
ACT Test Accommodations/Supports Testing Staff List
(use for ACT-Approved and NCR staff)

<table>
<thead>
<tr>
<th>Test Coordinator</th>
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<tbody>
<tr>
<td>Print the name, job title (e.g., teacher, counselor), position on the testing staff (TC-Test Coordinator, RS-Room Supervisor, P-Proctor, R-Reader, I-Interpreter, T-Transcriber), and room name/number or roving assignment for all personnel who assisted with the administration to examinees testing with ACT-Approved or Non-College Reportable Accommodations. List anyone who assisted with or handled test forms in any way, including any security personnel. If you used DVDs or another form of pre-recorded audio, include the names of any technical support staff.</td>
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<tr>
<th>Accommodations Testing Staff Name</th>
<th>School Job Title</th>
<th>Testing Staff Position</th>
<th>Room Name/Number of Roving Assignment</th>
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Test Coordinator: Return this form with your roster and keep a copy for your records.
**ACT WorkKeys Standard Time Testing Staff List**

<table>
<thead>
<tr>
<th>Test Site</th>
<th>Room #/Location</th>
<th>ACT High School Code</th>
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<th>City, State</th>
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**Test Coordinator**

Prior to or on each test day, print the name, job title, (e.g., teacher or counselor), position on the testing staff (TC—test coordinator, RS—Room Supervisor, P—Proctor), and room name/number or other assignment for all personnel who assisted with ACT WorkKeys administration. Also list those individuals who assisted with or handled test booklets in any way. Make a copy of the completed form for your records and return the original to ACT.

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<th>Standard Time Testing Staff Name</th>
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Test Coordinator: Return this form with your roster and keep a copy for your records.
Anonymous Security Hotline

Testing staff are expected to report test administration irregularities and security issues to ACT Test Administration by completing an Irregularity Report or calling 800.553.6244 ext. 2800. Immediate reporting to ACT Test Administration is critical to the standardized administration of the tests.

In exceptional situations, testing staff may wish to file an anonymous report about concerns that tests may have been compromised. If you wish to report such concerns anonymously, you may do so at www.act.ethicspoint.com.

ACT Test Security Principles

1. Ensure that ACT business processes, distribution models, tests, test scores, and the information and insights we provide are “secure by design.”

2. Protect the integrity of our testing assets and the information and insights ACT provides throughout the entire life cycle of a test (from test concept to development, delivery, reporting, investigation, and remediation).

3. Promote conduct that enhances test security. Deter and detect conduct that will materially and negatively affect the reputation and integrity of our testing assets, test scores, the information and insights ACT provides, and the ACT brand.

4. Ensure that a reported test score and associated information are accurate and valid indicators of the test taker’s own achievements, behaviors, and/or goals.

5. Foster effective communication that enables prompt reporting and resolution of test security concerns.

6. Ensure that everyone in the testing process is aware of, competent for, and supported in their roles. Avoid placing individuals or organizations in situations that may pose or appear to pose a conflict of interest or a safety concern.

7. Build a sense of community, collaboration, and trust that engages and empowers people to act upon these principles.