

2015|2016

The ACT[®] Test

User Handbook for Educators



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- Uses of ACT Data

The **ACT**[®]

www.act.org

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

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1 Overview of the ACT® Test

Section Highlights

- Multiple-choice and Writing Scores
- ACT College and Career Readiness Standards/ACT College Readiness Benchmarks
- ACT Interest Inventory
- Composite Scores from Multiple Sets of ACT Scores

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

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

Tests of Educational Development

One component of the program is the ACT test four curriculum-based, multiple-choice tests in English, mathematics, reading, science, and an optional 40-minute writing test, which tests essay composition skills. The ACT tests are based on the major areas of high school and postsecondary instructional programs. A student's performance on the tests has a direct relationship to his or her educational achievement. The meaning of that performance, as indicated by scores, subscores, and skill statements based on the ACT College and Career Readiness Standards, can be readily understood and interpreted by educators and students.

Test Scores

MULTIPLE-CHOICE TESTS

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

The Composite is the average of the four multiple-choice test scores, rounded to an integer. Fractions of .5 or higher are rounded up to the nearest whole number.

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

OPTIONAL WRITING TEST (ENHANCED)

The ACT writing test has been enhanced to measure critical writing competencies that are valued by high school and college educators. The enhancements have resulted in the addition of four writing domain scores (Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions), each scored on a scale of 2–12, in addition to a writing test score reported on a scale of 1–36.

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

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

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

More information about the domain scores and the scoring rubric for each domain is available at www.actstudent.org.

The writing test score is a scale score ranging from 1–36. Raw scores, the sums of the four domain scores, are converted to scale scores on the 1–36 scale through statistical equating procedures to ensure that scale scores reported across different writing prompts have a constant meaning (for example, a scale score of 21 on Form A has the

same meaning as a scale score of 21 on Form B). Therefore, domain scores do not necessarily add up to the writing scale score.

New Readiness Scores and Indicators

Starting in fall 2015, students will also receive new readiness scores and indicators designed to show performance and preparedness in areas important to success after high school.

The English Language Arts (ELA) score is an average of the English, reading, and writing test scale scores and represents a measure of students' overall literacy skills. The ELA score is reported on a scale of 1–36.

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

The Understanding Complex Texts indicator is based on scores on a subset of questions on the reading test. These questions measure students' global comprehension of the passages instead of sentence- or word-level understanding, and they predict students' ability to succeed in a variety of entrance level college courses. The three categories of "below proficiency," "proficient," and "above proficiency" indicate, respectively, students' probability of getting a B or higher in these courses.

The Progress Toward Career Readiness indicator is based on students' Composite scores and provides an indicator of future performance on the ACT National Career Readiness Certificate™ (ACT NCRC®). The ACT NCRC is an assessment-based credential that certifies foundational work skills important for job success across industries and occupations. The Progress Toward Career Readiness indicator is reported as one of three levels: Bronze, Silver, or Gold. More information about ACT NCRC can be found at www.act.org.

Measurement Error

All test scores are only estimates, not exact measures, of students' educational development. More information about interpreting the scores can be found at www.act.org.

College and Career Readiness Standards

What do the scores on the ACT *really* mean? That is, when a student achieves a certain score on the ACT, what does the score indicate about what that student is likely to know and to be able to do? To respond to these questions, ACT has developed the ACT College and Career Readiness Standards.

The ACT College and Career Readiness Standards are intended to help you understand the meaning of the scores earned in ACT Explore®, ACT Plan®, and the ACT.

These sets of statements can help you:

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

ACT Explore, ACT Plan, and the ACT measure students' progressive development of knowledge and skills in the same academic areas from grades 8 through 12. Therefore, the scores from these three programs can help educators monitor students' academic growth over time.

The ACT College and Career Readiness Standards are complemented by suggested learning experiences for students to further develop their knowledge and skills and directly link what they have learned to what they are ready to learn next. The suggested learning experiences, in turn, provide links between the Standards in one score range and those in the next higher score range. The ideas for progressing to the next score range demonstrate

TABLE 1. ACT COLLEGE READINESS BENCHMARKS

College course	ACT test	ACT Explore Benchmarks		ACT Plan Benchmark	ACT Benchmark
		Grade 8	Grade 9	Grade 10	
English Composition I	English	13	14	15	18
College Algebra	Mathematics	17	18	19	22
Social Sciences	Reading	16	17	18	22
Biology	Science	18	19	20	23

ways that information from standardized test results can be used to improve instruction in high school classes.

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

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

COLLEGE AND CAREER READINESS STANDARDS REPORT

The College and Career Readiness Standards Report allows you to compare students' performance with others' nationwide and to make decisions about students' future academic growth. The report, along with the interpretive guides and worksheets, helps you to interpret students' test scores and connect the test results to classroom practice.

The College and Career Readiness Standards Report for your high school is included in your annual High School Profile Report that you receive in August. Additional information is available at www.act.org/standard.

ACT COLLEGE READINESS BENCHMARKS

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

ACT NATIONAL CURRICULUM SURVEY®

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

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

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

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

NORMS

National and state norms (that is, the ranks for the United States and for states) reported in score reports are based upon the most recent scores of high school seniors who graduated during the previous three years and tested in tenth, eleventh, or twelfth grade. Writing and ELA norms reflect only those students who chose to take the ACT with writing. Initially, these norms are based on several special studies, including a linkage between the old and new writing test. Over time, three-year rolling norms will also be developed empirically for writing and ELA scores.

The reported norm values are expressed as *cumulative percents*. A cumulative percent is the percent of students who scored at or below a given score. For example, if a Composite scale score of 20 has a cumulative percent of 48, then 48 percent of graduates over the previous three years had a Composite score of 20 or below. Consequently, $100\% - 48\% = 52\%$ had a Composite score of 21 or above. Although 100 percent of the students scored at or below the highest possible score, the highest reported cumulative percent is 99.

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

Because each test score and subscore was scaled separately, scores on the tests and subscores are not directly comparable. For example, a score of 27 on the mathematics test does not indicate the same level of educational development as a score of 27 on the reading test. One way to compare mathematics and reading scores is to use the norms.

For example, a score of 26 has different cumulative percents for each of the four tests and for the Composite. As a further illustration, while a scale score of 26 on science might have a cumulative percent of 89, a scale score of 28—not 26—on English might have this same cumulative percent. Thus, it can be stated that a scale score of 26 on science is comparable to a scale score of 28 on

English for one group of ACT-tested graduates, in the sense that the two scores have the same cumulative percents for this group. Note that comparisons using norms are always based on a particular group of examinees, and the norms may change from group to group and year to year. As this example shows, comparisons of scores across tests are best made using normative information.

Additional Information about the Tests of Educational Development

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

Noncognitive Components

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

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

HIGH SCHOOL COURSE/GRADE INFORMATION

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

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

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

Tables summarizing the relationship between students' curricular preparation and ACT scores are included in the High School Profile Report. Counselors and administrators can examine the relationship between ACT scores and the curricular background and plans of their students.

Accuracy of High School Course/Grade Information

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

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

ACT INTEREST INVENTORY

Development and Content

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

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

Figure 1. **Content of Interest Inventory Scales**

Interest Inventory norms are based on a nationally representative sample of twelfth grade students tested during 2003–04 as part of the ACT program. Specifics regarding Interest Inventory rationale, development, and psychometric characteristics are reported in the *ACT Interest Inventory Technical Manual* (ACT, 2009). The *Technical Manual* describes research supporting the validity of the Interest Inventory, including support for use with diverse racial/ethnic groups.

Item Content

While gender segregation in the workforce has diminished over the past few decades, women continue to be underrepresented in some occupational fields, many involving higher pay and status (ACT, 2009). UNIACT item content emphasizes familiar work-relevant activities and avoids job titles subject to sex-role stereotypes (for example, carpenter, secretary, nurse). In general, sex differences at the item and scale level are minimized by using items that tap the intended interest dimensions while avoiding connotations of gender propriety. Research indicates that the scoring and reporting procedures used with UNIACT offer the full spectrum of career options to both males and females.

Reporting Procedures

UNIACT scores are reported in three ways:

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

The back of the Student Report provides students with an Interest Inventory interpretation based on World-of-Work Map regions. (Also, see the “Career Options” steps on the back of the High School and College Reports.) Although many students will be satisfied with the suggestions they receive, counselors may wish to use these suggestions as a basis for more intensive self/career exploration.

The standard scores and percentile ranks on the reports sent to counselors readily lend themselves to clinical interpretations drawing on professional training and experience. Some students will need to be reminded that having interests in an area does not necessarily mean they have fully developed abilities in that area. Encourage such students to engage in activities that might improve their abilities. Interests and abilities must be considered in combination as students plan for college and beyond.

World-of-Work Map

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

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

DATA/IDEAS DIMENSION

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

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

PEOPLE/THINGS DIMENSION

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

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

Figure 2. **Basic Work Tasks**

Work Tasks. The four basic work tasks are described in figure 2 with alternate terms appearing in parentheses. Examples of work activities, occupations, and related UNIACT scales are noted. The occupations listed as examples were chosen according to the primary focus of the job activities. For example, though a scientist may work with data, the primary purpose is not to produce or handle data, but to create or apply scientific knowledge. Likewise, though an accountant may work with ideas, the ultimate goal is not to develop new ideas, but to organize, record, and verify data in a systematic manner.

The work tasks are compatible with the hexagon used by Holland to depict degree of similarity among his six interest/occupational types (Holland et al., 1969; Holland, 1997). A hexagon has two dimensions, which means that two dimensions are sufficient to depict similarities among Holland’s types. Research on the structure of interests (for example, Prediger, 1982; Prediger, 1996) indicates that these dimensions are the Data/Ideas and People/Things Work Task Dimensions underlying the Interest Inventory. The six scales are related to these dimensions as shown by the World-of-Work Map.

Career Areas. Because there are so many occupations—more than 900 are listed in the US Department of Labor’s O*NET Occupational Information Network—ACT has developed a system of grouping occupations that makes career exploration easier for the student. ACT’s occupational groups, called “Career Areas,” are based on each occupation’s mix of the four basic work tasks: working with data, ideas, people, and things. Occupations with similar work tasks, purpose of

work, and work setting are grouped into the same Career Area. The World-of-Work Map shows where each Career Area is located on the work task dimensions. For instance, Career Area B (Marketing & Sales) is located in Region 2, indicating primary involvement with data and people.

Career Areas are organized into six clusters, similar to Holland’s six types of occupations (Holland, 1997). An abbreviated version of the list, focusing on college majors, appears on the back of the High School and College Reports.

Exploring Options Based on Interests. On the basis of a student’s map regions, the Student Report suggests Career Areas that the student might wish to explore. Students are referred to www.actstudent.org. This site contains up-to-date information on more than 290 college majors (related courses, related occupations, etc.) and more than 550 occupations (work tasks, salaries, etc.). Occupations are organized by Career Area to facilitate career exploration. (The “Career Options” unit on the High School and College Reports can be used with students who do not have their Student Reports.)

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

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

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

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

STUDENT PROFILE SECTION

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

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

- **High School Extracurricular Activities.** Participation in each of thirteen kinds of activities (same as "College Extracurricular Plans").
- **Out-of-Class Accomplishments.** In selected areas.

COMPOSITE SCORES FROM MULTIPLE SETS OF ACT SCORES

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

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

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

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

Why Would Postsecondary Institutions Prefer One Approach Over Another?

Each approach has its advantages. The most recent Composite score would seem to reflect the examinee's current level of achievement more accurately than the other approaches. The single highest Composite score, on the other hand, allows for the fact that students do not always perform at their best. If, for example, a student had a poor night's sleep, suffered a sudden attack of nerves,

or was preoccupied with a personal problem, the student's most recent test score may reflect his or her abilities less accurately than higher scores earned on an earlier test date. Use of the combined highest Composite score might be defended on similar grounds.

WHICH APPROACH DOES ACT RECOMMEND?

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

We have found that the combined highest Composite score may overstate some students' abilities (in testing terminology, to "capitalize on positive measurement error"). However, in our most recent study, approximately 52 percent of the retesters had combined highest Composite scores that were the same as their single highest Composite score, and approximately another 42 percent had a combined highest Composite score one point higher than their single highest Composite score.

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

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

More information on Composite scores from multiple sets of ACT scores can be found at www.act.org/aap/infosys/scores.html.

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2 Preparing for and Taking the ACT

Section Highlights

- Registering for the ACT
- Choosing a Test Date/Test Option
- Testing for Students with Disabilities
- Student Web Services
- ACT Fee Waivers
- Test Day Requirements
- Retaking the ACT

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

Preparation Options

ACT ASPIRE®

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

TEST PREPARATION MATERIALS

- **ACT Online Prep™.** The only online test preparation program designed exclusively by ACT test development professionals. ACT Online Prep has practice test questions, a practice essay, a diagnostic test, and a study path. Students can order ACT Online Prep at www.actonlineprep.com. To learn more about the school version, call ACT at 319.337.1429.
- **The Real ACT Prep Guide.** This is the official print guide to the ACT. This book includes five complete practice tests previously used in actual ACT administrations, with explanations for all right and wrong answer choices. Students can

order at www.actstudent.org/testprep.

- **Preparing for the ACT.** This free student preparation booklet includes test information, complete practice tests with scoring keys, and a writing prompt with scoring guidelines. Download at www.act.org/aap/resources.html. To order printed copies, use the form at www.act.org/registrationmaterials.
- Sample questions, a writing prompt, sample essays, and explanations of correct answers to multiple-choice items are available at www.actstudent.org.
- High schools and colleges can purchase, at discount prices, sample copies of retired forms of the ACT—including a sample answer document, administration instructions, and scoring instructions. Download the order form at www.act.org/aap/resources.html.

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

Registering for the ACT

The ACT and ACT with writing are administered on up to six test dates each year at over eight thousand test centers in the United States, US territories, Puerto Rico, and Canada. On certain test dates, ACT administers additional test questions for developmental purposes. Responses to these questions do not affect students' scores. The writing test may be taken only after the multiple-choice tests in the same session.

The ACT is also administered on up to five test dates each year at nearly four hundred international test centers.

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

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

CHOOSING A TEST DATE

We advise students to consider college and scholarship deadlines and allow at least 2–8 weeks after the test date for ACT to process and deliver their score reports. Students taking the ACT with writing should allow 5–8 weeks after the test date for ACT to process and deliver their reports. Students should take the ACT when they have completed a substantial portion of the coursework that the tests cover. In many schools, college-bound students reach this point by spring of their junior year. There are several advantages to taking the ACT then:

- The resulting information is available for planning the senior year.
- Most colleges prefer to hear from prospective students by the summer before their senior year.
- Students may test again and still have the new information available in time to meet deadlines. Students cannot plan to receive their results in time to register for the next test date.

CHOOSING A TEST OPTION

Students may choose the ACT (no writing) or the ACT with writing. When we surveyed colleges and universities, the majority responded that they would not require a writing test for their admissions process. As a result, we made the ACT writing test *optional* and allow students to decide whether or not to take it, based on their specific needs.

The ACT writing test can benefit students because it:

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

Students need not take the ACT writing test if they:

- Plan to apply only to colleges or universities that don't require the writing test
- Have writing scores on file

Students should take the ACT writing test if they:

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

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

TESTING FOR STUDENTS WITH DISABILITIES

Students who currently receive accommodations in school due to professionally diagnosed and documented disabilities may submit documentation to support a request for one of three services. Application forms and instructions, and complete information including eligibility criteria, documentation required, and registration deadlines, are available at www.actstudent.org under “Services for Students with Disabilities.”

National Standard Time with Accommodations

Students should request this **only** if they can test at a regularly scheduled test center in a single session under *standard time limits* and use *either* a regular type (10-point) or large type (18-point only) test booklet. To request this form of testing, students must register to test at a regularly scheduled test center **and** submit the *Application for Standard Time National Testing with Accommodations* by the registration deadline for that test date.

National Extended Time (50% Time Extension)

Students should request this **only** if they can test at a regularly scheduled test center in a single session and use *either* a regular type (10-point) or large type (18-point only) test booklet but require up to 50 percent time extension due to their disability. If approved for the ACT (no writing), students will be allowed up to five hours total to work on all four tests at their own pace. If approved for the ACT with writing, students will be allowed up to six hours total to work on all five tests at their own pace. To request this form of testing **students** must register to test at a regularly scheduled test center and submit the *Request for ACT Extended Time National Testing* by the registration deadline for that test date.

Special Testing (at school)

Testing at school (not at a test center) with extended time (more than 50 percent time extension) and alternate formats is available **only** if the disability requires **more** than 50% time extension, testing over multiple days, or alternate test formats such as braille, DVDs, or a reader. To request Special testing, students must submit the *Request for ACT Special Testing*. Students should **not** register to test at a regularly scheduled test center.

SPECIAL CIRCUMSTANCES

Arranged Testing

Arranged testing is available only for students who:

1. are homebound or confined to a hospital or correctional institution on all scheduled test dates,
2. do not live within seventy-five miles of any test center on **any** test date (or have no international test centers in their country), or
3. whose religious convictions prohibit Saturday testing and a non-Saturday test center is not established within seventy-five miles of their home for **any** test date.

These students should download the *Request for ACT Arranged Testing* from www.actstudent.org.

Residual Testing

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

- Results are reported only to the college administering the tests. No Student or High School Reports are generated, and scores cannot be reported to any other institution.
- Institutions may not share scores with other institutions.
- Testing may be conducted on any date other than an established ACT test date.
- Testing must occur on campus.
- Students may not repeat Residual testing until 60 days have passed since their previous testing.
- Materials must be ordered from ACT at least four weeks before the intended test date.
- Scoring keys are available. In addition to the regular ACT answer folder, colleges that use NCS-Sentry 70 or Scantron scoring machines can order answer documents for local scanning.
- Colleges that require results from the ACT writing test may order additional materials to administer the ACT with writing through Residual testing.

See www.act.org/aap/infosys/residual.html for fees and details.

STUDENT WEB SERVICES

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

- Upload a photo
- Print their tickets
- Make changes to the registration
- Receive email updates from ACT
- View their scores and score report
- Request and pay for Additional Score Reports

When students click the “Sign Up/Log In” button on the homepage, they will be instructed to create a new account or log in to their existing one.

NATIONAL ONLINE REGISTRATION FLYER

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

INTERNATIONAL TESTING

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

REGISTER BY MAIL

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

REGISTRATION DEADLINES

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

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

STANDBY TESTING

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

COLLEGE REPORT RECIPIENTS

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

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

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

ACT Fee Waivers

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

To be eligible for a waiver, each student must meet **all** of the following requirements:

1. Currently enrolled in eleventh or twelfth grade.
2. Either a US citizen or testing in the US, US territories, or Puerto Rico.
3. Meets at least one of the indicators of economic need listed on the fee waiver form (for example, USDA income levels for free or reduced-price lunches).

Fee Waivers cover the basic test fee for either the ACT (no writing) or ACT with writing. Fee Waivers may not be used to pay for late registration, test date or test center changes, standby testing, 5th or 6th college codes, any other services or products, or residual testing.

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

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

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

WAIVER/DEFERRAL OF COLLEGE ADMISSION APPLICATION FEE

Many colleges and universities will consider waiving or deferring the admission application fee for students who have been granted an ACT Fee Waiver. To facilitate consideration of such requests, ACT has

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

Test Information Release (TIR)

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

- Saturday, December 12, 2015 (March 12, 2016)
- Thursday, April 7, 2015, through Monday, April 11, 2015 (July 9, 2016)
- Saturday, June 11, 2016 (September 11, 2016)

Instructions and deadlines for ordering this service are provided on www.actstudent.org, in the registration materials, and in *Using Your ACT Results*, which is provided with the student's score report.

Test Day Requirements

To be admitted to test, students must present **both** acceptable photo identification and their ticket at the time of check-in. See www.actstudent.org for photo ID requirements and to download ACT's Student Identification Letter for students who do not have an official photo ID. Students will be required to sign the letter again at the test center, and the test center will send it to us for our files. Letters are not returned to students.

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

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

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

Retaking the ACT

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

- encountered any problems during the tests such as misunderstanding the directions or feeling ill
- are not satisfied their scores accurately represent their abilities in the areas tested
- see a discrepancy between their ACT scores and their high school grades
- have subsequently completed coursework in the areas covered by the ACT
- are considering a college that requires or recommends the writing test and have not taken it

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

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

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

Refer to the table at www.actstudent.org/faq/answers/more.html.

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

RETEST RESTRICTIONS

Students may take the ACT no more than twelve times total. This restriction applies even if the scores from a test date are cancelled by the student or by ACT. ACT reserves the right to cancel the student's registration, rescind the admission ticket, or take any other steps necessary to enforce this policy. If the student violates this restriction, his or her scores will not be reported or will be cancelled and his or her fees will not be refunded.

In calculating the twelve-test total, ACT makes exceptions for testing required by the district or the state's Department of Education and tests taken as a young examinee as part of an academic talent search. Other exceptions will be considered only if the student submits a request via our online Retest Exception Request Form (available at www.actstudent.org) no later than the regular registration deadline for the test date that would be the student's thirteenth test date. Exceptions are within ACT's sole discretion.

Students may test only once per national, international, or state ACT test date.

3 ACT Reports and Services

Section Highlights

- Score Report Samples
- Additional Score Reports
- ACT Score Inquiries
- Confidentiality of scores

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

- **Student Report**
- **High School Report**
- **College Report** (to colleges requested by the student)

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

Confidentiality of ACT Data

ACT labels all score reports and score data as "Confidential Restricted." Score recipients assume responsibility for protecting the confidentiality of ACT data reported to them.

Reporting of Scores

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

REPORTING TO STUDENTS ONLINE

Students may view their scores and score reports through their ACT web accounts. Schedules for posting scores after each test date are at www.actstudent.org along with reasons why some scores take longer. The student guide *Using Your ACT Results* is also accessible directly from the student's web account.

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

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

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

REPORTING TO HIGH SCHOOLS AND COLLEGES

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

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

- If a student took the ACT with writing, reports will not be issued until the writing results are included.
- If answer documents arrive late from a test center, they will be added to processing weekly.
- If the identifying information a student provides on the answer document is not consistent with the information he or she provided at the time of registration, reports will be delayed until the information can be matched accurately.
- If an examinee provides incomplete or inaccurate test form information on the answer document, reports will be delayed until the correct test form is confirmed.
- If an irregularity is reported at the test center, reports may be delayed pending clarification of actions taken on test day.

All initial reports are normally mailed by eight weeks after each test date with the exception of reports for examinees who owe registration fees—those reports will not be released until payment is received.

ONE TEST DATE PER REPORT

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

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

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

MISDIRECTED REPORTS

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

AUTOMATIC REPORTING OF SCORES

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

Students are informed as part of registration of this automatic reporting policy and the deadline to inform ACT in writing that they do not want us to report their scores for this purpose. This does not affect the reporting of scores to colleges.

ADDITIONAL SCORE REPORTS (ASRs)

Many students request additional score reports after they test.

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

ASR Services Available

- **Regular Reports.** Normally processed within one week after receipt of request.
- **Priority Reports—sent only within the United States.** Normally processed within two working days after receipt of request and usually delivered **3–4** business days later.

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

- **Archived Scores.** There is an additional fee for **each** report requested for test dates **before September 2012**. The additional fee applies even if no scores are located. ACT routinely includes a cautionary message about relying on test scores earned more than five years earlier.

Ordering ASRs

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

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

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

MAKING CHANGES IN REPORTS

Inquiries about student records must include the student's name and address (as given at the time of registration or testing), ACT ID, date of birth, test date (month and year), and test location. The test date and test location (for example, National, State) are especially important if the student has taken the ACT more than once.

RETENTION OF STUDENT RECORDS

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

HAND-SCORING SERVICES

At the student's request, we will hand-score the multiple-choice answer document and/or rescore the writing test essay. (The student may also request to be present for a hand-scoring of the multiple-choice answer document—without access to the test questions—at an ACT-designated location, but additional fees will apply.)

Requests for hand-scoring must be submitted in writing within three months of receiving the score report. The request must include name, address, and date of birth, **plus** ACT ID, test date and location from the score report, and a check payable to ACT Student Services for the applicable fee.

We will mail a letter to the student with the results of the hand-scoring about 3–5 weeks after we receive the request. If a scoring error is discovered, the scores will be changed in our files and corrected reports will be sent to the student and all previous score recipients without charge. In addition, the hand-scoring fee will be refunded.

CORRECTION OF ERRORS

A student who finds a significant error (other than a scoring error) on the report and wants it corrected should write to ACT Student Services, enclosing a copy of the report and describing the necessary change. If ACT made the error, corrected reports will be sent without charge. If the student provided erroneous information to ACT or if information has changed, he or she must order an ASR for each corrected regular report he or she wishes sent.

Student Report

ACT provides students with a report of individual results and basic explanations of what scores mean, along with the student guide *Using Your ACT Results*. Most students access the report and guide online. Printed copies are mailed to students who test through State and District testing.

All students who test through National and International testing are assigned an ACT ID. Students should be encouraged to use their ACT ID to help positively identify themselves when they create an ACT web account. The information on the report is presented in three parts:

- **Your ACT Scores.** The Composite score, test scores, and subscores are included on the score report. Concepts such as ranks or cumulative percents are explained on the report. The report includes a STEM score and indicators for Understanding Complex Texts and Progress Toward Career Readiness. If the student took the ACT with writing, the writing score, an English Language Arts score and scores for four domains of writing competencies (Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions) appear immediately below the multiple-choice scores.

College Readiness Benchmark Scores are also provided on the score report. These advise students if their ACT scores indicate likely success in selected first-year college courses (a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher).

- **Your College Reports.** Information is provided about each of the student's first four college choices listed at the time of registration or testing, along with self-reported information from the student. This presentation allows the student to compare important factors about each college such as high school class rank, ACT Composite score, and high school GPA of first-year students, plus the availability of the student's preferred program of study, relative costs, and percentage of first-year students receiving financial aid.
- **College and Career Planning.** Side 2 of the report provides information to help the student consider college majors and occupational choices. The student's Interest Inventory results are provided as shaded regions on the World-of-Work Map.

A sample Student Report is shown in figure 3.

The ACT[®] Student Report

ACT, Inc.—Confidential Restricted when data present

ANN C TAYLOR (ACT ID: -54116290)

WHEAT RIDGE SR HIGH SCHOOL (061-450) | APR 2016 NATIONAL

Composite Score **21**

U.S. Rank 56% | State Rank 58%

Test Results

	Score	U.S. Rank	Scores in Relation to Benchmarks
English	24	74%	
Usage/Mechanics	12	72%	1
Rhetorical Skills	12	71%	1
Mathematics	19	47%	
Pre-Algebra/Elem. Algebra	11	57%	1
Algebra/Coord. Geometry	10	51%	1
Plane Geometry/Trig.	09	39%	1
Reading	23	66%	
Social Studies/Sciences	12	67%	1
Arts/Literature	11	58%	1
Science	18	32%	
			1
Writing	25	79%	
Ideas and Analysis	10		1
Development and Support	08		1
Organization	07		1
Language Use and Conventions	08		1

Composite and Subscores: ACT test scores and the Composite score range from 1 to 36; subscores range from 1 to 18. Your Composite score is the average of your scores on the four subject tests. Subscores do not necessarily add up to your score for a subject test.

ACT College Readiness Benchmarks: If your scores are at or above the ACT benchmark scores, you will likely be ready for first-year college courses.

U.S. Rank and State Rank: Your ranks tell you the approximate percentages of recent high school graduates in the U.S. and your state who took the ACT and received scores that are the same as or lower than yours.

Interpreting Your Scores: Test scores are not precise measures of your educational development. ACT scores reported are the midpoint of a score range that represents your educational development at the time you took the ACT. For example, the score range is plus or minus one point for the Composite score. You will find more information about interpreting your scores in the *Using Your ACT Results* booklet provided with this report and at www.actstudent.org.

Writing: The score ranges from 1 to 36. Writing domain scores range from 2 to 12. Domain scores do not necessarily add up to your score for the Writing test.

ELA	24	70%
STEM	19	40%

English Language Arts (ELA): An average of your English, Reading, and Writing scores. The score ranges from 1 to 36.

Science, Technology, Engineering, and Mathematics (STEM): An average of your Math and Science scores. The score ranges from 1 to 36.

Understanding Complex Texts

Proficient



Understanding Complex Texts: Measures level of proficiency on a subset of items in the Reading test assessing the ability to identify the central meaning and purposes for a range of increasingly complex texts.

Progress Toward Career Readiness

You are making progress toward a Gold level on the ACT NCRC.



Progress Toward Career Readiness: Based on your ACT Composite score, Progress Toward Career Readiness is an indicator of your potential level of achievement on the ACT National Career Readiness Certificate™ (ACT NCRC®). The ACT NCRC is an assessment-based credential that certifies skills critical to your future education and career success.

Learn how ACT NCRC performance relates to job skill requirements at www.act.org/workkeys/briefs/files/NCRCRequirements.pdf.

This information is not to be considered a substitute for actual performance on the ACT NCRC.

Your College Reports

At your direction, your scores from this test date are being reported to the colleges shown below. College planning information is provided for the first four choices you listed when you registered or tested. Check with colleges for recent changes in information. Note: Your GPA was calculated from the grades you reported.

College Name (Code)	Profile of Enrolled 1st-Year Students			Preferred Program of Study Availability	Approximate Annual Tuition and Fees		Percentage of 1st-Year Students Receiving Financial Aid	
	ACT Composite Score	High School Class Rank	High School GPA		In-state	Out-of-state	Need-based	Merit-based
UNIVERSITY OF OMEGA (9521) OMEGA, CO WWW.UNIVERSITYOFOMEGA.EDU	MIDDLE 50% BETWEEN 18–24	MAJORITY IN TOP 50%	2.76	4-YR DEGREE	\$5,600	\$12,000	67%	20%
ALPHA UNIVERSITY (9059) UNIVERSITY CENTER, IA WWW.ALPHA.EDU	MIDDLE 50% BETWEEN 21–26	MAJORITY IN TOP 25%	3.12	4-YR DEGREE	\$9,000*	\$15,000*	85%	27%
BETA COMMUNITY COLLEGE (8866) CLARKSTON, CO WWW.BETACC.EDU	MIDDLE 50% BETWEEN 16–21	MAJORITY IN TOP 75%	2.49	PROGRAM AVAILABLE	\$4,000	\$4,000	58%	18%
MAGNA COLLEGE (8905) PLAINVIEW, OH WWW.MAGNA.EDU	MIDDLE 50% BETWEEN 21–26	MAJORITY IN TOP 50%	2.71	4-YR DEGREE	\$8,500	\$14,000	90%	35%
Student Information	Composite Score 21	Class Rank TOP 25%	Calculated GPA 3.29	Selected Major ACCOUNTING				

For more information on college and career planning, interpreting your scores, and sending additional score reports, go to www.actstudent.org.

A dash (—) indicates information was not provided or could not be calculated. | *Institution provided cost information that may reflect more than tuition and fees.

Figure 3. Sample ACT Student Report—Side 1

College and Career Planning

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

Interest Inventory Results

YOUR RESULTS INDICATE A PREFERENCE FOR WORKING WITH PEOPLE AND DATA.

SEE MAP REGIONS 2, 3, 4

THE SHADED REGIONS SHOW CAREER AREAS HAVING WORK TASKS YOU PREFER.

RELATED CAREER AREAS:

COMMUNICATIONS & RECORDS
EMPLOYMENT-RELATED SERVICES
FINANCIAL TRANSACTIONS
MANAGEMENT
MARKETING & SALES
REGULATION & PROTECTIONS

College Major Selected

ACCOUNTING

THIS MAJOR PRIMARILY INVOLVES WORKING WITH DATA AND THINGS.

RELATED MAJORS:

BANKING & FINANCIAL SUPPORT SERVICES
BUSINESS ADMINISTRATION & MGMT, GEN
FINANCE, GENERAL
FINANCIAL PLANNING & SERVICES
INSURANCE & RISK MANAGEMENT
INVESTMENTS & SECURITIES
PURCHASING/PROCUREMENT/CONTRACTS MGMT
SMALL BUSINESS MANAGEMENT/OPERATIONS

Occupational Field Selected

INSURANCE & RISK MANAGEMENT

SEE MAP REGION 2

THE OCCUPATIONAL FIELD YOU CHOSE IS IN CAREER AREA C: MANAGEMENT

RELATED OCCUPATIONS:

ASSOCIATION EXECUTIVE
FINANCIAL MANAGER
FOREIGN SERVICE OFFICER
GENERAL MANAGER/TOP EXECUTIVE
HOTEL/MOTEL MANAGER
MANAGEMENT CONSULTANT
PROPERTY/REAL ESTATE MANAGER

The World-of-Work Map

(Your Interest Inventory results are shaded.*)

Four Basic Work Tasks: All college majors and occupations differ in how much they involve working with four basic work tasks: working with **People** (care, services), **Things** (machines, materials), **Data** (facts, records), and **Ideas** (theories, insights). These four basic work tasks are the compass points on the World-of-Work Map.

Regions and Career Areas: The map is divided into 12 regions, each with a different mix of work tasks. The map shows the locations of 26 occupational fields, called Career Areas (A–Z). Each Career Area contains many occupations that share similar work tasks.

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

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

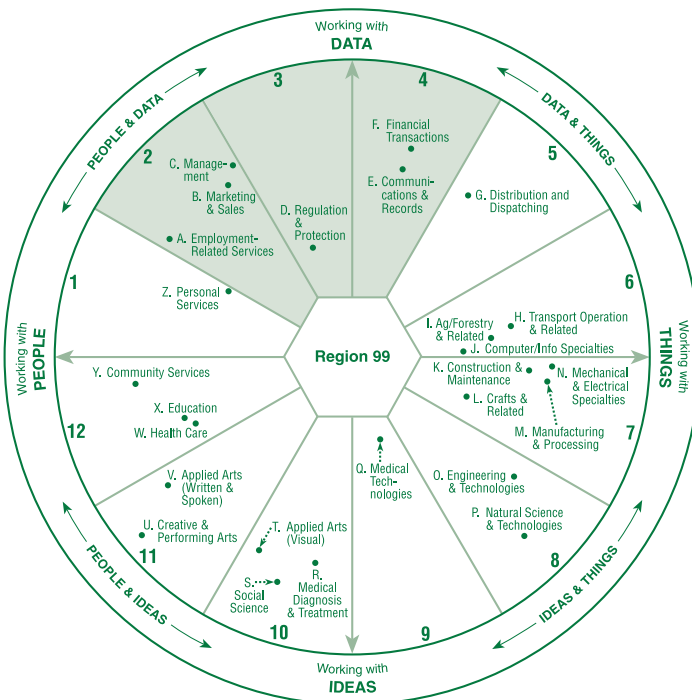


Figure 3 (continued). Sample ACT Student Report—Side 2

ACT Score Inquiries

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

Anyone who notices a significant discrepancy between a student's performance on the ACT and their grades or is aware of information about irregularities during the test session is urged to submit an inquiry at

www.act.org/aap/scores/inquiry as soon after the test date as possible.

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

www.act.org/aap/scores/inquiry.

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

NON-SCORING AND CANCELING SCORES

The following text is taken from the Terms and Conditions that all students agreed to when they registered to take the ACT test.

The ACT is intended to be delivered under standardized conditions. If any irregularity is encountered before, during, or after the administration of the test (that is, in the course of the testing process) ACT will decide which of the following actions to take, and its decisions are final: (1) if you engage in suspected or confirmed prohibited behavior, ACT may (a) dismiss you on test day and void your answer document, (b) choose not to score your answer document, or (c) void or cancel your score; (2) initiate an **Individual Score Review**; (3) declare a **Compromise/Disruption in the Testing Process**; or (4) determine that the scores were not affected by the irregularity and take no action. Testing irregularities include, but are not limited to: (1) evidence of prohibited behavior on test day, (2) evidence that you may have falsified your identity, (3) impersonation, (4) unusual similarities in the answers of examinees at the same test center, (5) evidence of

possible advance access to test content, (6) other indicators that the test scores may not accurately reflect your level of educational achievement, (7) errors in handling or processing registration records, (8) errors in preparing, handling, shipping, or scoring test materials or answer documents, (9) errors in reporting scores, or (10) evidence of other disruptions or compromises in the testing process.

Prohibited Behavior

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

Individual Score Reviews

ACT reserves the right to cancel test scores when there is reason to believe the scores are invalid. Some types of testing irregularities—such as unusual similarities in the answers of examinees at the same test center, evidence that you may have falsified your identity or impersonated someone else, evidence of possible advance access to test content, or other indicators the test scores may not accurately reflect your level of educational achievement—may result in a review of your scores (an "Individual Score Review"). If there is reason to believe the scores are invalid, ACT may cancel those scores.

If ACT decides to conduct an Individual Score Review, it makes reasonable efforts to notify you if your score is under review. The notice includes information about why ACT has started the Individual Score Review and options available for resolving it. More information regarding the Individual Score Review process will be provided to you if ACT opens an Individual Score Review regarding your score.

For Individual Score Reviews, the final and exclusive remedy available for you to appeal or otherwise challenge a decision by ACT to cancel your test score is binding arbitration through written submissions to the American Arbitration Association ("AAA"), unless both you and ACT agree to submit the matter to an alternative arbitration forum. By agreeing to arbitration, you are waiving your right to have your dispute heard by a judge or jury. Most of the filing fee will be paid by ACT, but you will pay a portion of the fee, as permitted by the AAA's Consumer Arbitration Rules (or as permitted by the rules of any alternate forum). If

you arbitrate a decision by ACT to cancel your test scores, you must pay a nonrefundable filing fee of \$200 to the AAA (or alternate forum) as your share of the filing fee. This fee is payable in full when a claim is filed, but will be reimbursed by ACT if you prevail in arbitration and your scores are not cancelled. The only issue for arbitration will be whether ACT acted reasonably and in good faith in deciding to cancel the scores. Proof of misconduct is not required to cancel scores.

Compromises/Disruptions in the Testing Process

ACT takes steps that are intended to ensure that test registrations are correctly processed, and that tests and answer documents are properly handled and scored. In the unlikely event that an error occurs that compromises or disrupts the testing process, ACT will examine the situation and determine whether it needs to take action, including not scoring answer documents or canceling scores. Compromises or disruptions that could cause ACT to take action include, but are not limited to, errors in the registration process; errors in preparing, handling, shipping, processing, or scoring answer documents; errors in reporting scores; deviations from standard testing procedures such as events that cause testing at a test center to be cancelled or interrupted, or a mistiming on any part of the test; events or information that raise concerns about possible prohibited behavior, advance access to test content by anyone taking the test, or possible invalid scores; unusual data from a test center such as unusual similarities in the answers of people at the same test center; or any events that otherwise disrupt or compromise the testing process. If ACT determines that it needs to take action in response to compromises or disruptions in the testing process, ACT will either correct the error, if ACT believes correction is possible; offer each affected person the option to retake at no additional fee (normally on a future national test date); or offer a refund. Decisions made by ACT regarding compromises or disruptions in the testing process are final. If ACT offers a retake and you select that option (or it is selected for you in State and District testing), you must retake all four multiple-choice tests to produce a valid Composite score. If you took the Writing Test on the original test date, you may also need to retake the Writing Test in addition to the four multiple-choice tests to produce a valid English Language Arts score.

Special Instructions for State and District testing: In the event of compromises/disruptions in the testing process,

ACT may offer each affected person the option to retake at no additional fee or it may cancel the test event without an option for retake.

The remedies listed in this Non-Scoring and Canceling Scores section are the exclusive remedies for anyone affected by irregularities in the testing process, regardless of cause.

It is important that ACT ensure that reported scores are not affected by an irregularity, and that ACT inform anyone who has received a score report that the score may not accurately reflect a person's academic achievement and skills. You therefore agree that ACT may notify score recipients if there is an investigation into the validity of your reported test score and if your score is cancelled. You also agree that ACT may disclose details about a test security investigation to score recipients and to anyone who may be able to assist with an investigation conducted by ACT, such as law enforcement, state departments of education, and local school officials. You agree that ACT will have no liability for exercising any of these rights.

ACT will not be liable to test takers, schools, school districts, or anyone else for any damages that are caused by or arise from any irregularity, including but not limited to failure by test administration personnel or students to comply with ACT test administration policies or procedures, or that are caused by or arise from the actions of any third parties.

ACT INTELLECTUAL PROPERTY RIGHTS

The following text is taken from the Terms and Conditions that all students agreed to when they registered to take the ACT test.

All ACT tests, test-related documents and electronic materials (if any), and test preparation materials are copyrighted works owned by ACT and protected by the laws of the United States and other countries. Secure tests and test questions are property of ACT and may not be copied or disclosed at any time. You may not copy or distribute any part of any test-related materials that ACT has made available to the general public, such as materials designated or marked by ACT as sample tests, without the prior written approval of ACT. ACT may pursue all available civil and criminal remedies if its intellectual property rights are violated, including seeking damages and/or injunctive relief in a court of law.

ACT owns all answers and answer sheets you submit, as well as all score-related data maintained by ACT. Score reports you receive are your property. However, such reports may not be altered by you or others so as to convey inaccurate or misleading information, and, if the scores reflected on such score reports are cancelled by ACT, may not be provided to third parties.

PRIVACY POLICY AND NOTICE OF COLLECTION OF PERSONALLY IDENTIFYING INFORMATION

The following text is taken from the Terms and Conditions that all students agreed to when they registered to take the ACT test.

ACT collects personally identifying information when you register for one of our assessments and our processing of such information, including collection, use, transfer, and disclosure is described in the **ACT Privacy Policy**.

Notice to International Examinees: Your personally identifying information may be transferred outside of your home country to the United States to ACT or a third party service provider for processing and will be subject to use and disclosure under the laws of the United States. It may also be accessible to law enforcement and national security authorities in the United States. You voluntarily register for or take an ACT assessment and in doing so you provide personally identifying information to us, some of which is mandatory. If you do not provide certain personally identifying information which is mandatory, such as name, gender, address and date of birth, you may not be able to complete your registration for the ACT assessment. For a full description of our Privacy Policy and practices please review the **ACT Privacy Policy**. When you register for an ACT assessment, you consent to the ACT Privacy Policy, which is incorporated into these Terms and Conditions by reference, including consenting to the collection of personally identifying information and its subsequent use and disclosure. Any questions about the ACT Privacy Policy or this notice should be directed to our Data Protection Official, Vice President, Data Management at **DPO@act.org**.

High School Reporting HIGH SCHOOL SCORE LABEL

The high school receives two score labels (figure 4) for each student. One label is provided for the student's permanent record; one is for the counselor's files.

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

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

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

TAYLOR, ANN C					-54116290	08/22/1998
NAME OF STUDENT					ACT ID	DATE OF BIRTH
<small>*Writing scale prior to Sept. 2015 is 2-12. Writing scale as of Sept. 2015 is 1-36.</small>						
ENGLISH	MATH	READING	SCIENCE	COMPOSITE	WRITING*	TEST DATE & TEST LOCATION
24	19	23	18	21	25	04/2016
PERCENT AT OR BELOW NAT'L COMP.:					56	ACT [®]
						NATIONAL

Figure 4. Sample ACT High School Score Label

NAME OF STUDENT	GENDER	TEST SCORE (1–36), PERCENT AT OR BELOW TEST SCORE, AND ASSOCIATED SUBSCORES (1–18)																OPTIONAL					TEST DATE	TEST LOCATION																			
		ENGLISH				MATHEMATICS				READING				SCIENCE				COMPOSITE		WRITING* (1–36)		DOMAINS (2–12)																					
		TEST SCORE	%	USAGE/ MECH.	RHETS. SKILLS	TEST SCORE	%	ELEM. ALG.	ALG./ GEOM.	GEOM./ TRIG.	TEST SCORE	%	SOC/ SCI.	ARTS/ LT.	TEST SCORE	%	SCORE	%	TEST SCORE	%	DEAS/ ANALY.	DEV/ SUPP.			ORG.	LANG/ CONV.																	
THE FOLLOWING STUDENTS ARE HIGH SCHOOL JUNIORS																																											
DONOVAN BAILEY	J	M	32	95	16	17	24	73	12	11	14	32	95	17	16	22	63	28	90	32	99	11	10	10	12	04/2016	NATIONAL																
FELDMAN ELLASON	C	F	24	74	15	11	25	79	14	10	14	25	75	14	13	22	63	24	74			04/2016	NATIONAL																	
TAYLOR ANN	C	F	24	74	12	12	19	47	11	10	09	23	66	12	11	18	32	21	56	25	79	10	08	07	08	04/2016	NATIONAL																
ZEHMAN BRYNNE	W	F	21	58	11	10	17	36	08	09	08	18	36	09	09	20	48	19	42	20	48	07	07	07	07	04/2016	NATIONAL																
THE FOLLOWING STUDENTS ARE HIGH SCHOOL SENIORS																																											
BRENNEMAN CHARLY	F	M	26	82	15	12	15	15	07	08	07	21	56	10	12	20	48	21	56	25	79	08	09	08	07	04/2016	NATIONAL																

NOTE: This list reflects the score reports included in this mailing.
 *The writing scale for test events prior to September 2015 is 2–12. Writing domain scores are not available for test events prior to September 2015.
 ACT, Inc.—Confidential Restricted when data present
 © 2015 by ACT, Inc. All rights reserved. 21722

Figure 5. Sample ACT High School Report Checklist

HIGH SCHOOL REPORT CHECKLIST

A checklist accompanies each group of reports mailed to the high school (figure 5). The checklist shows the students whose reports are included in that mailing. The checklist reflects the order in which that group of reports is shipped—alphabetically within the grade levels reported by the students when they registered. Checklists are not cumulative.

The checklist includes the four multiple-choice test scores, subscores, Composite score, writing score, four writing domain scores, test date, and test location. National normative cumulative percents are provided for all scores except writing.

REPORTING OPTIONS

Students’ ACT records, as shown on the High School Report, are available to high schools or districts on CD-ROM as an extra-cost reporting service. Schools that order CD-ROM reporting first receive the standard paper copies of the High School Report for use in counseling individual students. Order forms with specifications, schedules, and prices are available at www.act.org/aap/k12/recordinfo.html.

HIGH SCHOOL PROFILE SERVICE

Each August, schools with ACT-tested graduates receive a free copy of their high school’s ACT Profile Report. This report focuses on the performance, course selection, and college readiness of the most recent ACT-tested graduating class.

Schools also have the option of ordering a data file containing individual student records for their graduating class students.

HIGH SCHOOL REPORT

A high school report is generated if the student provides a valid high school when registering or testing.

A sample ACT High School Report is shown in figure 6. The main data elements are described below.

A. This section provides personal identifying information about the student and includes name, mailing address, gender, and date of birth provided at the time of registration or testing.

B. This section shows the student's scores on each of the multiple-choice subject area tests (scale 1–36) and associated subscores (scale 1–18). If the student took the ACT with writing, a writing score (scale 1–36) and four writing domain scores (scale 2–12) are reported. A student's writing score is not included in the calculation of the Composite score.

The English Language Arts (ELA) score, an average of the student's English, reading and writing scores, and the STEM score, an average of the student's mathematics and science scores, are reported when the student has all of the component scores. Both of these scores are rounded to the nearest whole number (0.5 is rounded up) and are on a scale of 1–36.

National norms for all of the scores described above are reported as the percent of ACT-tested US high school students at or below this student's score. Except for the writing and ELA scores, the norms are based on the scores of high school students who graduated during the previous three years. Because they are new this year, national norms for the writing and ELA scores are based on a group of US high school students who took the writing test as part of a special study.

State norms are also reported and are based on the scores of high school students who graduated from high school in your state during the previous three years. Both sets of norms allow you to determine the student's relative standing among national and state ACT-tested students.

The Understanding Complex Texts proficiency level is based on a subset of items in the reading test and indicates the student's ability to identify the central meaning and purposes for a range of increasingly complex texts. There are three proficiency levels: Below Proficient, Proficient, and Above Proficient.

The Progress Toward Career Readiness indicates the student's potential level of achievement on the ACT National Career Readiness Certificate™ (ACT NCRC®). The ACT NCRC is an assessment-based credential that certifies skills critical to the student's future education and career success.

There are four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC. This information is not to be considered a substitute for actual performance on the ACT NCRC.

Learn how ACT NCRC performance relates to job skill requirements at www.act.org/workkeys.

C. The **College Readiness** chart displays the ACT College Readiness Benchmark Score for each of the four ACT multiple-choice tests and whether the student's score is "below" or "at or above" that level. A student scoring at or above one of these benchmark scores will likely be ready for first-year college courses in that corresponding subject area.

On this report, the student scored at or above the benchmark score in English and reading, but below the benchmark score in mathematics and science. This particular student may need additional rigorous coursework in mathematics and science prior to entering college.

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

E. Self-reported educational needs and interests.

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

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

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

I. An asterisk (*) prints in the box when not enough information is available to provide predictive information to colleges participating in ACT Predictive Services.

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

K. Calculated on an unweighted 4.0 scale using the grades reported by the student for courses in English, mathematics, natural science, and social studies.

L. To help identify different sets of test scores that may be achieved in the same month, ACT reports the "Test Location" where the test was taken. All test locations must be authorized by ACT. The possible test locations are:

- National—testing on a national test date at test centers in the US, US territories, Puerto Rico, and Canada
- International—testing on an international test date at test centers in other countries

- State—in-school testing on a state test date
 - School—all other ACT-authorized testing not through national, international, or state
- M.** Information about the colleges to which the student had ACT send reports.
- N.** This area will display one of the following:
- A photo of the student
 - A silhouette with text reading:
ACT-Approved Exception Photo Not Required.
 - No photo with text reading: **Intentionally Left Blank**

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

Side 2 of the High School Report provides a Career Options activity for the student as a starting point to explore career possibilities and related college majors.

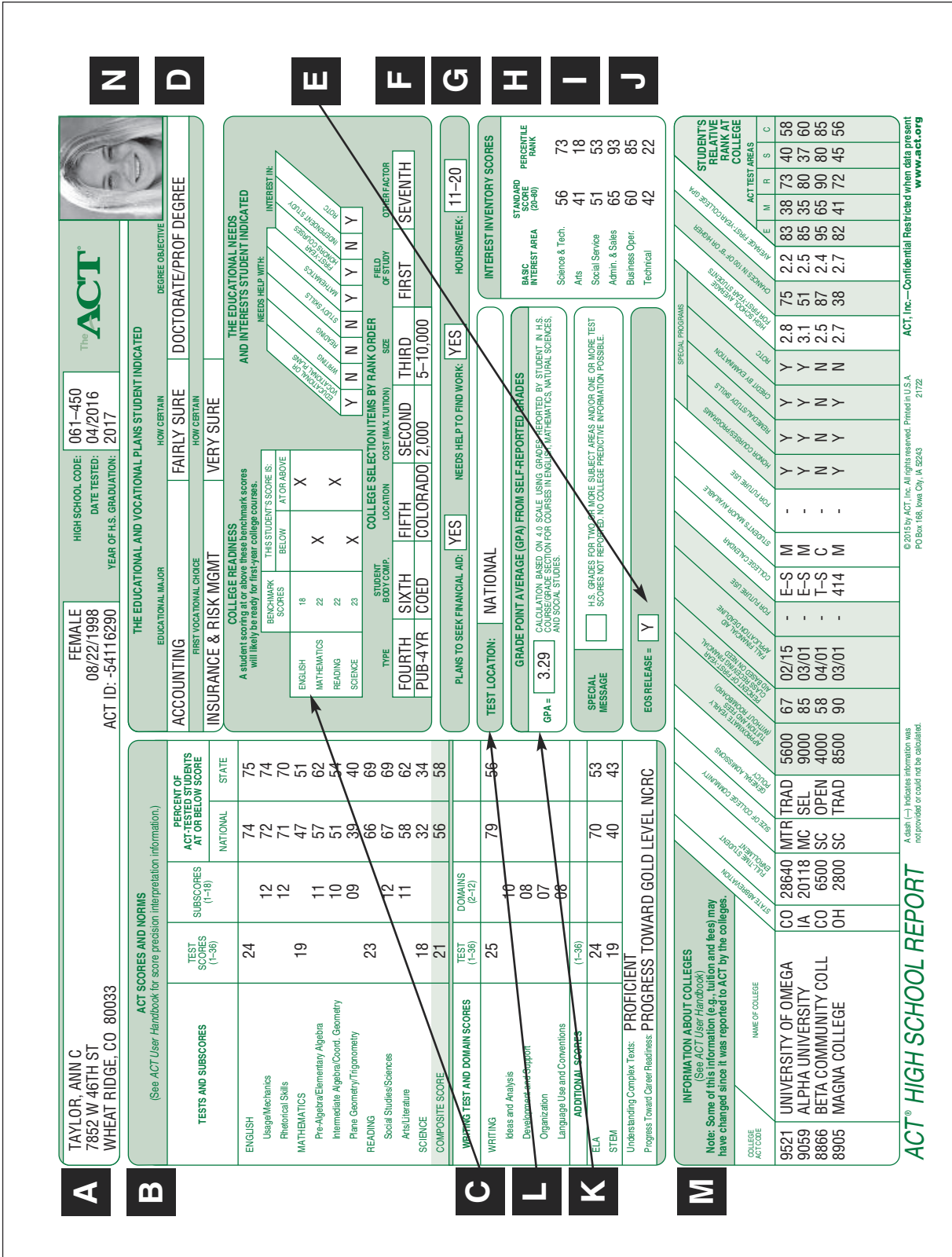


Figure 6. Sample ACT High School Report

College Reporting

REPORTING OPTIONS

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

ACT RESEARCH SERVICES

ACT Research Services are designed to aid colleges in research, self-study, and planning by providing summary analyses of student data through a variety of descriptive, predictive, and evaluative report options. For participating colleges, Research Services reports simplify the tasks of developing normative data, examining and evaluating current programs and practices, and comparing findings with those from other colleges. Any college that meets the eligibility criteria may participate free of charge in the Class Profile, Admissions, and Retention/Attrition research report services.

Registration information is sent to colleges in early September. Information is also available from the ACT Education and Workforce Research Services department and at www.act.org/research/services.

Class Profile Service

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

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

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

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

Admissions Service

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

Uses of this report include:

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

Retention/Attrition Service

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

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

Course Placement Service

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

COLLEGE REPORT

A sample College Report is shown in figure 7. The main data elements are described below.

- A.** This section shows student identifying information provided at the time of registration or testing.
- B.** To help colleges identify different sets of test scores that may be achieved in the same month, ACT reports the “Test Location” where the test was taken. All test locations must be authorized by ACT. The possible test locations are:
- Test Location
 - National—testing on a national test date at test centers in the US, US territories, Puerto Rico, and Canada
 - International—testing on an international test date at test centers in other countries
 - State—in-school testing on a state test date
 - School—all other ACT-authorized testing not through national, international, or state
 - DANTES—testing at a US military center operated by Defense Activity for Non-Traditional Education Support (DANTES)
 - Residual—on-campus testing for students who have applied, been admitted, or currently attend your institution and were unable to test another way (scores valid only for use at the testing institution)
 - **Date Tested:** The month and year the student took the ACT.
 - **Year of high school graduation** or equivalent, reported by the student.
- C.** Predictive information is provided for colleges that participate in the ACT Admissions Service. The overall **GPA chances of success** section contains the student’s estimated chance of earning a first-year college GPA of B or higher, and C or higher. The chances are an indication of the level of success a student may achieve if they were a member of the specified group (e.g., all first-time entering freshmen, education majors, or first generation attending college). The **specific course chances of success** section contains the student’s estimated chance of earning a course grade of B or higher, and C or higher in college courses selected by the institution.
- Both types of chances are based on a student’s ACT scores and High School GPAs and provide information to help determine if a student is academically prepared to succeed in your institution as a member of a certain group and/or in specific college courses.
- D. Information** about the student’s high school graduating class and record, including self-reported rank and range of grade point average on an unweighted 4.0 scale (see F).
- E.** The first three background items can be released only to colleges that authorize ACT to report them. Racial/ethnic background is reported in compliance with USDOE categories.
- F.** Student’s responses to the ACT High School Course/Grade Information section for students who test through National, International, or State and District Testing.
- G.** ACT Interest Inventory results, reported as standard scores, percentile ranks, and World-of-Work Map regions.
- H.** Self-reported educational needs and interests. Self-reported plans for financial aid and employment while in college.
- I.** The student’s ranking of seven college choice factors and preferences regarding five of the factors. Self-reported educational and vocational plans, chosen from a list of nearly three hundred college majors and occupations. The student also notes degree of certainty of these plans.
- J.** The institution’s ACT code and choice among institutions authorized by the student to receive College Reports. “S” under “Choice” indicates a Supplemental report and “C” indicates Residual testing.
- Self-reported disability information, reported only if volunteered by the student and if reporting is authorized by the college.
- K.** If the student provided a valid email address when he or she registered or tested, it is shown here.
- L.** This section shows the student’s scores on each of the multiple-choice subject area tests (scale 1–36) and associated subscores (scale 1–18). If the student took the ACT with writing, a writing score (scale 1–36) and four writing domain scores (scale 2–12) are reported. A student’s writing score is not included in the calculation of the Composite score.
- The English Language Arts (ELA) score, an average of the student’s English, reading and writing scores, and the STEM score, an average of the student’s mathematics and science scores, are reported when the student has all of the component scores. Both of these scores are rounded to the nearest whole number (0.5 is rounded up) and are on a scale of 1–36.

National norms for all of the scores described above are reported as cumulative percentages and, except for writing and ELA scores, are based on the scores of high school seniors who graduated during the previous three years. Because they are new this year, national norms for writing and ELA scores are based on a group of high school students who took the writing test as part of a special study.

Institutional norms are reported for institutions that participated in ACT Research services and are cumulative percentages based the previous year's first-time entering students.

The Understanding Complex Texts proficiency level is based on a subset of items in the reading test and indicates the student's ability to identify the central meaning and purposes for a range of increasingly complex texts. There are three proficiency levels: Below Proficient, Proficient, and Above Proficient.

The Progress Toward Career Readiness indicates the student's potential level of achievement on the ACT National Career Readiness Certificate™ (ACT NCRC®). The ACT NCRC is an assessment-based credential that certifies skills critical to the student's future education and career success. There are four levels: Progress Needs Improvement, Progress Toward Bronze NCRC, Progress Toward Silver NCRC, and Progress Toward Gold NCRC. This information is not to be considered a substitute for actual performance on the ACT NCRC.

Learn how ACT NCRC performance relates to job skill requirements at www.act.org/workkeys.

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

Side 2 of the College Report provides a Career Options activity for the student as a starting point to explore career possibilities and related college majors.

A **L** **J** **I** **H** **G** **E** **F** **D** **C** **B**

TAYLOR, ANN C
 7852 W 46TH ST
 WHEAT RIDGE, CO 80033

ACT ID: -54116290
 DATE OF BIRTH: 08/22/1998
 GENDER: FEMALE

TEST LOCATION: NATIONAL
 DATE TESTED: 04/2016
 YEAR OF H.S. GRAD.: 2017

303-337-4850 (C)

STUDENT E-MAIL: ANN.TAYLOR@EMAIL.COM

ACT COLLEGE REPORT

SCORES AND PREDICTIVE DATA

TESTS AND SUBSCORES	SUBSCORES (1-18)		MATH. INST.	
	(1-18)	(1-18)	MATL.	INST.
ENGLISH	24	12	74	75
Usage/Mechanics			72	74
Rhetorical Skills			71	70
MATHEMATICS	19	11	47	51
Pre-Alg./Elem. Alg.			57	62
Alg./Coord. Geom.			51	54
Plane Geom./Trig.			39	40
ELA	24	19	70	53
STEM	19	10	40	43

Understanding Complex Text: **PROFICIENT**
 Progress Toward Career Readiness: **PROGRESS TOWARD GOLD LEVEL INCR**

TESTS AND SUBSCORES

TESTS AND SUBSCORES	SUBSCORES (1-18)		MATH. INST.	
	(1-18)	(1-18)	MATL.	INST.
READING	23	12	66	69
Soc. Studies/Sci.			67	69
Arts/Literature			58	62
SCIENCE	18	11	32	34
COMPOSITE	21	15	56	58
Writing Test (1-38)				
Writing Subscores (1-24)				
Writing	25	10	79	56
Ideas and Analysis				
Dev. & Support			08	08
Organization			07	08

OVERALL GPA CHANCES OF SUCCESS

STUDENT GROUP	CHANCE Z-C		SPECIFIC COURSE	
	Z-C	Z-B	Z-C	Z-B
EDUCATION	65	89	FRESHMAN ENGLISH	48
BUSINESS ADMIN	61	72	COLLEGE ALGEBRA	15
LIBERAL ARTS	74	81	HISTORY	18
ENGINEERING	25	32	CHEMISTRY	68
ALL FRESHMEN	75	80	PSYCHOLOGY	79

ADMISSION/ENROLLMENT DATA

COLLEGE CODE	CHOICE	FULL-TIME	U.S. CITIZEN	RESIDENT OF STATE	PHYSICAL LEARNING DISABILITY	HOUSING PLANS
9521	1ST	YES	YES	YES	NO	RESID. HALL

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT BODY COMP.	LOCATION	SIZE	FIELD OF STUDY	OTHER FACTOR
FOURTH PUB-4YR	SIXTH COED	COLORADO	2,000-5-10,000	FIRST	SEVENTH

EDUCATIONAL AND VOCATIONAL PLANS

EDUCATIONAL MAJOR: ACCOUNTING
 HOW CERTAIN: FAIRLY SURE
 DEGREE OBJECTIVE: DOCTORATE/PROF DEGREE

BEST VOCATIONAL CHOICE: INSURANCE & RISK MGMT
 HOW CERTAIN: VERY SURE

NEEDS HELP WITH:

EDUCATIONAL/VOCATIONAL PLANS	WRITING	READING	STUDY SKILLS	MATHEMATICS	INTEREST IN:
Y	N	N	N	Y	INDEPENDENT STUDY
					ROTC
					Y

INTEREST INVENTORY SCORES 02 03 04

BASIC INTEREST AREA (20-80)	5%ILE	15%ILE	25%ILE	50%ILE	75%ILE	95%ILE	99%ILE
SCIENCE & TECH.	73						
ARTS	18						
SOCIAL SERVICE	53						
ADMN. & SALES	93						
BUSINESS OPER.	85						
TECHNICAL	22						

SELF-REPORTED HIGH SCHOOL COURSE/GRADE INFORMATION

ENGLISH	ALGEBRA I	ALGEBRA II	TRIGONOMETRY	CALCULUS	PHYSICS	CHEMISTRY	BIOLOGY	NATURAL SCIENCES	U.S. HISTORY	WORLD HISTORY	GOVT	PE	ARTS
B	A	A	P	P	B	C	C	P	N	N	N	N	N

SELF-REPORTED HIGH SCHOOL INFORMATION

YEARS H.S. GRADUATION	SIZE OF SCHOOL	TYPE OF SCHOOL	TYPE OF PROGRAM
2017	200-399	PUBLIC	COLL PREP

SELF-REPORTED RANK: TOP QTR
AND AVERAGE: 3.0-3.4
YEARS CERTAIN SUBJECTS STUDIED AND ADVANCED PLACEMENT IN HIGH SCHOOL

YEARS	ENGLISH	MATHEMATICS	SCIENCE	ARTS	PHYSICS	CHEMISTRY	OTHER SUBJECTS
4	4	3	3	1	1	0	0

ADVANCED PLACEMENT IN H.S.

LANG.	YES	NO
ENGLISH	Y	N
MATHEMATICS	Y	N
SCIENCE	Y	N
ARTS	Y	N
PHYSICS	Y	N
CHEMISTRY	Y	N
OTHER SUBJECTS	Y	N

H.S. EXTRACURRICULAR ACTIVITIES AND COLLEGE EXTRACURRICULAR PLANS

ACTIVITY	Y	N
ATHLETICS	Y	N
CLUBS	Y	N
WORK	Y	N
TRAVEL	Y	N
TECHNICAL	Y	N
LEADERSHIP	Y	N
COMMUNITY SERVICE	Y	N
OTHER	Y	N

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

RACIAL/ETHNIC BACKGROUND: WHITE
RELIGIOUS PREFERENCE: PREFER NOT TO RESPOND
ENGLISH MOST FREQ. SPOKEN IN HOME: YES
MOTHER/GUARDIAN 1 ED. LEVEL: BACHELOR'S DEGREE (4 YRS)
FATHER/GUARDIAN 2 ED. LEVEL: SOME COLLEGE, NO DEGREE

SPECIAL MESSAGE:

ACT COLLEGE REPORT

N = NOT TAKEN; DO NOT PLAN TO TAKE
 P = PLANTO TAKE BEFORE GRADUATION
 T = TAKEN; NO GRADE REPORTED
 A, B, C, D, F = FINAL GRADE
 DASH (—) = NO RESPONSE
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 www.act.org
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 PO Box 168, Iowa City, IA 52243 21722

Figure 7. Sample ACT College Report

4 Uses of ACT Data

Section Highlights

- Educational Opportunity Service (EOS)
- Predictive Modeling Indexes
- Course Placement
- Academic Advising

Confidentiality

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

High School Uses of ACT Data

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

DISCUSSING ACT RESULTS IN EDUCATIONAL AND CAREER COUNSELING

From the ACT student record, district and school personnel will find valuable information to assist them in their duties.

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

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

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

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

Career Planning

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

- Are the plans based on realistic factors such as educational development and interests, or are they influenced by factors such as parental expectations and sex-role stereotypes?
- Are the student's degree objective, educational major, and career plans consistent?
- Do the student's differential levels of educational development (as indicated by high school grades and ACT scores) support the educational and career plans?
- Do the student's interests support the educational and career plans?

Are more possibilities for educational and career plans suggested by:

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

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

College Planning

Has the student identified colleges appropriate for his or her level of educational development, as indicated by high school performance and ACT scores?

- Do the chosen colleges offer the student's preferred program of study? What percentage of each college's students are enrolled in that area? If the program is not available, how does the student plan to resolve this discrepancy?
- Is the student aware of any inconsistencies between the stated preferences for type of college and the characteristics of the schools considered such as location, type, cost, size?
- What cost limitation does the student indicate? Is the student aware of hidden costs, such as the cost of travel to a college distant from home? If a selected school costs more than the student and family can pay, does the student plan to seek financial aid? If so, does time remain to do so, and are application materials needed?

Using ACT College Readiness Benchmark Scores in College Planning

ACT works with colleges to help them develop guidelines to place students in courses that are appropriate for their level of achievement as measured by the ACT tests. In doing this work, ACT has gathered course grade and test score data from a large number of first-year students and across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in a standard first-year college course. Data from 214 institutions and more than 230,000 students were used to establish the ACT College Readiness Benchmark Scores, which are median course placement scores that are directly reflective of student success in a college course.

Success is defined as a 50 percent chance that a student will earn a grade of B or better or about a 75 percent chance of earning a grade of C or better. The courses are the ones most commonly taken by first-year students in the areas of English, mathematics, social sciences, and science, namely English Composition, College Algebra, entry-level social science courses, and College Biology. ACT ACT College Readiness Benchmark scores are 18 on the English test, 22 on the mathematics test, 22 on the reading test, and 23 on the science test. The College Readiness Benchmarks are based upon a sample of postsecondary institutions from across the United States. The data from the institutions were weighted to reflect postsecondary institutions nationally. The benchmark scores are median course placement values for these institutions and as such represent a *typical* set of expectations.

INFORMATION ABOUT COLLEGES

We survey colleges each year to obtain the data on which "Your College Reports" (Student Report) and "Information About Colleges" (High School Report) are based. College information on the Student Report is presented in an easy-to-understand format. The High School Report provides more detail in a highly condensed format (see figure 8).

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

- Enrollment figures include both undergraduate and graduate students during the previous academic year.
- Size of the community in which the college is located.

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

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

Admission Policy and Typical Class Rank of Admitted Students	Typical ACT Composite Scores of Admitted Students
HSEL: Highly selective; majority of accepted first-year students in top 10 percent of high school graduating class.	26–31
SEL: Selective; majority of accepted first-year students in top 25 percent of high school graduating class.	21–27
TRAD: Traditional; majority of accepted first-year students in top 50 percent of high school graduating class.	18–24
LIB: Liberal; some of accepted first-year students from lower half of high school graduating class.	16–22
OPEN: Open; all high school graduates accepted to limit of capacity.	16–21

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

INFORMATION ABOUT COLLEGES (See ACT User Handbook) Note: Some of this information (e.g., tuition and fees) may have changed since it was reported to ACT by the colleges.														SPECIAL PROGRAMS										STUDENT'S RELATIVE RANK AT COLLEGE	
COLLEGE ACT CODE	NAME OF COLLEGE	STATE ABBREVIATION	2015-16 TUITION	FULL-TIME STUDENT ENROLLMENT	TYPE OF COLLEGE: COMMUNITY COLLEGE	GENERAL NONRESIDENCE	PROVING YEAR A MAJOR IS AVAILABLE WITHIN 100 MILES	OFFER OF COURSE OR COURSES TO STUDENTS WHO LIVE 100 MILES AWAY	FA FINANCIAL AID APPLICATIONS DUE	FPA-TUITION USE	COLLEGE COUNSELOR	STUDENT'S MAJOR AVAILABLE	FPA-TUITION USE	WORK-COURSE PROGRAMS	GENERAL-ENTRY SKILLS	CREDIT BY EXAMINATION	AP/IB	AP/IB SCORE AVERAGE FOR 100 STUDENTS	CHANCE IN 100 OF B+ OR HIGHER	ACT TEST AREAS					
																			E	M	R	S	C		
9521	UNIVERSITY OF OMEGA	CO	28640	MTR	TRAD	5600	67	02/15	-	E-S	M	-	Y	Y	Y	Y	2.8	75	2.2	83	38	73	40	58	
9059	ALPHA UNIVERSITY	IA	20118	MC	SEL	9000	85	03/01	-	E-S	M	-	Y	Y	Y	Y	3.1	51	2.5	85	35	80	37	60	
8866	BETA COMMUNITY COLL	CO	6500	SC	OPEN	4000	58	04/01	-	T-S	C	-	N	N	N	N	2.5	87	2.4	95	65	90	80	85	
8905	MAGNA COLLEGE	OH	2800	SC	TRAD	8500	90	03/01	-	414	M	-	Y	Y	Y	N	2.7	38	2.7	82	41	72	45	56	

ACT® HIGH SCHOOL REPORT

A dash (—) indicates information was not provided or could not be calculated.

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A B C D E F G H I J

Figure 8. Information About Colleges—High School Report

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

T-S:
Traditional semester—Two approximately equal terms

QTR:
Quarter—Three equal terms of about 12 weeks each, with a summer session

TRI:
Trimester—Calendar year divided into three equal terms, third term replaces summer school

4-1-4:
4-1-4 plan—Two equal terms of about 16 weeks each, with a 4-week interim term

OTH:
Other—Calendar not defined adequately by any of the above

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

M:
A major is available in that program of study (4-year institutions).

C:
A group of courses (minimum of three semester or four quarter courses) is available in that program of study (2-year institutions) or a group of related courses, but no major, is available (4-year institutions).

O:
Other majors (4-year institutions) or groups of courses (2-year institutions) are available in that area of study, although the specific program requested by the student is not.

--:
Information not available; check catalog or website.

- G. GPAs are reported on a four-point scale.
- H. The student's chance in one hundred of attaining a first-year GPA of B or higher at the college. A blank indicates that the college did not provide the information necessary to calculate the chance. Dashes indicate that the chance could not be calculated due to insufficient information.
- I. GPAs are reported on a four-point scale.
- J. Relative ranks of the student's scores at each college as compared to the scores of the previous year's enrolled first-year students, if available. Reported as cumulative percents, these ranks are based on the ACT scores of students who enrolled as first-year, full-time college students.

College Uses of ACT Data

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

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

DISSEMINATION OF DATA TO CAMPUS OFFICES

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

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

SCORES OF OLDER STUDENTS

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

THE ACT EDUCATIONAL OPPORTUNITY SERVICE (EOS)

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

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

How EOS Works

Colleges and scholarship organizations that accept or use ACT scores, ACT Compass® scores, or ACT ASSET® scores, and publish that fact in their literature for prospective students, are eligible to use EOS. These colleges and organizations use the ACT EOS online service to specify student search criteria, purchase the resulting data set, and immediately download selected records. Only students who authorize ACT to release their names are included in the EOS student pool. For more information, go to www.act.org/eos.

OTHER ACT DATA SERVICES

Enrollment Information Service (EIS)

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

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

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

ACT Information Manager® (AIM)

AIM is a database software for customizing and personalizing enrollment management efforts using student-level information in the ACT. With AIM, users access and analyze about three hundred data elements contained in each ACT College Report, in categories such as:

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

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

RECRUITMENT AND ADMISSIONS

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

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

Predictive Modeling Indexes

Predictive modeling data from four behavioral indexes are available in the ACT electronic record. The predictive modeling data elements do not predict that a student will enroll at a specific institution, but, rather, they predict four enrollment behaviors:

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

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

Simplifying the Admissions Process

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

The Admission Decision

With curriculum-based test scores in English, mathematics, reading, and science, plus subscores in seven areas, as well as an ELA score and four domain scores (if the student took the ACT with writing) and a STEM score, the ACT can provide data useful for evaluating a student's educational development. The availability of both national and local norms and probability estimates for academic success enhances the utility of these data.

Presented as cumulative percents (the percent of students scoring at or below a given score), two sets of norms are reported for the multiple-choice tests. The national norms are based on the most recent ACT scores of high school seniors who graduated during the previous three years and who tested as tenth, eleventh, or twelfth graders on a national or state test date. Local norms, based on enrolled students at a particular college who have taken the ACT, are also provided if the college has participated in any of the free ACT Research Services.

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

The ELA and four domain scores may be used in making the admission decision or in facilitating placement decisions. The ACT writing test is designed to reflect the type of writing found in rigorous high school curricula and expected of students entering first-year college composition courses. It is designed to complement information provided by the ACT English and reading tests.

COURSE PLACEMENT

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

An effective placement test should measure the skills and knowledge necessary to succeed in a particular course. By design, the ACT fits this description. The ACT tests measure the skills and knowledge that have been identified by curriculum experts as essential for success in postsecondary education, and that are typically taught in college preparatory courses in high school. Research using grades from over 250 institutions has shown that ACT scores can provide accurate placement in a wide variety of course types. Using ACT scores for placement can reduce the amount of time and expense in administering, scoring, and reporting local tests. For example, ACT scores can be used to screen students for local testing; local tests could then provide more information for the subset of students who are near the cutoff score or decision point. Selecting cutoff scores that lead to accurate placement is not an easy task. Using college course grade data, ACT has identified cutoff scores (see table 2) that, typically, give the highest percentage of correct decisions in several subject areas. These cutoff scores can be used as guidelines for setting initial cutoff scores at an institution. Because course content and grading policies can differ across institutions, the effectiveness of the initial cutoff scores should be evaluated at some point. ACT has developed a Course Placement Service designed to assist institutions in evaluating their course placement systems and setting cutoff scores. Visit www.act.org/research/services.

English Course Placement

English is a subject area that often requires placement of first-year students into one of three levels: advanced, standard, or developmental. The ACT English test has been shown to provide useful information for this purpose, and the ACT writing test can augment the ACT English test for making placement decisions.

Table 2 **ACT Cutoff Score Guide for Placement in First-Year College Courses**

Course type	ACT test	Score needed for 50% chance of B or higher
English courses		
Standard Composition	English	18
Advanced Composition	English	19
Mathematics courses		
College Algebra	Mathematics	22
Pre-calculus	Mathematics	24
Trigonometry	Mathematics	24
Calculus	Mathematics	27
Social Science courses		
American History	Reading	23
Typical first year social science courses	Other History	23
	Psychology	22
	Sociology	21
	Political Science	22
Natural Science courses		
Biology	Science	23
Chemistry	Science	26
<p>Note: Cutoff scores have been weighted to reflect the national population of high school graduates. This table summarizes ACT cutoff scores for placement in different types of first-year courses. A <i>cutoff score</i> is the minimum score for which we estimate that a student has a 50% chance of earning a B or higher grade in a particular type of course. These cutoff scores are typical results from ACT user institutions that participated in the Course Placement Service or other ACT research services through the 2012–2013 academic year. You can use the scores as initial estimates for your own institution. We recommend, however, that you then participate in the Course Placement Service to obtain more accurate cutoff scores from your own data.</p>		

Placement in Other Courses

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

ACADEMIC ADVISING

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

Helping students plan academic programs, select curricula, and make other educational and vocational decisions is a challenge to those who advise students. Because ACT data relate to common advising concerns, an understanding of the information provided can contribute to the effectiveness of even the most experienced advisor. ACT data can help answer the questions that first-year students are likely to ask:

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

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

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

Such information is provided to students to encourage them to look at their educational development in a realistic manner and then to focus on activities holding some promise for success. Three important cautions:

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

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

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

Interest-Major Fit Score

An Interest-Major Fit Score is available in the ACT electronic record. Interest-major fit is derived from two data elements that are collected during ACT registration: (1) the student's ACT Interest Inventory scores and (2) the student's intended major from a list of 294 college majors. The Interest-Major Fit Score measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the profile of interests of students in a given major. Interest-Major Fit scores range from a low of 00 to a high of 99. The higher the score, the better the person-major fit. Research at ACT and elsewhere suggests that if students'

measured interests are similar to the interests of people in their chosen college majors, they will be more likely to:

- persist in college
- remain in their major
- complete their college degree in a timely manner

Interest-major fit clearly benefits both students and the college they attend: students engaged in good-fit majors are more likely to stay in college, stay in their major, and finish sooner.

Interest profiles for majors are based on a national sample of undergraduate students with a declared major and a GPA of at least 2.0. Major was determined in the third year for students in four-year colleges, and in the second year for students in two-year colleges.

ACT Norms

The Scores and Predictive Data area contains ACT test scores, subscores, and national norms based on the most recent scores of high school seniors who graduated during the previous three years and who tested as tenth, eleventh, or twelfth graders on a national or state test date. Writing norms reflect only those students who chose to take the ACT with writing.

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

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

The local norms show how the prospective student's performance on the ACT compares with that of first-year students who were enrolled when the college participated in the ACT Research Service from which the norms were obtained. This is usually the preceding year, although it could include first-year students who were enrolled as long ago as three years. Generally, these local norms are based on all or nearly all of the first-year class. Before interpreting these data, the user should consult the college official who coordinated Research Service participation to learn the characteristics of the group on which the norms are based.

OVERALL GPA CHANCES OF SUCCESS			SPECIFIC COURSE CHANCES OF SUCCESS		
STUDENT GROUP	CHANCE ≥ B	CHANCE ≥ C	SPECIFIC COURSE	CHANCE ≥ B	CHANCE ≥ C
EDUCATION	65	89	FRESHMAN ENGLISH	48	72
BUSINESS ADMIN	61	72	COLLEGE ALGEBRA	15	18
LIBERAL ARTS	74	81	HISTORY	62	82
ENGINEERING	25	32	CHEMISTRY	38	68
ALL FRESHMEN	75	80	PSYCHOLOGY	79	89

Figure 9. Predictive Data—College Report

Overall GPA and Specific Course Predictions

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

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

All institutions that participate in the ACT Prediction Service may request that prediction of overall GPA be printed for the total group of students, as well as for up to five particular subgroups of students. In figure 9, for example, predictions are given for the total group (denoted by "all freshmen") and for different college majors (education, business administration, liberal arts, and engineering). Predictions for subgroups are given only when a college has included those subgroups in the design for its Prediction Service participation.

Colleges that requested analyses for specific first-year courses in the Prediction Service can also have predictions for these courses printed on the College Report. In figure 9, predictions are given for first-year English, College Algebra, History, Chemistry, and Psychology.

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

Overall Grade Expectancies in Various Groups ($\text{PROB} \geq \text{C}$).

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

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

As shown in figure 9, 86 percent of the predicted GPAs of the preceding year's students who took history at this college are at or below this student's predicted GPA for the course.

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

Request for Waiver or Deferral of College Admission Application Fee

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

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

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

TO: Director of Admissions

_____ (printed name of college/university)

RE: _____ (printed name of student)

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

Signature of high school official

Printed name of high school

Printed name of high school official

High school telephone number

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

Signature of student

Student's Social Security number (optional)

Student's street address

Student's city, state, and ZIP code

Student's email address

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



Contact ACT

How can we help you?

College and high school yearly profile reporting

Phone: Monday–Friday 8:30 a.m.–5 p.m., central time 319.337.1111

- Research Services
PO Box 168, Iowa City, IA 52243-0168 USA

Customer service for registration and scores

Phone: Monday–Friday, 8 a.m.–8 p.m., central time 319.337.1270

Visit this page to email www.actstudent.org/email

- Help with registration, scores, photos and policy questions
- We typically answer questions by email in 1–2 business days and frequently much faster.
- Phone service is available on all ACT test weekends.

To order registration materials, use the form at www.act.org/registrationmaterials.

Educational Opportunity Service (EOS)

Phone: Monday–Friday, 8:30 a.m.–5 p.m., central time 319.337.1350

Email ACT-EOS@act.org

Questions or complaints about a test center or test conditions www.actstudent.org/email

- To submit a complaint, please begin by telling us what happened by email before calling.
- We will automatically initiate an investigation upon receiving your message if it is sent within two weeks of the test experience.

Residual Testing (colleges only, on-campus)

Phone: Monday–Friday, 8:30 a.m.–5 p.m., central time 319.337.1321

Fax 319.337.1221

- Test Administration
PO Box 4028, Iowa City, IA 52243-4028 USA

Score Reporting

For college admissions 319.337.1360

For high school counselors 319.337.1320

Email ACT-Report@act.org

Test Security Hot Line

If you suspect an irregularity related to ACT score integrity—such as someone having access to the tests in advance, sending another person to test in his or her place, or copying someone else's answers—please report your concerns.

Phone: Monday–Friday, 8:30 a.m.–5 p.m., central time 855.382.2645 (US and Canada only)

Provide information online www.act.ethicspoint.com

You can report your concerns anonymously.

Testing with accommodations

Phone: Monday–Friday, 8:30 a.m.–5 p.m., central time 319.337.1332

Email actaccom@act.org

- National Standard Time with Accommodations
301 ACT Drive, PO Box 168, Iowa City, IA 52243-0168 USA
- National Extended Time (50% time extension)
301 ACT Drive, PO Box 4068, Iowa City, IA 52243-4068 USA
- Special Testing (at school)
301 ACT Drive, PO Box 4028, Iowa City, IA 52243-4028 USA

Students previously approved to test with accommodations at a regularly scheduled test center can register to test again with the same accommodations from their ACT web account.

Learn more about accommodation options, eligibility, and how to submit a request at www.actstudent.org/regist/disab/.

ACT NATIONAL TEST DATES

United States, US Territories, Puerto Rico, and Canada

2015 | 2016

TEST DATE

REGISTRATION DEADLINES

	Regular Deadline	Late Fee Required	Photo Upload Deadline
September 12, 2015	August 7	August 8–21	September 4
October 24, 2015	September 18	Sept. 19–Oct. 2	October 16
December 12, 2015	November 6	November 7–20	December 4
February 6, 2016*	January 8	January 9–15	January 29
April 9, 2016	March 4	March 5–18	April 1
June 11, 2016	May 6	May 7–20	June 3

2016 | 2017

TEST DATE

September 10, 2016
October 22, 2016
December 10, 2016
February 11, 2017*
April 8, 2017
June 10, 2017

Registration deadlines for 2016–2017 will be posted on the web in March 2016.

**No test centers are scheduled in New York for the February test date.*