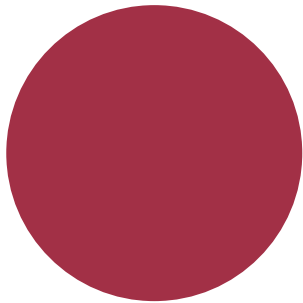


2013 | 2014

SUPERVISOR'S MANUAL



ACT[®] Explore[®]

How to **Contact** ACT Explore Customer Services

Read this manual carefully **before** administering Explore. If you have questions about Explore administration, call Explore Customer Services at 877.789.2925, 8:30 a.m.–5:00 p.m., central time, Monday through Friday.

TDD for hearing impaired (must call from a TDD): 319.337.1524

Visit ACT's website at www.act.org.

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ACT Explore Policies and Procedures

This guide is designed to provide you, a test supervisor, direction in administering the ACT Explore® test, including specific instructions for conducting the test and optional verbal instructions for completion of the student information portion of Explore. Please study these instructions before the test day.

For the Explore test to successfully measure examinees' academic skills, it must be uniformly administered. As a test supervisor, you therefore assume important professional responsibilities. As with all standardized testing, it is critical that the procedures you employ at your school are identical to those at other schools. If you have any questions that are not addressed in this manual, please contact Explore Customer Services (8:30 a.m.–5:00 p.m. central time, Monday through Friday, at 877.789.2925). By strictly following Explore policies and procedures you will help ensure a fair and equitable testing environment.

Standardized Procedures

Throughout this manual, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

To protect both the examinee and the supervisor from questions of possible conflict of interest, the test supervisor should not be a relative or guardian of any examinee. All testing personnel, including room supervisors and proctors, are required to read the materials provided by ACT. Adherence to these standardized procedures is mandatory.

Test Security

To ensure the integrity of your examinees' Explore results, testing personnel must protect the security of test materials as described in this manual. Explore materials are copyrighted by ACT and cannot be resold or redistributed for commercial or other use. The Explore exam must be administered by school or district personnel. Assessment responsibilities cannot be subcontracted to another party without ACT's written permission.

Investigations

In cases of suspected or documented irregularities, all testing personnel are obligated to cooperate fully with ACT in subsequent investigations and respond to ACT's requests for information in a timely manner.

Equal Treatment

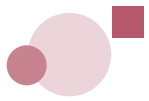
All staff are required to administer and supervise Explore in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act.

Fair Testing Practices

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 education testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (70), P.O. Box 1008, Iowa City, IA 52243-1008, 319.337.1429.

ACT's Data Use Policies

Student scores and other information provided on their answer folder sent to ACT may be used and shared by ACT as described in its data use policies. These policies can be reviewed at www.actstudent.org/datause.html. You may share this information with students and parents if they request it.



ACT Explore Test Materials

Test Booklets

Explore uses a new test form each year. Be certain that you do not administer test forms remaining from previous years. **These forms cannot be scored.**

Each school purchasing Explore is responsible for the security of test booklets and other materials. These materials should be stored in a locked room or cabinet and access must be limited to the test supervisor or school administrator. Test booklets must be given to the room supervisors personally rather than left in an unattended testing room. All test booklets should be stored securely after test administration and returned to students with their score reports.

Other Test Materials

The following materials are supplied by ACT when you order the Explore Test Materials Package.

- ACT Explore *Supervisor's Manual*—general information for school administrators and counselors about the Explore program and your test administration
- *Why Take ACT Explore?*—pre-test information for students and parents
- *Instructions for Completing Your Answer Folder*—one per student testing
- Answer folders—one per student testing
- Tyvek return envelope(s)—pre-addressed to Explore Scoring Services (and a polymailer return envelope with Authorized Return Service (ARS) labels for traceable returns)
- Explore School Headers—two per site minimum
- Class/Group Headers (only if requested when ordering Explore test materials)
- Explore school posters—two large and several small full-color posters for placing on school bulletin boards to announce the test date and other specifics of administration
- Let's Go to College Poster—one per site

Why Take ACT Explore? and *Using Your ACT Explore Results* are available in Spanish for parents whose primary language is Spanish. (Download from www.act.org/explore by selecting “Resources for Educators” under the Resources heading.)

ACT Explore Technical Manual

The Explore *Technical Manual*, detailing technical specifications, reliability and validity data for the Explore tests, is available at www.act.org/explore under Resources.

ACT Explore Interpretive Guide for Student and School Reports

Additional information regarding the Explore program, Explore and the College and Career Readiness System, and career-related information, previously found in this manual, can now be found in the *Interpretive Guide* that accompanies your reports.



Arrangements for Staffing

Selecting and Training Testing Staff

A room supervisor is needed in each testing room to read directions and monitor students. If test rooms are likely to have more than 25 students, additional personnel must be assigned to assist the room supervisor. **Be sure that all personnel who will assist with testing are familiar with the contents of this manual.**

Before the test day, all testing personnel should read all of the instructions very carefully, particularly those enclosed in the shaded boxes. ACT recommends that you conduct a briefing session for all testing staff to discuss the testing guidelines and local options that have been selected. An outline is provided on pages 4–5.

Room Supervisor Qualifications

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

- Proficient in English.
- Experienced in testing and measurement.
- A staff member of the institution where the test administration will take place.

To protect both examinees and the room supervisor from questions of possible conflict of interest, the following conditions should also be met. The room supervisor should:

- Not be a relative or guardian of an examinee in the supervisor's assigned room.
- Not be a private consultant or individual tutor whose fees are paid by an examinee or examinee's family.

Room Supervisor Responsibilities

Specific responsibilities are:

- Read and understand thoroughly the policies, procedures, and instructions in this manual.
- Identify and admit examinees.*
- Supervise a test room.
- Direct examinees to seats.*
- Distribute test materials.*
- Read test instructions.
- Time each test, ensuring that examinees are given the prescribed amount of time for each test.
- Walk around the room during testing to be sure all examinees are working on the correct test and to observe examinee behavior.*
- Pay strict attention to monitoring examinees during the entire testing session.*
- Collect and account for all answer folders and test booklets before dismissing examinees.*
- Complete documentation of any irregularities.

* *Proctor(s) may assist with these activities.*

Proctor Responsibilities

A proctor may be used to assist the room supervisor with an administration to a group of more than ten examinees in the same room and must be used if a room has 26 or more examinees. Proctors are to be added for each incremental increase of 25 examinees in the case of testing in a large-group setting. The proctor is to assist in the administration of the tests according to the policies and procedures in this manual. The proctor must not be a relative or guardian of any of the examinees in the proctor's assigned room.

A proctor's responsibilities are:

- Read and understand this manual.
- Help admit examinees.
- Direct examinees to seats.
- Help distribute test materials.
- Verify the timing of the test with the room supervisor.
- Walk around the room during testing to be sure all examinees are working on the correct test and observe examinee behavior.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the restroom if more than one leaves during the timed portion of the test.
- Pay strict attention to monitoring examinees during the entire testing session.
- Help collect and account for all answer folders and test booklets.

Suggested Training Session Outline

1. Security of Test Materials

- A) Describe how the materials will be distributed to the test rooms and how room supervisors are to count them.
- B) Emphasize that room supervisors are to count test booklets when they receive them from the test supervisor and again before examinees are dismissed.
- C) Emphasize that staff members should never leave a test room unattended.

2. Activities Before the Test

- A) Determine which set of verbal instructions for completing the student information sections room supervisors are to follow: Option 1 (reading aloud all applicable instructions), Option 2 (reading aloud only selected instructions), or Option 3 (reading aloud selected instructions for Pre-ID label users).
- B) Discuss when the Pre-ID labels will be affixed to the answer folders, special instructions to be distributed to students, and how the folders are to be distributed.
- C) Discuss when and where students will complete the student information sections of the answer folder. This may be done during a school-supervised session, preferably before the test day.
- D) Stress the importance of ensuring that all students fill in the ovals, not just the boxes. This is especially important in the name and address blocks if Pre-ID labels are not used.
- E) Discuss the use of sort codes and how these will be delivered to students.
- F) Determine how and when supplemental local items will be distributed.
- G) Explain the purpose of the special status and scoring codes and how/why they will be completed after testing by the test supervisor.
- H) Discuss procedures for collecting answer folders following the student information sections to facilitate redistribution at the time tests are administered.
- I) Review a sample roster of students and explain how it is to be used in test rooms.

A procedures checklist is provided on page 62 for your convenience in tracking the various administrative activities from pre-test through wrap-up after testing.

3. Test Day

- A) Discuss when and where staff members are to report on the test day.
- B) Encourage staff members to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, or other items that may distract students.
- C) Make it clear that room supervisors are not to wait for examinees who arrive late.
- D) Stress that no one may be admitted to the testing room once the timed tests have begun. Determine how to handle late arrivals.
- E) Stress that verbal instructions for the tests must be read verbatim.
- F) Stress that answer folders and test booklets should not be distributed prior to admitting examinees.
- G) Stress that accurate timing of each test is critical. Room supervisors must record the start, five-minute warning, and stop times in the manuals. Discuss the consequences of a mistimed section.
- H) Emphasize that staff members must not read (other than this manual), correct papers, or do anything not related to administering the test. They must not eat, drink, or smoke in the test room. Their attention should be focused on the students.
- I) Emphasize that conversations among staff must be quiet and kept to a minimum. Even whispered conversations can be distracting to students while testing.
- J) Emphasize that calculators should be checked before testing to ensure they meet ACT standards. Review permitted and prohibited calculators in this manual.
- K) Note that during the test, staff members should walk quietly around the room, be available to respond to students' questions, assist in the case of illness, replace defective test booklets or answer folders, and check that examinees are working from the correct section of the test booklet and marking their answers on the proper section of their answer folders.
- L) Discuss how to handle the short break between Test 2 and Test 3. Review what to do if an examinee does not return after the break. Also discuss procedures for a student leaving during the test to go to the restroom.
- M) Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing students (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
- N) Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or an emergency.
- O) Discuss potential individual irregularities and actions to take.
- P) Review the Testing Irregularity Report.

4. After the Test

- A) Emphasize that room supervisors must verify the count of used and unused test booklets, then return test materials and reports to the test supervisor.
- B) Emphasize that room supervisors or the test supervisor should review answer folders to be sure students have correctly gridded their identifying and demographic information.



Scheduling Testing Sessions

ACT recommends that all four Explore tests be administered in one session, consistent with the administration model used in the national norming study. Expect approximately 3 hours total administration time. The student information sections may be completed on a day prior to the tests to shorten the test day administration time.

Total for student information sections 40–50 minutes

Test Section:

English (40 questions) 30 minutes

Mathematics (30 questions) 30 minutes

Optional Break 5–10 minutes

Reading (30 questions) 30 minutes

Science (28 questions) 30 minutes

General Administration 10 minutes (approximate)

Total for Test Section 140 minutes

The tests should be administered in the order presented in the test booklet (English, Mathematics, Reading, and Science), allowing exactly 30 minutes for each test.

If you must administer the tests in more than one session, begin each session following the instructions in this manual (changing the test number as appropriate), then proceed to the section pertaining to the test being administered. All sessions should be ended using the directions in this manual.

Activities Before the Test to Be Completed by the Test Supervisor

The test supervisor must provide the continuity and administrative uniformity necessary to ensure that the students at your school are tested under the same conditions as at other schools and to ensure the security of the examinations. The supervisor's specific responsibilities are to:

- Check all materials shipped from ACT and report any discrepancy between the packing list and contents of the shipment. Make sure you have School Headers containing a barcode label with your school identified on it. Call Explore Customer Services at 877.789.2925 to report any discrepancies in materials.
- Secure test materials.
- Read and thoroughly understand the policies, procedures, and instructions in this manual.
- Select and train qualified staff.
- Select and reserve testing rooms.
- Plan seating arrangements.
- Assemble additional materials to be available in each test room:
 - pencil sharpener
 - supply of No. 2 pencils with erasers for students who do not bring pencils
 - supply of calculators for the Mathematics Test if you want to provide these for students
- Supply of scratch paper for students who need additional space for their figuring during the Mathematics Test.
- Count materials for each room, being sure to record the number of test booklets assigned to each room.
- Prepare testing rooms.
- Provide a roster of students assigned to each testing room and instructions for marking the roster (optional).

Preparing Testing Rooms

Testing rooms should offer adequate writing surfaces, uncrowded seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction.

Writing surfaces should be large enough to accommodate the test booklet and answer folder side by side. Students should not be distracted by inadequate writing surfaces. Lap boards must not be used.

Where possible, plan to seat students in a block so that all rows (side to side) and columns (front to back) have the same number of students. This arrangement simplifies the distribution, collection, and verification of test materials. All students must face in the same direction. Be sure the aisles between rows or columns of seats are wide enough for testing personnel to circulate during the examination without disturbing students—at least three feet shoulder to shoulder.

Whenever possible, seat left-handed students in a separate column at the right of the test room (as viewed from the front of the room), or in the last seat of each column of right-handed students. If left-handed writing surfaces are not available, arrange two columns of chairs side by side and instruct students to use the writing surface of the empty chair on the left.

Make sure bulletin board materials related to potential test questions (English, mathematics, reading, and science), charts, and maps that provide strategies for solving problems or writing essays are removed or covered. Geographical maps and periodic tables need not be covered.

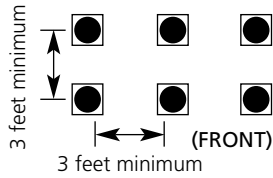
Your school is responsible for providing the following for each testing room:

- Reliable stopwatch or interval timer
- Wall clock (desirable, but not required)
- Supply of soft-lead (No. 2) pencils with erasers for students who do not bring pencils
- Pencil sharpener

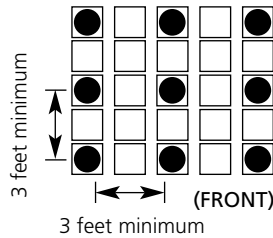
Seating Arrangement Examples

●	One examinee
L	One left-handed examinee
□	One desk

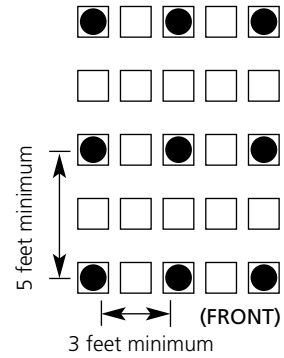
Level Seating with Movable Desks



Level Seating with Stationary Desks



Multiple-Level Seating with Stationary Desks



Left-handed examinees at right-handed desks

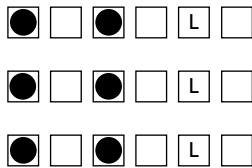
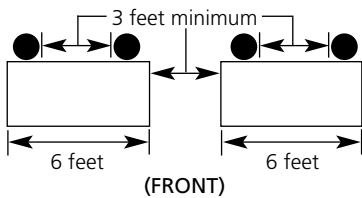
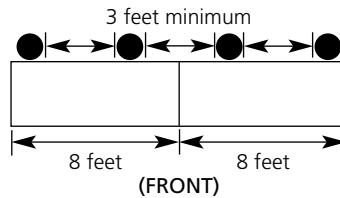


TABLE SPACING

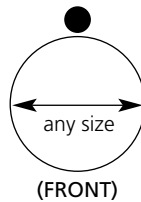
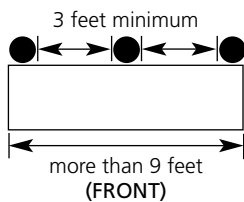
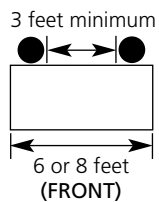
6-Foot Table Spacing



8-Foot Table Spacing



Other Spacing



Use of Calculators on the Mathematics Test

Consistent with curriculum standards established by the National Council of Teachers of Mathematics, the Explore Mathematics Test was designed to be completed with the aid of a calculator and was administered with calculators available in the national norming study conducted by ACT. Students should have calculators available for this test if comparisons between local performance and the national norming sample are important. Each student's calculator should have the four basic functions (addition, subtraction, multiplication, and division), plus a square root function.

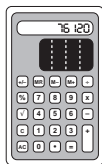
Students should use the type of calculator they are most comfortable with; e.g., if the school normally provides calculators for students, then the same calculators should be provided on the test day. If the students normally provide their own, or if they would feel more comfortable using their own calculators, they should bring and use their calculator on the test day. A supply of calculators with at least the four basic functions, plus a square root function, should be available on test day to lend to students who do not bring a calculator, whose calculator does not perform the necessary function, or whose calculator malfunctions during the test. It is advisable that all calculators be checked prior to testing to be sure they are working properly.

Students may use any four-function, scientific, or graphing calculator, unless it has features described in the **Prohibited** list. For models on the **Permitted with Modification** list, they will be required to modify some of the calculator's features.

Examples of Permitted Calculators

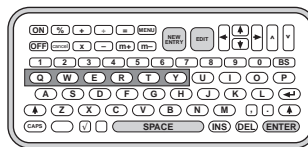


Scientific or graphing



Four-function

Examples of Prohibited Calculators



QWERTY keyboard



Paper tape

Calculators Permitted With Modification

The following types of calculators are permitted, but **only** after they are modified as noted:

- calculators with paper tape—Remove the tape.
- calculators that make noise—Turn off the sound.
- calculators with an infrared data port—Completely cover the infrared data port with heavy opaque material such as duct tape or electrician's tape (includes Hewlett-Packard HP 38G and HP 39G series and HP 48G).
- calculators that have power cords—Remove all power/electrical cords.

Prohibited Calculators

The following types of calculators are **prohibited**:

- calculators with built-in computer algebra systems—*Prohibited calculators in this category include:*
 - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92**; and the **TI-Nspire CAS**—Note: The **TI-Nspire** (non-CAS) is permitted.
 - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
 - Casio: **Algebra fx 2.0**, **ClassPad 300**, **ClassPad 330**, and all model numbers that begin with **CFX-9970G**

- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—*Note: The Sharp EL 9600 is permitted.*
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)—*Note: Letter keys not in QWERTY format are permitted.*

ACT regularly updates information about which calculators are prohibited. To be certain their calculators will be permitted on test day, students should visit **www.act.org/explorestudent/tests/calculator.html** or call 800.498.6481 for a recorded message.

Options to Consider Before Administration

Explore offers a number of administration options to best match the needs of your school. ACT recommends that you discuss these options with your school or district administration, assessment staff, and faculty well in advance of your Explore testing.

1-Day or 2-Day Administration

If the entire Explore program is administered in one day, the student information sections of the test should be administered first, followed by the academic tests (English, Mathematics, Reading, and Science).

Because of the time required to complete the student information sections of Explore, some schools prefer to administer Explore over a two-day period. In this case, the student information sections must be administered on Day 1, and the academic tests on Day 2. If your schedule allows, this option may increase the students' focus and minimize testing fatigue. However, care must be taken to ensure that students have the correct answer folder on Day 2. **In no case should the academic tests of Explore be administered prior to the student information sections.** Doing so increases the risk of students filling in random bubbles on the test sections if they did not complete a section of the test or otherwise making extraneous marks that can affect scoring.

Choosing a Testing Option

Prior to the test day, determine which administration options will be used to present instructions for the student information sections. **Remember that these sections should be administered prior to the tests and will take approximately 40–50 minutes.** You and your staff may select any of the following options for the administration:

- **Option 1:** Room supervisor reads all directions aloud to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder*.
- **Option 2:** Students read the directions themselves from their copies of *Instructions for Completing Your Answer Folder*.
- **Option 3:** Room supervisor reads directions for Pre-ID label users aloud to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder*.

Academic Tests

The academic tests must be administered in the order presented in the test booklet (English, Mathematics, Reading, and Science), allowing exactly 30 minutes for each test.

ACT recommends that all four tests be administered in one session, since this model was used in the national Explore norming study. However, if you are administering the tests in more than one session, begin each session by following the instructions on page 34 (changing the test number as appropriate), then proceed to the section pertaining to the test being administered. All sessions should be ended by using the directions on page 39. Examinees may write in their test booklets. Have a supply of scratch paper on hand for examinees who need additional space for their figuring in the Mathematics Test. Collect the scratch paper at the end of each session and destroy used sheets. Unused sheets may be redistributed at subsequent sessions.

Pre-ID Labels

Explore offers Student Pre-ID Labels to help schools and districts save administration time and ensure accuracy in student demographic information. To place your order, go to www.act.org/education/order/preid. Please contact Customer Services at 877.789.2925 if you have questions regarding this process. Please allow at least three weeks after the receipt of a correctly formatted file for processing and delivery of your Pre-ID label order. The labels must be applied to page 1 of the Explore answer folder prior to your test day, as directed in the instructions that will be provided with your labels.

Class/Group Headers

Class/Group Headers may be used to identify student test results by classroom or other grouping. If Class/Group Headers are used, the test supervisor can indicate on the School Header whether Student Score Reports and/or Rosters are to be sorted by class/group or by school. Summary reports by class/group can also be ordered through Explore Reporting Services for an additional fee. Class/Group Headers can be ordered online at www.act.org/explore.

Student Information

ACT recommends careful completion of all student identification information on the student answer folder. These identification fields (name, date of birth, gender, Student ID, and address) allow for positive identification of student test record results as well as longitudinal analyses of ACT Explore, ACT Plan[®], and other ACT results that require the matching of individual student records. Summary results, such as ACT's Linkage Reports, track student progress from Explore to Plan and to the ACT[®] college readiness assessment, and assist in identifying areas of instruction and/or assistance that may benefit students.

Optional Sort Codes—Block I

Three-digit optional sort codes may be used as an alternative or additional method of identifying student test results by classroom, teacher, or other grouping. If you use sort codes, you must prepare directions to be read to the students, instructing them to enter the appropriate code in block I of the answer folder. Customized Profile Summary Reports may be ordered by sort code. There is an additional fee for these reports.

If you wish to use sort codes and you are using Pre-ID labels, **you must include sort codes in your Pre-ID file**. This eliminates the need for students to grid this data in block I of their answer folder. The sort code data in the Pre-ID file overrides any student-entered data in this block.

Supplemental Local Items—Block M

Block M on the Explore answer folder allows collection of student responses to as many as 12 supplemental items developed by your school or district. Questions for this section might cover topics such as the number of hours spent studying, watching television, or working each day or week; interest in vocational/technical courses, or student opinions about various aspects of the school environment. Questions may be designed for students to select more than one response per item. Your Explore Profile Summary Report will include a table summarizing student responses by item number and response option. Responses are also included in the student data file CD.

If your school/district chooses to develop and administer supplemental items, each room supervisor should have sufficient copies of the items to distribute to students during administration of the student information sections.

Administering the Interest Inventory in Grades 3–6

The Interest Inventory and accompanying norms were designed for students in grades 7 and above. The decision to administer and interpret this instrument with students in grades 3–6 should be made with care, taking student reading level and maturity into account. If students in grades 3–6 do complete the Interest Inventory, they will receive Interest Inventory results on their student score reports. ACT strongly recommends that all students in grade 7 or higher complete the Interest Inventory.

Current School Codes or High School Choices—Blocks R and S

If you are conducting high school admissions testing and need to order reports by Current School Code (block R on answer folder) or High School Choices (block S on answer folder), provide your room supervisors with instructions for filling out blocks R and/or S. (The Current School Code would probably not be the school at which the student is testing.) If you need these special reports by current school (not testing site) or by high school choices, please call Explore Customer Services at 877.789.2925.

Makeup Testing

Makeup testing sessions for students who are absent or become ill during scheduled test sessions should be administered in accordance with the standard test administration procedures described in this manual. Return all answer folders to the ACT scoring center at the same time to ensure that your School Profile Summary Report is complete.

Testing Students With Accommodations

Students with physical or learning disabilities who cannot complete the Explore tests in the standard time limits, using standard test materials, may be tested under special conditions and/or using accommodated testing materials available from ACT. **All student information sections of the Explore program can be completed with the assistance of a reader or scribe in an untimed setting.**

Recommended Eligibility Requirements for Accommodated Testing

The following section pertains to students who need accommodated testing. Procedures listed in the section **Explore Test Administration Procedures** must be followed precisely unless specifically addressed in this section of the manual.

Administration of Explore with accommodations is entirely at the discretion of school personnel. However, ACT recommends accommodated administrations of Explore only for students with **current documented disabilities** and who have been **professionally diagnosed** as physically or learning disabled such that they cannot test under standard conditions. Students best served by the use of a testing accommodation are those for whom the accommodation would minimize the impact of the student's disability when it is not relevant to the primary focus of the assessment, thus giving a more accurate picture of the student's ability. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. An Individual Education Plan (IEP) or 504 plan on file at the school within the last three school years is generally acceptable evidence of reconfirmation. Students and parents should understand that students will not necessarily be eligible for accommodations on Plan or on the ACT tests simply because they receive accommodations on Explore.

Students may be accommodated for testing if the student requires:

- audio DVD or Braille version of the test
- a reader who must use a reader's script prepared by ACT. ACT recommends testing individually in a separate room as is required when using a reader while taking the ACT test
- a scribe to record student responses on the answer folder (ACT recommends using a separate room)
- additional breaks with standard time (requires a separate room)
- separate test sessions
- testing over multiple days
- extended time to complete each test
- a sign language interpreter to sign verbal instructions, test items, and response choices in exact English if authorized by the test supervisor (ACT recommends testing individually in a separate room as is required when using a sign language interpreter on the ACT test)

Testing Arrangements

Accommodated testing may be administered at a time mutually convenient for the student and test supervisor, as close as possible to the date on which Explore is administered to other students. **ACT recommends that students receiving extended time plus any type of assistance from a reader or scribe be tested in a separate room as is required when taking the ACT test.** Students using an audio DVD may test in a group provided they use individual earphones and can control the progress of their own DVD players and the time allocated is the same for all students. Tests must be administered at the school, not in the supervisor's home or other location, unless the student is currently confined to his or her home or is receiving homebound instruction. To protect both the examinee and the supervisor from questions of potential conflict, the room supervisor must not be a relative or guardian of the examinee.

Testing Over Multiple Days or During Separate Sessions

If testing over multiple days has been authorized, each test must be completed during one session and the examinee may not return to a previous test after being dismissed for that testing session.

Testing More Than One Examinee at a Time

ACT normally encourages group administrations for examinees with similar accommodations. **However, ACT recommends that a student testing with a reader be tested individually as is required when using a reader while taking the ACT test.** In contrast, examinees using audio DVDs may test as a group, provided they all use individual earphones and can control the progress of their own DVD players.

Accommodated Testing Options

Students with visual impairment or blindness may use a large-print (19 point) or Braille test form, have the test read to them, have assistance in marking their responses, use a large-print response worksheet, and/or receive extended time. A reader's script or audio DVD test forms provided by ACT may be used.

Students with hearing impairments whose hearing loss has caused a reading disability may be considered for extended time. An interpreter may assist with the pre-test information and instructions. A copy of the verbal instructions to students can be provided for the student to read. If exact English signing of test questions has been authorized by the test supervisor, a reader's script must be used with the same restrictions described above.

Students with learning disabilities may be eligible for extended time and/or either a reader or an audio DVD with headphones and playback machine for each examinee, consistent with testing accommodations currently provided at the school.

Students with motor disabilities that affect their ability to mark the answer folder may be eligible for extended time, use of large-print materials or a reader, or assistance in marking responses.

For students who use a large-print response worksheet, item responses must be carefully transferred by school personnel to a standard Explore answer folder for scoring. ACT will **not** score a large-print worksheet or transfer responses to a standard answer folder.

Accommodation Codes

A testing Accommodation Code should be marked in the shaded box at the top of the second page of the answer folder (see graphic below) for all students receiving an accommodation. Mark the **one** code that best describes the accommodation given.

To be completed by school staff only—see Supervisor's Manual	
ACCOMMODATIONS Mark only one.	
①	⑥
②	⑦
③	⑧
④	⑨
⑤	⑩

VSC	
E M R S	

1. Standard print materials with *extended* time limits (no other assistance)
2. Large-print test booklet with *standard* time limits
3. Large-print test booklet with *extended* time limits
4. Oral presentation (from audio DVD) with *extended* time limits
5. Oral presentation (from reader's script only) with *extended* time limits

6. Braille test booklet with *extended* time limits
7. Scribe to transfer answers to answer folder with *standard* time limits
8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (e.g., FM audio system) with *extended* time limits
10. Reserved for future use

When a code of 1, 3, 4, 5, 6, 8, or 9 is gridded, the test is considered “non-standard” because of the extended time allowed for testing. In most cases, these records will not be included in any aggregated data (e.g., School Profile Summary Report, Item-Response Summary Report, or College Readiness Standards data).

Security of Test Materials

Test materials are to be kept in a secure area with limited access. Only the test supervisor and possibly a few specifically authorized persons may have access to the area. The supervisor must protect the materials from damage, theft, or loss.

Explore test booklets, answer documents, alternate formats, manuals, and other test materials are copyrighted and cannot be photocopied, replicated, or used for any other purpose. Test booklets should not be opened by any person other than the examinee on the test date.

Standardized Procedures

Throughout this document, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. All accommodated testing personnel should read the materials provided by ACT, including the entire contents of this manual.

Selecting Test Rooms

Test supervisors are responsible for selecting and reserving test rooms. The following paragraphs describe the types of rooms to avoid and the room characteristics that will help in having a successful accommodated testing experience.

The tests must be administered at the school or institution, not in the supervisor’s home or other location. If the examinee is currently confined to his or her home or is receiving homebound instruction, the test supervisor may allow for administering the tests in the home of the examinee. If you will be testing more than one examinee with the same accommodations in the same room, select rooms that are not so small as to be crowded. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others’ answer folders. ACT prefers classrooms and recommends no more than 10 examinees with accommodations be tested in one room.

Be sure to reserve the room for each day you will be testing. It is best to schedule consecutive days for examinees that are to test over multiple days, but you may skip a day or a weekend as necessary, as long as the tests are administered in sequence.

Accessibility

Under the Americans with Disabilities Act, Explore tests must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Test supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Materials Available From ACT

Your Accommodated Testing Materials may include:

- Regular-Type (10 point) Test Booklet—for examinees without visual impairments
- Large-Type (19 point) Test Booklet—for examinees with visual impairments
- Braille Booklet (one volume)—One regular-type booklet included for supervisor reference. (Supervisor is not to read tests to examinee.) *Extended Time*

- Audio DVD—One copy of regular-type booklet is included for examinee. (Room supervisor is not allowed to read tests to examinee.) See Audio DVD Information Guide below. *Extended Time*
- Reader’s Script—One copy of regular-type booklet included for examinee. (Room supervisor is allowed to read tests to examinee.) *Extended Time*
- Answer Folders—Regular-Type for examinees without visual impairments
- Large-Type Worksheet—One large-type worksheet is included in each large-print testing packet. If additional copies are needed for large-print testing or for use with other accommodated testing, call Explore Customer Services at 877.789.2925. If the examinee uses a large-type worksheet or writes responses in the test booklet, **the supervisor must transfer the responses to a standard answer folder before returning materials to ACT, as ACT will not score large-type worksheets.**

Audio DVD Information Guide

Introduction, Guidelines, General Instructions	DVD 1
Test 1—English	DVD 1 and 2
Test 2—Mathematics	DVD 3
Test 3—Reading	DVD 4
Test 4—Science	DVD 5

Use of Audio DVD Version

DVD players must have the capability to page forward or back by tracks. An index of the tracks is included with each set and must be available to the examinee. The narration on the audio DVD cannot be played within the standard time limits allowed for each test. Examinees must be allowed time to replay any portion of the test being worked on as many times as necessary, within the approved time limits. **Students may be given up to 120 minutes to complete Test 1 and up to 90 minutes to complete each of the other three tests.** Do not begin timing until the examinee has listened to all of the directions, and do not end timing until he/she has had time to review the responses.

Sign Language Interpreter for Spoken Instructions

If your school chooses to make available the services of a sign language interpreter, examinees with hearing impairments requiring extended time or testing over multiple days may request to test with the assistance of an interpreter. The interpreter may stay in the room throughout the administration and is expected to sign all instructions spoken by the room supervisor throughout the test and interpret any questions from the examinee to the supervisor and the supervisor’s responses. Actual test items may not be interpreted without authorization from the test supervisor.

Sign Language Interpreter for Exact English Signing of Items

The interpreter is required to use exact English signing and may sign for only one student in a separate room as is required when taking the ACT exam. The interpreter must sign from the script provided and follow the same procedures as listed for a reader (see below).

Reader

ACT recommends a reader read for only one student in a separate room and be required to read from the script provided without change or comment. Passages may be repeated, but only as requested by the examinee. Each time a passage is read, the reader should read the test directions, test passages, and test questions **exactly** as they are presented, with no explanation and no additional information provided to the examinee through the reading.

All Explore questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect what the tests are designed to measure.

Materials Supplied by the Test Supervisor/School

Your school is responsible for providing the following items for each testing room:

- A supply of soft-lead (No. 2) pencils (no ink or mechanical pencils) to lend to examinees who did not bring them
- A pencil sharpener
- A supply of scratch paper for examinees who need more space for their figuring in the Mathematics Test than is provided in the test booklet
- Two reliable timepieces: watch, stopwatch, or interval timer
- If the audio DVD version of the test is being used, playback machine with earphones

Materials That May Be Supplied by the Examinee(s)

Tell examinees to bring soft-lead (No. 2) pencils with good erasers to the testing session. If any of the following devices are specifically needed by the examinee, the examinee is expected to bring his or her own unless the school normally provides them for the student:

- Abacus
- Braille stylus
- Magnifying glass
- Color overlays
- Permitted calculator (if desired) for use on the Mathematics Test (See page 9 of this manual for an explanation of permitted calculators.)

Ordering Accommodated Testing Materials

Accommodated testing materials can be ordered online at www.act.org/explore. If you have questions about ordering additional accommodated testing materials, call Explore Customer Services at 877.789.2925.

Timing

Testing with most accommodations requires extended time allowances. The test supervisor will have determined by category the time allowances for each test. In most cases, the timing will be time-and-a-half or double the standard test time. In some cases, the test may not be timed at all. **You will need to substitute the appropriate text in the verbal instructions where reference is made to the specific test time.** If the student testing will be untimed, the verbal reference to specific test times should be omitted. If the test is timed, the room supervisor should use a stopwatch or interval timer to keep time. To verify the time given for each test, the Start and Stop times and the 5-minute time remaining should be written in the appropriate place in this manual; computations should be checked carefully before time is called. Scores cannot be adjusted to compensate for a mistiming.

If a mistiming does occur, allow the students to make up the shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on the next test, **do not** interrupt their work. Wait until the current test is completed; then, allow the additional time on the previous test.

ACT Explore Test Administration Policies

Unauthorized Testing Aids

The use of highlight pens, notes, unapproved calculating devices, foreign language dictionaries, or other dictionaries is not permitted. Scratch work is to be done in the test booklet (but scratch paper should be available for examinees who need additional space for their figuring in the Mathematics Test beyond what is provided in the test booklet).

Questions/Guessing

During the testing session, do not answer questions regarding individual test items or questions about how to use a calculator.

Specific instructions about guessing are printed on the back cover of the test booklet. If students ask you about guessing, refer them to these instructions. Do not comment on or add in any way to the printed directions.

Rest Period

When the tests are to be administered in a single session, allow students a short (five to ten minutes) rest period between Test 2 and Test 3. If the student information sections are administered in the same session as the academic tests, you may also allow a break before Test 1. Do not allow students to leave the room except to use the restroom. They may stand and move around the room or stand by their desks for a few moments.

Leaving the Room During Testing

Students may be allowed to go to the restroom during testing, but it is best not to make a general announcement to that effect. Only one student may leave the testing room at a time without being accompanied by a proctor. Collect the test booklet and answer folder from the student upon leaving, and return the materials when the student returns. Students who leave the room during the timed portion of the test may not make up lost time. Such absences need not be recorded on the Testing Irregularity Report. **Room supervisors must not leave a testing room unsupervised at any time.**

Announcement of Time Remaining

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

If a clock is visible to all students in the testing room, you may post the Start and Stop times and/or time allowed for each test on the board (e.g., Test 1, 30 minutes: Start time—9:00, Stop time—9:30). Do not post time remaining.

Electronic Devices

Examinees are not allowed to have cell phones, pagers, or any electronic communication device on their person. Preferably they should not bring them into the testing room; if they do, these devices should be turned off and placed under their desks. Beeper alarms on watches, pagers, or cell phones can distract examinees. A warning to examinees to NOT set watch or cell phone alarms is included in the verbal instructions.

Reporting Irregularities in Test Administration

The Testing Irregularity Report on page 65 is intended for use primarily by school personnel as a record of any test administration irregularities that may affect student scores or the interpretation of Explore results. Testing personnel should use the form to

report any of the irregularities occurring within the room. Room supervisors should document any of the following occurrences during administration of the tests:

1. A student becomes ill or leaves the room during testing.
2. A student fails to follow instructions (marks responses randomly, obviously does not read questions prior to responding, or refuses to mark responses).
3. A student exhibits behavior that disrupts other students.
4. A student is **observed** reading ahead in the test booklet, working ahead or behind, giving or receiving assistance, or filling in ovals after time is called. See page 21 for instructions on voiding one or more tests.
5. A student is **observed** using unauthorized testing aids. See page 21 for instructions on voiding one or more tests.
6. A test is mistimed.
7. A disturbance or distraction occurs which could affect one or more students' scores.
8. A student questions the accuracy or validity of an item.
9. A student has a defective test booklet or answer folder.
10. A student is observed using a pager, cell phone, or any electronic communications device.
11. A student is observed engaging in, or attempting to engage in, any prohibited behavior.

Retain a copy of all Testing Irregularity Reports and original voided answer documents in your school at least until Explore results are received and distributed to students.

Make a copy of Testing Irregularity Reports that involve defective materials, challenged test items, or timing errors that could not be corrected. Forward the original copies of all Testing Irregularity Reports to ACT with completed answer folders. Attach defective materials to the report.

Student Challenge of Test Items

If a student challenges typographical errors or ambiguities in particular test items, instruct the student to choose an answer on the basis of the information available. Make an entry on the Testing Irregularity Report, including identification of the test form, the test and the item, and an explanation of the student's question. ACT will respond to concerns about individual test items.

Mistiming

Use a stopwatch or interval timer to ensure the exact time is allowed for each test. **Scores CANNOT BE ADJUSTED to compensate for a mistiming.** To verify the time given for each test, the Start, Stop, and the five-minutes-remaining times should be written in the appropriate place in this manual (in pencil) and computations checked carefully before time is called. If a proctor is assigned to the room, that person should also keep time with the room supervisor.

If a mistiming does occur, allow students to make up a shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on another test, do not interrupt their work. Wait until the current test is completed, then allow the additional time on the previous test. Report any mistiming that could not be corrected on the Testing Irregularity Report and return the report with your answer folders.

Defective Test Booklet or Answer Folder

Replace a defective test booklet or answer folder as quickly as possible with another from your supply to minimize time lost. If you are replacing a test booklet and have already begun administering the test sections, be sure to replace it with one of the same form. If you are replacing an answer folder, have the student transfer **all** information to the new answer folder after the timed portion of testing is completed. Mark the defective answer folder VOID. Describe the nature of the defect on the Testing Irregularity Report and attach defective materials to the report.

Voiding Tests or Answer Folders

Individual tests may be voided by filling in the appropriate oval under Void Scoring Codes (VSC) at the top of the second page of the answer folder (illustrated below)—**E to void English, M to void Mathematics, R to void Reading, and S to void Science.** If it is determined that an entire answer folder should not be scored, mark the document VOID and **retain the voided answer folder** in the student’s file or your testing files to verify the reason the student is not receiving a score report. **Do not return** the completely voided answer folder to ACT. The student should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.

Only mark these “Void Scoring Codes” if you wish to void a portion of a student’s test. When a Void Scoring Code is marked, that portion of the test will **not** be scored.

To be completed by school staff only—see Supervisor’s Manual	
ACCOMMODATIONS Mark only one.	
①	⑥
②	⑦
③	⑧
④	⑨
⑤	⑩
----- VSC	
E M R S	

Student Who Becomes Ill

If a student becomes ill during the test, dismiss the student from the test room and collect the answer folder and test booklet. If the student returns to the room and continues testing, the lost time cannot be made up.

If the student wishes to discontinue testing because of illness, try to determine whether he or she wants to have the answer folder scored. If the answer folder is to be scored, all student information sections completed and tests attempted will be scored. If the entire answer folder is to be voided, mark it VOID; **DO NOT** return the answer folder to ACT. For school records, make an entry on the Testing Irregularity Report explaining why the answer folder was voided. Only mark the “Void Scoring Codes” if you wish to void a portion of a student’s test. **When a scoring code is marked, that portion of the test will not be scored.**

Prohibited Behavior

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

- looking back at a previous test on which time has already been called;
- looking ahead in the test booklet;
- looking at someone else's test booklet or answer folder;
- disturbing other examinees;
- giving or receiving assistance;
- using highlight pens, notes, or dictionaries;
- filling in ovals after time has been called (including filling in ovals on a previous test during a later test, even if the test booklet is not opened);
- using calculators to share or exchange information during the test;
- using a calculator on any test other than the Mathematics Test;
- sharing a calculator with another examinee;
- using any device to share or exchange information at any time during the tests or during break (**all** electronic communication devices, including cell phones, must be turned off from the time the examinee is admitted to test until dismissal after testing concludes);
- using an unapproved calculating device; and
- attempting to remove test materials, including test questions or answers, from the test room by any means.

If you SUSPECT a student is engaged in any of the prohibited activities, discreetly warn the student that these actions are prohibited and continue close observation. To discourage looking at someone else's answer folder or giving or receiving assistance, you may move the student to another seat. Document your suspicions and actions on the Testing Irregularity Report (page 65).

If you OBSERVE any of these behaviors, collect the answer folder and test booklet. Advise the student that the answer folder will not be scored. Void the entire answer folder and the test booklet, but do not return them to ACT. On the Testing Irregularity Report, include an explanation of why the answer folder was voided.

Test Day Procedures

Previously Completed Student Information Sections

If you administered the student information sections of Explore on a previous day, hand the answer folders directly to each student to ensure that each student has his or her own answer folder. Once this is completed and students have confirmed they have their own answer folders, you may distribute the test booklets.

Same-Day Completion of Student Information Sections

Distribute an answer folder and copy of *Instructions for Completing Your Answer Folder* to each student. These materials may be counted and given to the first student in each row to pass back. The test supervisor will have informed you as to whether the instructions are to be read aloud to students or if they may proceed on their own following the printed instructions. A break will typically follow completion of the student information sections. Wait until all students have completed blocks A through S before taking this break.

Once all students have returned from the break and are seated, distribute the test booklets. Do not pass test booklets back or across the aisles. During the examination, count the booklets being used and the extras. The total must equal the number of booklets assigned to the room. Before the test is administered, no person is allowed to examine the contents of the test booklets.

Room supervisors and proctors should walk around the room while students are completing both the student information and test sections of Explore to be sure students are working in the correct sections of their answer folders.

Avoiding Common Errors When Completing Answer Folders

To expedite reporting of Explore results, room supervisors should be aware of the types of errors students commonly make when completing their answer folders. When reading the instructions, testing personnel should emphasize the correct procedures to avoid these errors and walk around the testing room to observe students as they complete these steps.

In completing blocks **A–H** (student name and identification information), students must:

- start with the first box and first column of ovals in a block;
- grid last and first name in addition to printing it in the boxes; and
- fill in only one oval per column.

It is highly desirable for testing personnel to check these sections of the students' answer folders—particularly block **B** (name), block **E** (gender), and block **H** (Student ID number), since these data elements can affect School Profile Summary Reports. ACT **will not** correct this information on student records after answer folders are processed.

Checking Calculators

Students are responsible for making sure their calculators are working and have reliable batteries. Students may bring backup calculators and extra batteries to the test. Students will **not** be allowed to share calculators during testing.

Testing staff will check calculators before testing to verify they are permitted, and they will monitor students' use of their calculators to ensure that the students:

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

If a student's calculator has characters one inch high or larger, or a raised display, testing staff may seat the student where no other test taker can see the calculator.



Verbal Instructions for Student Information Sections

Room Supervisor Instructions

Please study these instructions before the test day. The student information sections that you are about to administer may be handled either by reading the instructions to the students (Option 1), by leading the students through the sections as they read the instructions (Option 2), or for schools using Pre-ID Labels, by reading the instructions specific for using Pre-ID Labels (Option 3). **Your test supervisor will advise you as to which option will be used.**

ACT recommends that the appropriate box with a question mark next to the text be highlighted for ease of identifying the correct text for your situation. Read aloud all instructions enclosed in the applicable shaded blocks (except those in parentheses, which are for your information only); do not depart from this text. Where a series of dots appears, pause to let the students follow instructions.

When all students have been admitted and seated, and everyone has a pencil, greet the students and say:

Please clear your desk of everything except your pencils. During these test activities no food or drink will be permitted. The use of timers, cell phones, and electronic devices of any kind is not allowed at any time, **including during the break.** If your phone or other device is activated, or you use it at any time, you will be dismissed, the device may be confiscated, and your answer document will not be scored. Take a moment to confirm the power is turned off on all devices and place them on the floor under your seat. If you brought a calculator, put it away now; you may use it only during the Mathematics Test.... The answer folders and instructions will now be distributed. Do not mark on either of them until I give you further instructions.

Distribute the answer folder and instruction booklets.

Then say:

The information you provide when you complete your answer folder will be used to prepare reports for you and your school. Your answer folder will be scored by computer. Be sure to follow all instructions carefully. Use a soft-lead No. 2 pencil to complete your answer folder. Do not use ink or a mechanical pencil. Fill in each oval completely, making sure all marks are dark and heavy and within the appropriate oval. All errors must be erased thoroughly. Mark only one response to each question.

If you are reading the instructions for the student information sections to your students, continue with Option 1 on page 26. If students are to complete the student information sections on their own, go to Option 2 on page 28. If your school is using Pre-ID labels, go to Option 3 on page 30.



Option 1: Room Supervisor Reads All Instructions

If the instructions for completing the student information sections are being read aloud to students, say:

Turn to page 3 of *Instructions for Completing Your Answer Folder*, and follow along with me as I read aloud.

Turn your answer folder so that block **A** faces you. On the lines provided, print the name of **your school, city, and state** in block **A**....

In block **B**, print your name in the boxes labeled **Last Name, First Name, MI**—for middle initial. Begin in the first box for each part of your name. Enter as much of your name as possible, using one box for each letter. Do not extend any part of your name into the boxes reserved for another part of your name. Fill in the corresponding oval in the column directly below each letter of your name. Fill in the empty oval below any space or hyphen in your name. It is not necessary to fill in empty ovals after your name....

In block **D, Date of Birth**, fill in the oval next to the month you were born. Next, print the day and last two digits of the year of your birth in the boxes provided. Enter a zero for any blank. For example, you would enter January 6, 1999, as Jan 06 99. Fill in the corresponding oval below each box....

In block **E, Gender**, fill in the appropriate oval....

In block **F, Race/Ethnicity Background**, fill in the oval corresponding to the response that best represents whether or not you are of Hispanic or Latino background. Mark only one response. Below that, fill in the oval corresponding to the phrase that best represents your race as commonly recognized by your family and friends. Mark all that apply.

In block **G, Current Grade in School**, fill in the corresponding oval to show your current grade level....

Now, look at block **H, Student ID Number**. Enter your school-assigned student identification number, beginning in the first box. Then fill in the corresponding oval below each number. ACT will use this identification number only for positive identification of your test record and to match your Explore record to other ACT tests you might take in the future (such as Plan and the ACT). Do not use hyphens if any occur in your ID number.



Disregard block **I** unless your test supervisor gives you specific instructions for the students to fill in this block.

Find block **J, Plans and Background**, at the bottom of your answer folder. Look at **pages 4 and 5 in your instruction booklet**. There are eighteen questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. This should take you about 5–10 minutes. Look up when you are finished. You may begin....

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Block **K** instructions will be given when the test booklets are handed out.

Now, look at block **L, Needs Assessment**, on page 2 of your answer folder. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished....

?

If you are administering Supplemental Local Items, distribute copies of the questions provided by your test supervisor now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions. Mark your responses in block **M**. You may mark more than one response per question, if appropriate. Look up when you have finished.

?

If you are not administering Supplemental Local Items, instruct students to ignore block **M**.

Turn to **page 7** of *Instructions for Completing Your Answer Folder*, and follow along with me as I read aloud.

Note: Some room supervisors report that completing the Interest Inventory takes some students longer than 15 minutes. If this is true for your students, you may wish to have them complete the Interest Inventory on a day prior to testing.

Find the section of your answer folder labeled "INTEREST INVENTORY"....

The things you like to do now can give clues about jobs that you might like in the future. This inventory will help identify jobs you may want to explore.

Show how much you would like doing each of the activities listed. Mark an answer to an activity even if you are uncertain how you feel about it. Consider whether you would like or dislike the activity, not your ability to do it.

For each activity, choose one of the answers below. On page 2 of your answer folder in the section labeled Interest Inventory, fill in the oval that contains the letter for your answer. Try to answer like or dislike as often as possible.

This should take you about 15 minutes. Look up when you finish. You may begin....

When everyone seems to have finished, say:

Raise your hand if you need more time. [Allow more time if necessary.]

?

If your test supervisor has instructed you to collect the optional information in blocks N–S, continue with the following instructions:

Turn to page 3 of your answer folder.... Now turn back to page 5 of your instruction booklet.... Read silently as I read aloud, starting with the section directly above block N....

The following information will be provided only to the agency that sponsors this assessment program so that they may communicate educational opportunities to you.

Read the directions for blocks N, O, P, and Q on page 5 of your instruction booklet, and carefully complete these blocks on your answer folder.

When you have completed block Q, put your pencil down and look up....

Raise your hand if you need more time. [Allow more time if necessary.]

?

If you are administering Explore as a high school admissions test and have received instructions from your test supervisor for use of blocks R and/or S, please instruct students how to complete these blocks at this time.

?

If you are NOT continuing with the Explore academic tests in this session, read the directions in the next box. If you are continuing with the tests, collect the instruction booklets, asking the students to keep their answer folders, then skip the next direction and continue with the **Verbal Instructions for the Academic Tests** on page 33.

I (we) will now collect the answer folders and instruction booklets. Please sit quietly until all answer folders are collected.

Collect the answer folders and store them securely until the scheduled test session. Instruction booklets can be discarded or saved for later reference.

?

Option 2: Students Read Instructions With Guidance from Room Supervisor

If students are completing the student information sections by silently reading the directions printed in *Instructions for Completing Your Answer Folder*, say:

Turn to page 3 of your instruction booklet.... Read the instructions carefully and complete blocks A through H.

When you have completed block H, put your pencil down and look up....

This activity will take approximately 5 minutes to complete. When all students seem finished or 5 minutes have passed, say:

Raise your hand if you need more time to complete blocks A through H on your answer folder. [Allow additional time if necessary.]

Disregard block I unless your test supervisor gives you specific instructions for the students to fill in this block.

Find block **J, Plans and Background**, at the bottom of your answer folder. Look at **pages 4 and 5 in your instruction booklet**. There are eighteen questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. Look up when you are finished. You may begin....

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Block **K** instructions will be given when the test booklets are handed out.

Now, look at block **L, Needs Assessment**. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished....

?

If you are administering Supplemental Local Items, distribute copies of the questions provided by your test supervisor now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions. Mark your responses in block **M**. You may mark more than one response per question, if appropriate. Look up when you have finished.

?

If you are not administering Supplemental Local Items, instruct students to ignore block **M**.

Note: Some room supervisors report that completing the Interest Inventory takes some students longer than 15 minutes. If this is true for your students, you may wish to have them complete the Interest Inventory on a day prior to testing.

Turn your answer folder so that the **INTEREST INVENTORY** section faces you....

Turn to page 7 of the instruction booklet.... Read the instructions carefully. For each of the activities, choose your response and fill in the corresponding oval.

This should take about 15 minutes. Look up when you are finished. You may begin....

When everyone seems to have finished or 15 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

?

If your test supervisor has instructed you to collect the optional information in blocks **N** through **S**, continue with the instructions below the solid line on page 5 of *Instructions for Completing Your Answer Folder*.

?

If you are **NOT** continuing with the Explore academic tests in this session, read the directions in the next box. If you are continuing with the tests, collect the instruction booklets, asking the students to keep their answer folders, then skip the next direction and continue with the **Verbal Instructions for the Academic Tests** on page 33.

I (we) will now collect the answer folders and instruction booklets. Please sit quietly until all answer folders are collected.

Collect the answer folders and store them securely until the scheduled test session. Instruction booklets can be discarded or saved for later reference.



Option 3: Instructions for Pre-ID Label Users

If your school ordered Pre-ID labels, hand the answer folders with the Pre-ID labels directly to each student to ensure each student has their own answer folder. Read these instructions to ensure that students only complete the specific portions needed that apply to Pre-ID users.

Carefully review the printed information on your Pre-ID label for correctness. If address corrections are needed, please fill in the oval in block **C**. **Do not make any changes on your Pre-ID label.** For those of you who need to correct your mailing address (those who filled in the oval in block **C**) please turn to page 3 of your answer folder and complete only the specific block (**N**, **O**, **P**, and **Q**) of the address where the correction is needed. Instructions for completing these blocks can be found on page 5 of *Instructions for Completing Your Answer Folder*. You must leave blocks **B** and **D through I** blank.

If any of the other information printed on a student's Pre-ID label is incorrect, have the student fill in all of the blocks of an unused answer folder as directed in the *Instructions for Completing Your Answer Folder*.

Find block **J**, **Plans and Background**, at the bottom of your answer folder. Look at **pages 4 and 5 in your instruction booklet**. There are eighteen questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. This should take you about 5–10 minutes. Look up when you are finished. You may begin...

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Block **K** instructions will be given when the test booklets are handed out.

Now, look at block **L**, **Needs Assessment**, on page 2 of your answer folder. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished...

?

If you are administering Supplemental Local Items, distribute copies of the questions provided by your test supervisor now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions. Mark your responses in block M. You may mark more than one response per question, if appropriate. Look up when you have finished.

?

If you are not administering Supplemental Local Items, instruct students to ignore block **M**.

Turn to **page 7** of *Instructions for Completing Your Answer Folder*, and follow along with me as I read aloud.

Note: Some room supervisors report that completing the Interest Inventory takes some students longer than 15 minutes. If this is true for your students, you may wish to have them complete the Interest Inventory on a day prior to testing.

Find the section of your answer folder labeled “INTEREST INVENTORY”

The things you like to do now can give clues about jobs that you might like in the future. This inventory will help identify jobs you may want to explore.

Show how much you would like doing each of the activities listed. Mark an answer to an activity even if you are uncertain how you feel about it. Consider whether you would like or dislike the activity, not your ability to do it.

For each activity, choose one of the answers below. On page 2 of your answer folder in the section labeled Interest Inventory, fill in the oval that contains the letter for your answer. Try to answer like or dislike as often as possible.

This should take you about 15 minutes. Look up when you finish. You may begin....

When everyone seems to have finished, say:

Raise your hand if you need more time. [Allow more time if necessary.]

?

If your test supervisor has instructed you to collect the optional information in blocks N–S, continue with the following instructions:

Turn to page 3 of your answer folder.... Now turn back to page 5 of your instruction booklet.... Read silently as I read aloud, starting with the section directly above block **N**....

The following information will be provided only to the agency that sponsors this assessment program so that they may communicate educational opportunities to you.

Read the directions for blocks **N, O, P, and Q** on page 5 of your instruction booklet, and carefully complete these blocks on your answer folder.

When you have completed block **Q**, put your pencil down and look up....

Raise your hand if you need more time. [Allow more time if necessary.]

?

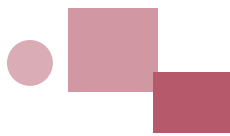
If you are administering Explore as a high school admissions test and have received instructions from your test supervisor for use of blocks **R and/or S**, please instruct students how to complete these blocks at this time.

?

If you are **NOT** continuing with the Explore academic tests in this session, read the directions in the next box. If you are continuing with the tests, collect the instruction booklets, asking the students to keep their answer folders, then skip the next direction and continue with the **Verbal Instructions for the Academic Tests** on page 33.

I (we) will now collect the answer folders and instruction booklets. Please sit quietly until all answer folders are collected.

Collect the answer folders and store them securely until the scheduled test session. Instruction booklets can be discarded or saved for later reference.



Verbal Instructions for the Academic Tests

If the student information sections were completed before the test day, distribute answer folders to each student individually, being certain that each student has received the correct answer folder.

Be sure each student has at least one No. 2 pencil with an eraser. Have a supply of scratch paper for examinees who need additional space for their figuring in the Mathematics Test. If the school is providing calculators for all students, check all calculators before the test day to be sure they are working properly and have the specified functions: addition, subtraction, multiplication, division, and square root keys. Calculators should be distributed to each student after Test 1. Extra calculators should be available to lend to students if any calculators malfunction during the test.

If students are providing their own calculators, say:

Before we begin the test, I need to know if everyone has a calculator. Make sure your calculator has addition, subtraction, multiplication, division, and square root keys. Check your calculator to see if it is working properly.... If it does not have these functions, or you do not have a calculator, raise your hand....

[If you have not already done so, check each student's calculator to ensure it meets the criteria outlined on page 9. Replace calculators as necessary from your back-up supply.]

Since you will not need your calculator for the first test, please put it under your desk or chair....

After all calculators have been properly stored, say:

The test booklets will now be distributed. Do not open your test booklet until I tell you to do so. When you receive your test booklet, print your name clearly and enter your school-assigned student ID in the space provided on the front cover of the booklet. Read the directions printed on the back cover. After you have read them, look up....

Hand each student a booklet individually; do not pass them back or across rows. **Keep an exact count of the number of test booklets distributed.**

When everyone has had enough time to read the directions, say:

Raise your hand if you need more time to read the directions. [Allow additional time if necessary.]

Turn your test booklet so the front cover faces up. Find block **K, Test Form**, at the bottom of page 1 of your answer folder. Fill in the oval that matches the form number printed on the front of your test booklet....

Walk around the room to be sure students are filling in the test form oval correctly on their answer folders. [The test form gridded should match the test form shown on the cover of the test booklets.]

Then say:

We are now ready to begin the testing period. The use of notes, highlight pens, foreign language or other dictionaries is not permitted. Scratch work should be done on your test booklet. If you need additional scratch paper for the Mathematics Test, raise your hand then. If you need another pencil or a calculator during the test, raise your hand.

Only responses marked on your answer folder during the time allowed for that test will be counted. I (we) [if a proctor has been assigned to your room] will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer folder. If you have a question, raise your hand for assistance rather than looking around.

If you have a cell phone, pager, or other electronic communication device, it must be turned off at this time and removed from your testing surface.

If you are wearing a wristwatch with an alarm, DO NOT set the alarm. It could distract other students. I will keep the official time for this test with my timepiece. I will announce when five minutes remain on each test to serve as a warning before time is called.

The following behaviors are prohibited. You will be asked to turn in your test materials, and your answer folder will not be scored if you are observed:

- looking back at a previous test on which time has already been called;
- looking ahead in the test booklet;
- looking at someone else's test booklet or answer folder;
- disturbing other examinees;
- giving or receiving assistance;
- using highlight pens, notes, or dictionaries;
- filling in ovals after time has been called (including filling in ovals on a previous test during a later test, even if the test booklet is not opened);
- using a calculator on any test other than the Mathematics Test;
- sharing a calculator with another examinee;
- using any device to share or exchange information at any time during the tests or during break (all electronic communication devices, including cell phones, must be turned off from the time the examinee is admitted to test until dismissal after testing concludes);
- using an unapproved calculating device; and
- attempting to remove test materials, including test questions or answers, from the test room by any means.

Are there any questions?...

If there are no questions, continue by saying:

Now, on the front cover of your test booklet, read the Examinee Agreement. Copy the certification in the space provided. Provide your signature and today's date in the spaces below. Look up when you finish.

From this time on, there must be absolutely no talking. Listen carefully to these instructions and do not open your booklets until I tell you to do so.

Turn your answer folder to page 2 and find the section marked **Test 1: English**. You will mark your responses to the questions in **Test 1** in this section. Mark only one answer to each question.

You have **30 minutes** to work on **Test 1**. During this time you are to work only on **Test 1**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test.

Set your stopwatch or interval timer to 30 minutes, and then say:

You will have **30 minutes** to work on this test. Open your booklet and turn to **Test 1**. Read the directions carefully and begin work.

Test 1

30 Minutes

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

As you begin testing, record the Start, Stop, and five-minutes-remaining time for Test 1 on the lines above.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional verbal or written announcements of time remaining. Before you announce five minutes remaining and the Stop time, check your timepiece carefully against the times you have written down and verify them with the proctor (if one is in the room).

When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up....

You will have **30 minutes** to work on **Test 2**. During this time you are to work only on **Test 2**. If you need scratch paper for your figuring or a calculator, raise your hand. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close your booklet. Do not go on to the next test and do not work on the previous test. **You may use your calculator for this test.**

Distribute calculators if the school is providing them; otherwise, instruct students to get their calculators out.

Set your stopwatch or interval timer to 30 minutes, and say:

You will have **30 minutes** to work on this test. Turn to **Test 2**. Read the directions carefully and begin work.

Test 2

30 Minutes

START

5 minutes remaining

STOP

Record the Start, Stop, and five-minutes-remaining time for Test 2 on the lines above.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

Please note: Page numbers for the beginning of each test are not printed in this manual because this manual may be used with more than one Explore test form and the page numbers vary from form to form.

When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up.... You will no longer need your calculator. Please put your calculator away....

Check to see that all calculators have been removed from the students' work area.

You may allow students a short rest period at this time. Students can be allowed to go to the restroom one at a time. Otherwise, do not allow students to leave the room. They may move around the room or stand beside their desks for a few moments. **Remind students they may not use phones or other electronic devices during the break, and may not eat or drink anything in the test room.** Call students to attention after 5–10 minutes and ask them to be seated. Tell them to remove their answer folders from their test booklets. Then continue with the directions in the next box.

You will have **30 minutes** to work on **Test 3**. During this time you are to work only on **Test 3**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test and do not work on previous tests.

Set your stopwatch or interval timer to 30 minutes, and say:

You will have **30 minutes** to work on this test. Turn to **Test 3**. Read the directions carefully and begin work.

Test 3

30 Minutes

START

5 minutes remaining

STOP

Record the Start, Stop, and five-minutes-remaining time for this test on the lines above.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up....

You will have **30 minutes** to work on **Test 4**. During this time you are to work only on **Test 4**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not work on previous tests.

Set your stopwatch or interval timer to 30 minutes, and say:

You will have **30 minutes** to work on this test. Turn to **Test 4**. Read the directions carefully and begin work.

Test 4

30 Minutes

START

5 minutes remaining

STOP

Record the Start, Stop, and five-minutes-remaining time for this test on the lines above.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and close your test booklet.... I (we) will now collect your answer folder and then your test booklet. If you put your answer folder in your test booklet, remove it now so I (we) can collect them separately.... Please remain quietly in your seats until I dismiss you.

To end the session, collect the answer folders, test booklets, and scratch paper. **Count the test booklets and answer folders to verify that the number of materials distributed matches the number collected.** If you are short one or more test booklets, match the booklets with the answer folders. When you are certain that all materials have been collected, dismiss the students.

Make certain that students do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer folders after they have been returned to the proctor or room supervisor. The test session is complete after all test booklets and answer folders have been collected and counts verified.



Post-Test Activities to Be Completed by the Test Supervisor

Checking Answer Folders

To ensure that each student’s test results are reported as accurately and quickly as possible, each room supervisor should assemble and check the answer folders carefully.

- Turn all answer folders the same way with the same side up; they need not be alphabetized.
- Make sure there is one answer folder for each student who took the test.
- Check answer folders for the following and correct as necessary:
 - Have all responses been marked with a soft-lead, No. 2 pencil? If a student used a pen or marker, use a soft-lead, No. 2 pencil to mark over his or her answer choices.
 - Have all stray marks or doodles been erased?
 - Are all marks neat and dark? Do all marks completely fill the answer spaces?
 - Is each student’s name printed and gridded properly (if Pre-ID label has not been used)?
 - Is all other student information (e.g., ID number, date of birth, grade, gender) complete and accurate (if Pre-ID label has not been used)?
 - Is the correct test form marked in block **K**?
- Use the Testing Irregularity Report on page 65 to describe any irregularities that could affect students’ scores (see pages 19–22). Forward the report to your test supervisor with the completed answer folders.
- Keep used and unused test booklets and other test materials separate.

Accommodation Codes

A testing accommodations code should be marked in the shaded box at the top of the second page of the answer folder (see graphic below) for all students receiving a special accommodation. Mark the **one** code that best describes the accommodation given.

To be completed by school staff only—see Supervisor’s Manual	
ACCOMMODATIONS Mark only one.	
①	⑥
②	⑦
③	⑧
④	⑨
⑤	⑩
----- VSC	
E M R S	

1. Standard print materials with *extended* time limits with (no other assistance)
2. Large-print test booklet with *standard* time limits
3. Large-print test booklet with *extended* time limits
4. Oral presentation (from audio DVD) with *extended* time limits
5. Oral presentation (from reader’s script only) with *extended* time limits
6. Braille test booklet with *extended* time limits
7. Scribe to transfer answers to answer folder with *standard* time limits
8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (e.g., FM audio system) with *extended* time limits
10. Reserved for future use

When a code of 1, 3, 4, 5, 6, 8, or 9 is gridded, the test is considered “non-standard” because of the extended time allowed for testing. These records will not be included in any aggregated data (e.g., School Profile Summary Report, Item-Response Summary Report, College Readiness Standards data).

Special Status Codes

ACT offers this mechanism for identifying records of students with particular characteristics for Title I or other subgroup analysis. Due to potential sensitivity of some characteristics, ACT strongly recommends that your school’s test supervisor mark this information in the shaded box at the bottom of page one of the answer folder after students have finished testing.

The assigned designation of each of these Special Status Codes is as follows:

- | | |
|-----------------------------------|----------------------------|
| HB – Homebound | M – Title I Math |
| SE – Special Education | R – Title I Reading |
| LEP – Limited English Proficiency | FL – Free or reduced lunch |
| ME – Migrant Education Program | X – Locally designated |
| Y – Locally designated | Z – Locally designated |

SPECIAL STATUS CODES—SEE SUPERVISOR'S MANUAL Mark all that apply.		
<input type="radio"/> HB	<input type="radio"/> Y	<input type="radio"/> X
<input type="radio"/> SE	<input type="radio"/> M	<input type="radio"/> Z
<input type="radio"/> LEP	<input type="radio"/> R	
<input type="radio"/> ME	<input type="radio"/> FL	

Voiding Tests or Answer Folders

Individual tests may be voided by filling in the appropriate oval under Void Scoring Codes (VSC) at the top of the second page of the answer folder (illustrated below)—E to void English, M to void Mathematics, R to void Reading, and S to void Science. If it is determined that an entire answer folder should not be scored, mark the document **VOID and retain the voided answer folder** in the student’s file or your testing files to verify the reason the student is not receiving a score report. **Do not return** the voided answer folder to ACT. The student should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.

Warning! If Void Scoring Codes (VSC) are marked, the corresponding test will NOT be scored! Please be sure the Void Scoring Codes are marked only if you want one or more test to be voided.

To be completed by school staff only—see Supervisor's Manual	
ACCOMMODATIONS Mark only one.	
<input type="radio"/> 1	<input type="radio"/> 6
<input type="radio"/> 2	<input type="radio"/> 7
<input type="radio"/> 3	<input type="radio"/> 8
<input type="radio"/> 4	<input type="radio"/> 9
<input type="radio"/> 5	<input type="radio"/> 10

VSC	
<input type="radio"/> E	<input type="radio"/> M <input type="radio"/> R <input type="radio"/> S

Completing Your School Header

To facilitate timely and accurate reporting of your Explore results, it is essential that you fill out your School Header correctly. Two School Headers were provided with your test materials, in the event that you are testing students in more than one grade or group of students.

If you intend for your answer folders to be scored separately by grade or special group, each group of answer folders must be separated by a School Header. Student Score Reports will be produced in separate groups (one for each School Header used) and sorted alphabetically by the students’ last and first name. The Student List Report will also separate students by grade or group as determined by the School Headers used.

If you intend for all documents to be scored together (e.g, grade 8 and grade 9 combined into one group), return all answer folders under a single School Header. Do not separate your answer folders with different School Headers. The Student Score Reports will be produced in one group and will be sorted alphabetically by student’s last and first name. The Student List Report will include all students’ results in a single group.


If your school uses Sort Codes, Block I, your Student Score Reports and Student List Report will be grouped according to the sort codes used.

It is critical that you correctly enter your three-digit contract/cycle code in Block K. The contract/cycle code listed on your packing slip may include a combination of numbers and letters. Please enter only the first three digits of this code. Incorrect entry of the contract/cycle code may adversely affect the time it takes to produce reports as well as the accuracy of your reporting.

If you cannot locate or need additional School Headers, please call Explore Customer Services at 877.789.2925. **Please do not complete photocopied header sheets.** These cannot be read by ACT’s scoring equipment.

Figure 1 below will assist you in completing your School Header(s). A sample is shown in Figure 2 on page 43.

Explore Pack/Return Slip

McCarrel Distribution Center 2727 Scott Blvd Iowa City, IA 52243	Ship To: 42685 Ph.: 816-418-7332 Ronald Denn Email: Ronald.Denn@act.org	Create by: Kathy Customer ID: MANU L 1 Ship via: FedEx Day Air Request Date: 08/13/2013	 * 4 0 5 5 0 9 *
--	---	--	--


Block A → Ankeny High School Guidance Department 100 North Ankeny Blvd Ankeny, IA 50021	Block K Institution/Site 00566195 Contract/Cycle 003 District/Sum 00566195	Date Printed 13-Aug-2013 Order Type Explore Consol Delivery Number 100010
---	--	---

Block B

Figure 1. ACT Explore Pack/Return Slip

PLEASE NOTE! Your responses to blocks C and D on the School Header, Grade Tested, and Test Date will determine the appropriate national norm group for your reports.

If you are unsure of the correct site code or cycle code to use, please call Explore Customer Services at 877.789.2925.



2013–2014 School Header

EXPLORE Scoring Service, 2727 Scott Blvd., P.O. Box 4059, Iowa City, IA 52243-4059

IMPORTANT

The information on this barcode label affects both score reporting and invoicing. If this is not the correct information for your school, please contact ACT Customer Service at 877.789.2925.

A SCHOOL NAME AND ADDRESS

School Name _____

City _____ State _____ ZIP Code _____

Test Supervisor's Name (Please Print) _____

E-mail Address _____

Daytime Telephone Number _____

INSTRUCTIONS: Use a soft lead No. 2 pencil only. Enter the information requested and fill in the appropriate circles below each box. Erase any errors completely. Place this completed form on the top of your answer folders and return in your first scoring envelope. Follow the directions below or refer to the EXPLORE® Supervisor's Manual for test day instructions. **Note: Answer folders must be received by ACT by June 13, 2014, to ensure processing.**

BLOCK A—School Name and Address. Enter the information requested.

BLOCK B—EXPLORE Site Code. Enter the 5-digit EXPLORE site code for each school students attending the EXPLORE test materials were used. Enter the name of your district or another school, contact your test supervisor or ACT (877.789.2925) to verify your EXPLORE site code.

BLOCK C—Grade Tested. Mark only one grade tested for the answer folders accompanying this header. If more than one grade was tested, complete a School Header for each grade and place it on top of the appropriate answer folders.

BLOCK D—Test Date. Enter the month and year that best reflect your administration period.

BLOCK E—Total Number of Answer Folders to Be Scored. Record the total number of answer folders accompanying this header. If the number is less than 1000, precede it with zeros to make 4 digits (e.g., 0059).

BLOCK F—Number of Class/Group Headers Used. If Class/Group Headers were used, indicate the number of Class/Group Headers included with your answer folders.

BLOCK G—Student Reports. Mark your choice for sorting of student reports.

BLOCK H—Roster. Mark whether you want student rosters prepared for each Class/Group Header **OR** for all records under this header.

BLOCK I—Were Local Items Used? Mark the information requested.

BLOCK J—Reserved for Future Use.

BLOCK K—Contract/Cycle Code. Record your 3-digit Contract/Cycle Code. See your packing list for the appropriate code.

Using Your EXPLORE Results is available in Spanish for parents whose primary language is Spanish. Copies of the Spanish translation may be downloaded along with other resources at www.act.org/explore/downloads.html.

EXPLORE SITE CODE See Instructions.	GRADE TESTED Mark only one.	TEST DATE	TOTAL NUMBER OF ANSWER FOLDERS TO BE SCORED
		Month Year (4 digits)	
0 0 0 0 0 0	<input type="radio"/> 3rd	Jan. 2 0 1 3	
1 1 1 1 1 1	<input type="radio"/> 4th	Feb.	
2 2 2 2 2 2	<input type="radio"/> 5th	March ● 2 0	0 0 0 0
3 3 3 3 3 3	<input type="radio"/> 6th	April 1 1	1 1 1 1
4 4 4 4 4 4	<input type="radio"/> 7th	May 2	2 2 2 2
5 5 5 5 5 5	<input type="radio"/> 8th	June 3	3 3 3 3
6 6 6 6 6 6	<input type="radio"/> 9th	July 4	4 4 4 4
7 7 7 7 7 7		Aug. 5	5 5 5 5
8 8 8 8 8 8		Sept. 6	6 6 6 6
9 9 9 9 9 9		Oct. 7	7 7 7 7
		Nov. 8	8 8 8 8
		Dec. 9	9 9 9 9

NUMBER OF CLASS/GROUP HEADERS USED	STUDENT REPORTS Mark only one.	ROSTER Mark only one.	WERE LOCAL ITEMS USED?	RESERVED FOR FUTURE USE.	CONTRACT/ CYCLE CODE
0 0	<input type="radio"/> 2 Sets by School	<input type="radio"/> School	<input type="radio"/> Yes		0 0 0
1 1	<input type="radio"/> 2 Sets by Class/Group	<input type="radio"/> Class/Group	<input type="radio"/> No		1 1 1
2 2					2 2 2
3 3					3 3 3
4 4	<input type="radio"/> 1 Set by Class/Group and 1 Set by School				4 4 4
5 5					5 5 5
6 6					6 6 6
7 7					7 7 7
8 8					8 8 8
9 9					9 9 9

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IM-174989-109-65-6321

Figure 2. ACT Explore School Header

Returning Answer Folders for Scoring

ACT recommends that all answer folders (standard, make-up, and accommodated testing) be returned together to ACT immediately after your last testing session. (ACT will attempt to score all answer documents returned to the scoring center.)

STEP 1

Used Answer Documents (and headers) → White Tyvek Explore Scoring Services Envelope(s)

Contents should be placed in the following order, top to bottom, as illustrated Figure 3 below.

- Make sure that a completed School Header and all its documents are packed together in the same envelope. If you do need to split the answer documents within a single scoring group, do not use an additional header, rather label envelopes 1 of 2, 2 of 2, etc.
- If testing multiple scoring events, e.g., grade 8 and grade 9, there must be a separate header for each scoring event.
- Testing Irregularity Reports should be packaged with attached answer documents.
- The completed School Header should be at the top of documents packed in envelope 1.

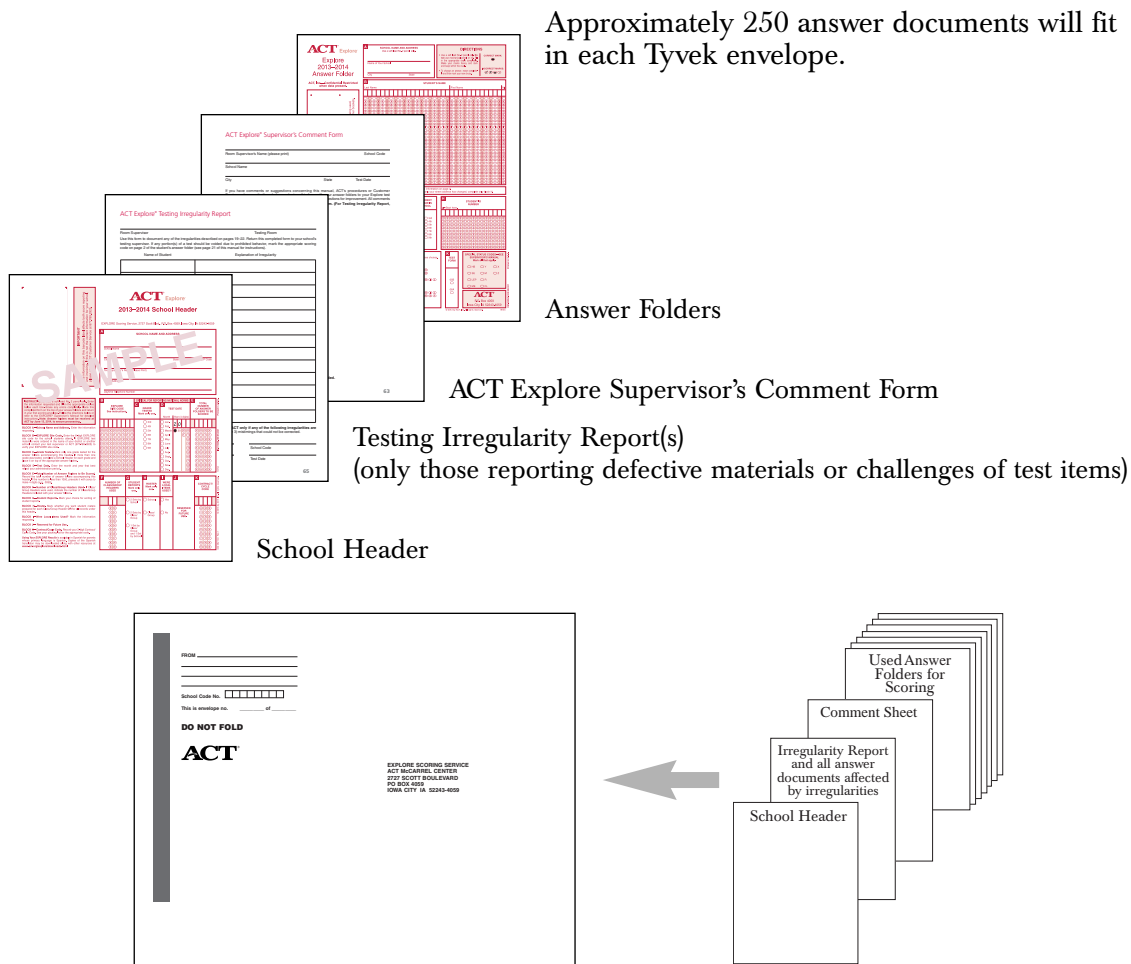


Figure 3. Packaging ACT Explore Answer Folders for Scoring

As shown in Figure 3, place your School Header (Figure 2) on top of your stack of answer folders in your first envelope. Testing Irregularity Reports and Comment Forms should be placed immediately below the School Header. If you have tested more than one grade or scoring event, stack answer folders from each grade separately, **completing a School**

Header for each grade and marking the appropriate circle in block C. The grade on the header determines the national norm group to be used on your reports. If no grade is marked or if more than one grade is marked on the same form, ACT will report national Fall 8th-Grade Norms.

STEP 2

White Tyvek Explore Scoring Services Envelopes → Plastic Polymailer Bag(s)

Preaddressed Authorized Return Service (ARS) labels were attached to each polymailer bag provided for returning used answer documents. The ARS labels are scannable; take care not to damage or alter them. These labels cannot be photocopied.

How many sealed white Tyvek scoring envelopes do you have, in total?

- If you have 2 or less, you will use a single plastic polymailer bag to return all envelopes to ACT. Place the sealed envelopes into a plastic polymailer bag.
- If you have more than 2 envelopes, you will need to use two or more plastic polymailer bags to return the envelopes to ACT.

After you have filled the polymailer bags with all Tyvek scoring envelopes:

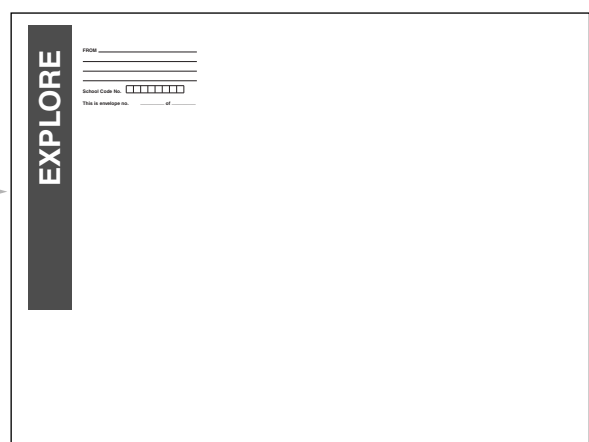
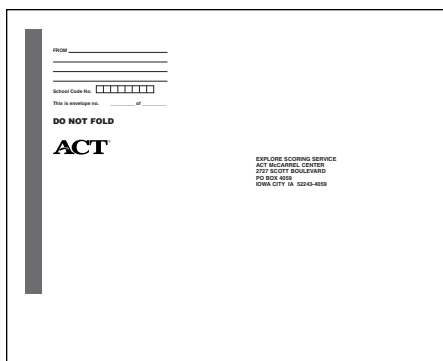
- If you have any extra plastic polymailer bags, insert them into one of the bags being returned to ACT. Do the same for any extra envelopes.
- Seal the plastic polymailer bag(s).
- Complete the “Polymailer __ of __” information requested on the outside of the plastic polymailer bag(s). For example, if you had 2 bags, the first bag would say “Polymailer 1 of 2” and the second bag, “Polymailer 2 of 2.”

NOTE: You will need to use a **permanent** marker to write on the bags and envelopes.

Result: You should have one or more plastic polymailer bags sealed and ready for return to ACT, containing the white Tyvek ACT Scoring Service envelope(s) and any extra plastic polymailer bags and Tyvek envelopes. To facilitate quick turnaround of score reports, it is critical that you return all used answer documents in the polymailer bags.

ROUGHLY 250 ANSWER FOLDERS PER ENVELOPE

PLASTIC POLYMAILER BAG(S) = MAXIMUM OF 2 SCORING ENVELOPES PER BAG



Contents:

- School Header (1st envelope only)
- Irregularity Reports and attached documents (1st envelope only)
- Comment Sheets
- Used Answer Folders for scoring

Figure 4. Packaging Answer Folders into Plastic Polymailer Bags

If you are submitting a large number of answer folders for scoring, you may wish to use a single box to ensure that all materials arrive at the ACT scoring center together using the ARS label provided with your material shipment.

If you are shipping more than one parcel, number the boxes in sequence—for example, 1 of x, 2 of x, etc., where x is the total number of Explore parcels. If you wish to have answer folders returned to ACT in multiple parcels scored and reported together, do **not** include a School Header in each parcel. Place your School Header in the first parcel only. **Answer folders separated by School Headers will be scored and reported separately.**

If you would like to track your shipment back to ACT, write down the tracking number on the ARS label.

Authorized Return Service

If the carrier on your ARS label regularly picks up or delivers packages at a supervised area at your school, place the sealed packages there. A supervised mailroom or central office is acceptable.

The next time the carrier stops at your location, the driver will pick up the packages. Do NOT call to arrange pickup; you may incur a service charge that cannot be paid by ACT.

If your normal pick-up area is not supervised, or you do not have regular pickup at your school (at least every other day), ACT requests that you take your sealed packages to any staffed site that provides drop-off service. As long as ARS labels are clearly visible, the site will accept the packages for shipment without additional paperwork. Please make a record of where and when you dropped the packages for shipment. Do **not** leave packages at an unattended drop-off location.

Disposition of Other Testing Materials

Keep voided answer folders for your records or destroy them. DO NOT RETURN VOIDED ANSWER FOLDERS TO ACT. Destroy unused answer folders, as they cannot be used next year.

Used test booklets should be securely stored and returned to students with their Explore score reports. Each student should receive the booklet he/she used for testing.

You may securely store unused test booklets and provide them to staff for reference when reviewing the item-response data in your reporting. ACT will provide one test booklet with your reporting order. Securely discard unused test booklets at the end of the year. Test forms are scored by ACT only during the school year in which they are distributed.

All other materials (*Instructions for Completing Your Answer Folder*, unused answer folders, accommodated testing materials [such as audio DVDs and Reader Script], etc.) should be destroyed. You may wish to keep your test room rosters or sign-up sheets until you are certain that score reports for all students tested have been received. We ask that you return Braille test forms after you have reviewed the test results with your students.

Use the prepaid, pre-addressed mailing envelope(s) provided with your Explore order or use the following address:

ACT Explore Scoring Service
2727 Scott Blvd.
P.O. Box 4026
Iowa City, IA 52243-4026

Scoring and Reporting Deadline—June 13, 2014

Explore 2013–2014 answer folders must arrive at ACT by **June 13, 2014**, in order to be scored. **Contract Reporting** deadlines may vary. Customers who are participating in a contract should check their contract-specific deadlines for return of answer folders.

Test Results: What They Tell You

Test Scores

Four test scores (English, Mathematics, Reading, and Science), two subscores for the English Test (Usage/Mechanics and Rhetorical Skills), and a Composite score (the average of the four test scale scores, rounded to an integer) are reported for the Explore tests.

Because no test can measure educational development with absolute precision, each Explore score should be thought of as a range, rather than a precise point. For example, a score of 16 on one of the four tests means that the student’s level of educational development in the subject is probably somewhere from a 14 to 18 (16 plus or minus 2). For the Composite Score, the range is plus or minus 1.

For each of the four Explore tests, the number of questions answered correctly is counted to obtain a raw score, which is then converted to a scale score. Scale scores for the four tests and the Composite range from a low of 1 to a high of 25. Explore and Plan are on a common score scale. This relationship means that students would be expected to receive the same score on Explore and Plan if they took both test batteries on the same day. When you compare students’ Explore scores (most often from grade 8 or 9) to their Plan scores (most often from grade 10), you can interpret an increase directly and confidently as academic growth, allowing for some amount of measurement error, as described in the Explore *Technical Manual* at www.act.org/explore under Resources, and reported below for grade 8 in Figure 5. Although the tests are on a common scale, there are some differences. Plan is more difficult than Explore in order to assess the greater academic development that may be expected of 10th graders. This is reflected in the different score ranges of the two test batteries. The maximum score allowed on Explore is 25, whereas Plan test takers may score as high as 32.

Visit www.act.org/explore under Resources for more details about the current score scale for Explore.

The two Explore subscores in English (Usage/Mechanics and Rhetorical Skills) are reported on a scale ranging from 1 to 12. These subscores have been scaled independently from the English Test score, so their sum will not necessarily equal the English scale score. Neither are the Explore subscores on the same subscore scale as Plan.

Explore test forms are constructed so that Explore scores can accurately reflect how the overall achievement levels of schools, school districts, and various population groups of students vary from year to year.

Explore forms are equated through special studies so that scores can be interpreted and compared regardless of the form administered.

Selected technical characteristics of the Explore tests are given in Figure 5.

Estimated Reliabilities for Fall 8th Graders	Estimated Standard Error of Measurement for Fall 8th Graders
<ul style="list-style-type: none"> English: .84; Mathematics: .76; Reading: .86; and Science: .79 	<ul style="list-style-type: none"> English: 1.66; Mathematics: 1.71; Reading: 1.44; and Science: 1.53
<ul style="list-style-type: none"> Usage/Mechanics: .76; Rhetorical Skills: .74 	<ul style="list-style-type: none"> Usage/Mechanics: 1.16; Rhetorical Skills: 1.11
<ul style="list-style-type: none"> Composite Score: .94 	<ul style="list-style-type: none"> Composite Score: 0.79

Figure 5. Technical Characteristics

College Readiness Benchmark Scores

ACT has identified scores for each of the four Explore tests—English, Mathematics, Reading, and Science—that indicate students’ probable readiness for college-level work by the time they graduate from high school. This information can be used to help students improve their academic readiness for college-level work.

Test	8th Grade ACT Explore Benchmark Scores	9th Grade ACT Explore Benchmark Scores
English	13	14
Mathematics	17	18
Reading	16	17
Science	18	19

Figure 6. ACT Explore Benchmark Scores

Eighth-grade students now scoring at or above the Explore English benchmark score (13) are likely on track to develop the skills necessary to succeed in a college English composition course; those scoring at or above the Explore Mathematics benchmark score (17) similarly are likely on track to develop the skills necessary to succeed in an entry-level college algebra course; and those scoring at or above the Explore Science benchmark score (18) are likely on track to develop the skills necessary to succeed in an introductory college-level biology course. Eighth-grade students scoring at or above the Explore Reading benchmark score (16) are likely on track to develop the skills necessary to succeed in college social science courses. This predictability assumes the student will continue to demonstrate the same level of academic achievement that has been exhibited up to this point. College Readiness Benchmark Scores are also available for Plan and the ACT.

College Readiness Benchmark Scores are based on the actual performance of ACT-tested students in first-year college courses (English Composition, College Algebra, Social Science courses, and College Biology). ACT College Readiness Benchmark Scores were established to correspond to a 50 percent likelihood that students attaining these scores would achieve a grade of B or better in these courses. Then, Explore and Plan College Readiness Benchmark Scores were identified at grades 8, 9, 10, and 11 that reflected a strong likelihood that students would meet the ACT benchmark scores by the time they graduated from high school.

Norms

National Norms

A good way to interpret performance on Explore is to compare your students’ scores to those of a national norming group. Visit www.act.org/explore/norms for information on how to use Explore norms to interpret test scores.

Local comparisons to the national norm group are most appropriate when Explore is administered under conditions similar to those in the norming study—with all four tests administered in a single session in the standard order, and students having calculators available for use on the Mathematics Test.

Examinees below 8th grade and 8th-grade students whose test date is between August 15 and January 31 will receive Fall 8th-grade norms. Eighth graders testing between February 1 and June 1 will receive Spring 8th-grade norms. Ninth graders will receive Fall 9th-grade norms.

State Norms

State norms are provided when specified by a contract.

District Norms

District norms are provided as part of the Explore Reporting Package (pages 51–53); they are included on the Data File CD. District norms are calculated for customers who identify themselves as a district, even when there is only a single school (or scoring group) in the district. These norms reflect the results of current year tested students in all schools affiliated with that district.

School Norms

School norms are also part of the Explore Reporting Package (pages 51–53); they appear on the Student Score Reports and are included on the Data File CD. School norms reflect the results of current year tested students at the school.

Student Information Sections

In addition to measuring academic achievement, Explore provides critical information for helping students improve their skills, explore careers, and build rigorous high school course plans. By completing the student information components of Explore, your students will receive valuable information to enhance the career and educational planning process.

Student Demographic Information

The student information section of the answer folder collects basic demographic information about each student who takes Explore:

- Name
- Student ID number
- Birth date
- Gender
- Current grade in school
- Race/Ethnicity background

The student's name, ID, and birth date help you match your school records and help ACT in matching the student's Explore scores to other ACT tests (Plan and the ACT). Gender, current grade, and race/ethnicity background are necessary to provide complete information for your school summary reports.

Needs Assessment

A brief Needs Assessment gives students an opportunity to indicate a need for assistance in seven selected academic areas and enabling skills. Students are asked to indicate whether they need additional help in the following areas:

- Exploring options for education, careers, and jobs after high school
- Improving writing skills
- Improving reading speed or comprehension
- Improving study skills
- Improving mathematical skills
- Improving computer skills
- Improving public speaking skills

Plans and Background

The Plans and Background section asks students about the following:

- Language the student knows best
- Types of courses planned in high school
- High school coursework plans in five subject areas

- Participation in accelerated, honors, or outreach programs
- Parents' highest levels of education
- Educational and career plans after high school

When indicating career plans, students are asked to examine a list of career areas and sample jobs and select the area that best represents their current interests.

The information from this section can help build a more complete profile of individual students and to guide students in discussions about future educational and career plans.

Local Supplemental Items

The Explore answer folder facilitates collection of student responses to as many as twelve supplemental items developed by your school or district. Questions for this section might cover topics such as the number of hours spent studying, watching television, or working each day or week; interest in vocational/technical courses; and student opinions about various aspects of the school environment. School personnel may design questions allowing more than one response per item. The Explore School Profile Summary Report includes a table summarizing student responses by item number and response option.

UNIACT Interest Inventory

As career choices become more complex, one of the most difficult challenges facing students today is the identification of career options compatible with their personal goals and interests. Making informed choices requires both a panoramic view of the work world and a way to focus career exploration within that world. The Unisex Edition of the ACT Interest Inventory (UNIACT) provides a focus for exploring career options by pointing to areas of the world of work that are compatible with the student's interests.

UNIACT consists of 72 items organized into six scales. The six scales measure career interests that parallel the well-known career typology of John Holland (1997). Results are expressed on the Student Score Report as regions of the World-of-Work Map, ACT's unique interpretive tool that summarizes all occupations in the work world. UNIACT results are located in the *Your Career Possibilities* section of the Student Score Report (see Figure 8a on page 57).

The Explore booklet *Interpretive Guide for Student and School Reports* provides details on interpreting UNIACT results. Refer to that booklet for information on UNIACT scores, options for students without UNIACT results, the World-of-Work Map, and suggestions for interpreting UNIACT results. Technical information is found in the *ACT Interest Inventory Technical Manual* (ACT, 2009).



ACT Explore Reports and Data Services

Reporting Package

The Explore Reporting Package includes the following items:

Student Score Reports. Two copies of each Student Score Report will be provided to your school.

Student Score Labels. Student Score Labels (Figure 7) are self-adhesive labels to be affixed to a student’s permanent record. Two copies of each Student Score Label will be provided to your school.

TAYLOR ANN						123456			
NAME OF STUDENT						STUDENT ID			
ACT [®] Explore	ENG	MATH	READ	SCI	COMP	TEST DATE 10/2013			
	ENGLISH SUBSCORES								
NATIONAL SCORES	16	14	16	15	15	09	08		
SCHOOL %ILE	73	41	79	45	61	U/M	RS		

Figure 7. Student Score Label

Student List Report. The Student List Report is an alphabetical listing of all students tested showing, by student, the test scores, national percentile ranks, estimated Plan Composite score range, and career and educational plans.

School/District Profile Summary Reports. Every school testing with Explore will receive a School Profile Summary Report featuring the following information:

- Detailed presentation of Explore performance in each of the four test areas and subscore areas
- Percentage of students in each content area that are “On Track” to be college ready
- Breakdown of Explore performance by gender and race/ethnicity background
- Comparison of your students’ performance with national norm groups’ performance
- Summary of current career plans, self-reported needs for help, and educational aspirations of your students
- Summary of locally developed items
- Score range summary table linked to the College Readiness Standards

Districts ordering Explore for their schools will also receive a District Profile Summary Report of the above information, with district-wide results based on the aggregated data from all affiliated schools. This district report also includes the following:

- A School Profile Summary Report for each school in the district
- Summary of locally developed items
- Comparisons, by subject area, of the average scores attained by students in the individual schools with district-wide and national norm group averages

College Readiness Standards Report. ACT now presents the College Readiness Standards Report in a single concise table in the Profile Summary Report. This table summarizes students' score ranges that are in turn linked to the College Readiness Standards, which describe the knowledge and skills those students are likely to have. The data from this report, along with the College Readiness Standards and Benchmarks, can be used to inform local instructional policies. The Standards themselves, and the supporting materials below, can be found at our College Readiness Standards website, www.act.org/standard:

- *Connecting College Readiness Standards to the Classroom* instructional guides for each of the four content areas, including: (1) understanding and using the College Readiness Standards reports; (2) descriptions of the tests; (3) ACT's College Readiness Standards (what students are likely to be able to do at various score levels; (4) sample test questions by College Readiness Standard; (5) instructional activities that incorporate the College Readiness Standards; and (6) information to assist teachers as they assess and work to improve students' readiness for college-level coursework.
- An administrator's guide with test descriptions, score interpretation, a curriculum review activity, and discussion of college readiness.
- A **Curriculum Review Worksheets** booklet to help teachers link what they teach to the skills and understandings measured in Explore.

Early Intervention Rosters. Early Intervention Rosters include three lists identifying students from your school who qualify under the following categories:

- Do not plan to complete high school or have no post-high school educational plans
- Earned an Explore composite score at or below the national 10th percentile for students nationwide in the appropriate norm group
- Expressed a need for help in one or more selected areas.

Presentation Packet. The Presentation Packet includes full-page, black-and-white charts displaying aggregate Explore results presented in the School Profile Summary Report, plus a picture of three-year trends in average Explore scores.

Item-Response Summary Report. This report provides tables describing the item-by-item performance of your Explore examinees. Item-response results are categorized by test (e.g., English), by subscore (e.g., Usage/Mechanics), and by content area (e.g., Punctuation) and provide comparisons to other students taking the same test form.

It is important to note that your Profile Summary and Item-Response Summary Reports (both school- and district-level) will not include data for students who tested with extended time or students without a valid composite score (i.e., those students who did not take one or more of the tests or who had one or more tests voided).

Research Data File. All files are delivered on CD in both fixed length and comma separated formats to provide flexibility for local use. This service provides complete Explore data on every student tested in your school or district, enabling you to:

- Import relevant Explore data into your local student database
- Develop a customized Explore database to address specific issues and concerns
- Extend or expand the analyses offered through other Explore services
- Develop a multiyear Explore database for studying trends in your district

Explore Data Encrypted. Your Explore student level data file will be encrypted for enhanced security purposes. The decryption key will be provided in a separate communication from ACT. If you have questions regarding how to decrypt your file once you have received the decryption key, please contact Explore Customer Services at 877.789.2925.

School and District Norms. The Explore Reporting Package automatically includes school norms on the Explore Student Score Report and Data File CD. When a district orders the Explore Reporting Package, both school- and district-level norms will be included in the Data File CD; district norms will not appear on Student Score Reports.

School norms—and by extension, aggregate district-level norms—will be calculated at report time and will include all available test records.

Reporting for Multiple Grades

Schools/districts that test multiple grades will receive aggregate reports for at least one grade (the grade with the highest n-count). In addition, they will also receive aggregate reports for any grades with 25 or more students, at no additional cost. Aggregate reports for grades where the n-count is less than 25 will be available for an additional fee through the optional reporting service. It is highly recommended that schools return all answer folders in a single scoring event together in a single shipment.

To learn more about these services or to obtain an order form, please call Explore Customer Services at 877.789.2925.

Customized Reporting Services

Class/Group Profile Summary Reports. This service provides Profile Summary Reports for groups with five or more valid records based on Class/Group Headers submitted with answer folders at the time of scoring. Class/Group Headers can be requested by calling Explore Customer Services at 877.789.2925.

Customized Profile Summary Reports. The Explore Customized Profile Summary Report allows you to select the subgroup for which the report will be prepared. Customized reports can be useful in examining the performance of specific groups of students. Select subgroups using any information included in the Explore student record, such as gender, race/ethnicity background, educational plans, or No Child Left Behind categories.



Discussing ACT Explore Results With Students and Parents

One of the most critical aspects of assessment is interpreting the results. Often the information suggests dimensions of a student's academic profile that, when considered singly, add little to what a good teacher already knows. When considered together, however, the integrated results offer a rich resource to the teacher, the student, and the parent in exploring and planning for the future. *Using Your ACT Explore Results* will introduce students and parents to the wealth of information presented on the Explore Score Report.

The following ideas for interpreting and discussing Explore results are presented in relation to the various components of the program. These ideas are intended to stimulate thinking and discussion about each area of assessment results, but, more importantly, to encourage the integrated review of the results. See a sample Explore Student Score Report in Figures 8a and 8b on pages 57 and 58.

Student Score Report

Your Scores

The results of the four tests provide a snapshot of student academic skills and knowledge in English, mathematics, reading, and science. Information available from scale scores and norms (cumulative percentiles) for each test, subscore, and the Composite can be very useful in evaluating a student's general knowledge in each area and determining how the student compares to other Explore-tested students.

Subscores from the English Test can help the teachers and students grasp more fully the student's specific areas of strength and weakness in working with standard written English. Test results can be used to guide individual coursework plans and to direct attention to areas that need more focus.

CUMULATIVE PERCENTS

The column labeled "In the U.S." shows how students' scores compared with those of students in the appropriate national norm group. (Visit www.act.org/explore/norms for a description of these norm groups.) The columns labeled "In Your School" and "In Your State" show how students' scores compare to those of students in their own school or state. State norms are reported when specified by a contract. The norms reported here are defined as the percent of students in the comparison group (national, local, or state) who received a given score or lower.

COLLEGE READINESS STANDARDS

What do the test scores on Explore mean? What does the student know and what is he or she able to do? College Readiness Standards help answer these questions by describing the types of skills and knowledge typically demonstrated by students who score in particular score ranges on each test of Explore.

The Explore College Readiness Standards are sets of statements that represent widely held learning goals or expectations of what students should have learned up to 8th grade. These goals are important for success in high school and beyond. The Standards show how skills can progress, becoming increasingly sophisticated from score range to score range. College Readiness Standards are provided for four score ranges (13–15, 16–19, 20–23, and 24–25) in the four academic areas measured by Explore: English, mathematics, reading, and science. The College Readiness Standards can be found at www.act.org/standard.

It is important to acknowledge that Explore does not measure everything students have learned in middle school or junior high, nor does any particular test measure everything necessary for students to know to be successful in high school. Explore includes questions

from large domains of skills and from areas of knowledge that have been judged important for success in high school and beyond. Thus, the College Readiness Standards should be used in a responsible way that will help students understand what they need to know and do if they are going to make a successful transition to high school.

OTHER CONSIDERATIONS

When evaluating the results of any of the tests, teachers will want to determine whether scores are consistent with the student's performance in class and with his or her GPA. In the case of discrepancies (for example, where the student performs well in class but not well on the tests), it may be valuable to determine whether the student has difficulty taking standardized tests. An examination of the fit of the tests' content relative to the curricular objectives of the student's classes also may be helpful.

In looking at the overall profile, it is often possible to see that a student performs well in some areas and not as well in others. Some students, for example, will score better on the English and Reading Tests and less well on the Mathematics and Science Tests, as indicated by their standings relative to the national norms. A review of the student's coursework plans and career and educational plans will help identify what the student plans to do. It will be the teacher's role to help the student strengthen those weaker areas in ways appropriate to the student's needs and plans.

ESTIMATED PLAN COMPOSITE SCORE RANGE

Based on his/her Explore scores, this is the range within which the student's Plan Composite score would be expected to fall if he or she takes Plan as a 10th grader.

Plan is very similar in content and format to Explore, but is typically taken by 10th graders. Plan is more difficult than Explore, as it includes material appropriate to higher grade levels. Therefore, the Plan Composite score scale (1–32) extends higher than that of the Explore Composite score scale (1–25).

Despite these differences, Explore and Plan are on approximately the same score scale. This means that Explore and Plan should produce about the same scores for an 8th-grade student who took the two test batteries on the same day and under the same conditions. When Explore and Plan are taken one or two years apart, differences in the scores are likely to reflect changes in students' levels of academic achievement within the limits of measurement error.

Students' estimated Plan Composite score ranges can be used in planning for high school and preparing for the ACT. If they improve their study skills and take more challenging courses, students are likely to achieve a higher actual Plan performance than their estimated range suggests. The Coursework Planner will help students identify the courses they might take to help them increase their skills.

Estimated Plan Composite score ranges were developed using data for examinees who had taken Explore in the fall of 8th grade, spring of 8th grade, fall of 9th grade, or spring of 9th grade, and Plan during the fall of 10th grade. ACT developed a Plan Composite score range for each Explore Composite score; each range included approximately 75 percent of the Plan Composite scores actually earned by students with that Explore Composite score. Tables presenting the estimated Plan composite score ranges are on the web at www.act.org/explore/norms.

Both Explore and Plan are curriculum-based testing programs. This is one reason we expect that some students will fall short of or improve upon their estimated Plan Composite score ranges. Students should be reminded that the Plan Composite score range is an estimate, not a guarantee. If students do not maintain good academic work in school, their actual Plan Composite scores may fall short of their estimated score ranges. The converse is also true: some students who improve their academic performance may earn Plan Composite scores higher than their estimated score ranges.

Your Plans

YOUR HIGH SCHOOL COURSE PLANS COMPARED TO CORE

This section compares courses the student has taken and plans to take to a set of core courses (four years of English and three years each of mathematics, social studies, and science), recommended by ACT as the minimum for students to be prepared for entry-level college courses or work training. Students who take the recommended core curriculum are generally better prepared for college-level courses or work training than students who do not take core.

Suggestions for Improving Skills

Side 2 of the Student Score Report (Figure 8b, page 58) provides students with descriptions of the skills and knowledge they have most likely already developed and with practical ideas for building their skills and knowledge further.

For each content area on the tests, the report gives descriptions (based on the ACT College Readiness Standards) of what the student most likely knows and is able to do, based on the test scores the student attained.

Similarly, the report offers suggested learning experiences (based on the ideas for progress associated with the College Readiness Standards) that are designed to help students strengthen their skills and understanding in each subject area. These learning experiences also are based on the individual student's test scores.

Students are encouraged to discuss the suggested learning experiences referenced in *Using Your ACT Explore Results* and www.explorestudent.org with their teachers, counselors, and parents, in the interest of getting the most out of their courses and reaching the goal of being "college ready."

Some of the ideas for academic improvement offered on the report suggest individual activities, such as editing an essay. Other ideas suggest that students discuss readings and concepts with others. All the ideas offered are intended to stimulate learning in, and further exploration of, the content areas. In discussing the ideas with your students and with parents, you may wish to ask the student which ideas seem best to him or her, or whether the student has alternative ideas to suggest. You might emphasize some ideas over others, propose your own related ideas, or make specific suggestions of readings, activities, and other learning opportunities, based on your personal knowledge of the student.



ACT[®] Explore[™] Your Score Report

EXAMPLE, STUDENT

ID#: 1234567890

GRADE: 8

CLASS/GROUP NAME: SMITH

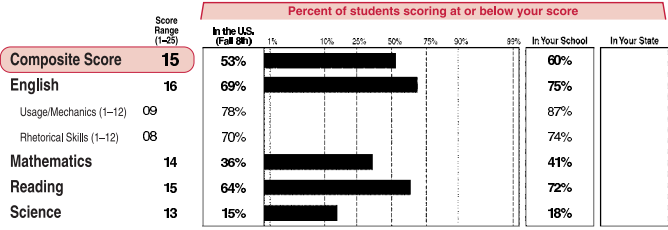
SCHOOL NAME: EXAMPLE MIDDLE SCHOOL

SCHOOL CODE: 000000

TEST FORM: SM7

TEST DATE: October 2013

Your Scores



ACT, Inc.—Confidential Restricted when data present.

More Info at
www.explorestudent.org

Your Estimated PLAN Composite Score Range

15-18

PLAN is a 10th-grade test that helps you plan for the ACT tests and for college. Additional information is in your booklet *Using Your EXPLORE Results*.

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.

Subject	Year 0	Year 1	Year 2	Year 3	Year 4
English	0	1	2	3	4
Mathematics	0	1	2	3	4
Social Studies	0	1	2	3	4
Science	0	1	2	3	4

About Your Course Plans. Your plans fall short of the recommended courses. Consider taking additional courses in Math, Social Studies, and Science. (Most successful college students completed all of these recommended courses when they were in high school.) You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

Your Reported Needs

- Making plans for my education, career, and work after high school
- ✓ Improving my writing skills
- ✓ Improving my reading speed and comprehension
- ✓ Improving my study skills
- ✓ Improving my mathematical skills
- ✓ Improving my computer skills
- ✓ Improving my public speaking skills

College Readiness

Students scoring at or above these EXPLORE benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

EXPLORE Benchmark Scores (8th Grade)	Your score is:		
	Below	At	Above
English: 13	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics: 17	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading: 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science: 18	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Plans for After High School

Educational Plans
4-Year College or University

Career Area Preference
Management

About Your Scores. One or more of your EXPLORE scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. It's not too early to start thinking about college.

Your Career Possibilities

EXAMPLE, STUDENT

STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided into 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things. Which Career Areas mostly involve working with people and data?

STEP 2: Your Interests

When you completed EXPLORE you were asked to:

- choose a Career Area you would like.
- complete an Interest Inventory.

Your results are shown on the World-of-Work Map below.

- You chose Career Area C: Management.
- Your interest inventory results suggest that you may enjoy jobs in map regions 12, 1, and 2. See the Career Areas in those regions.

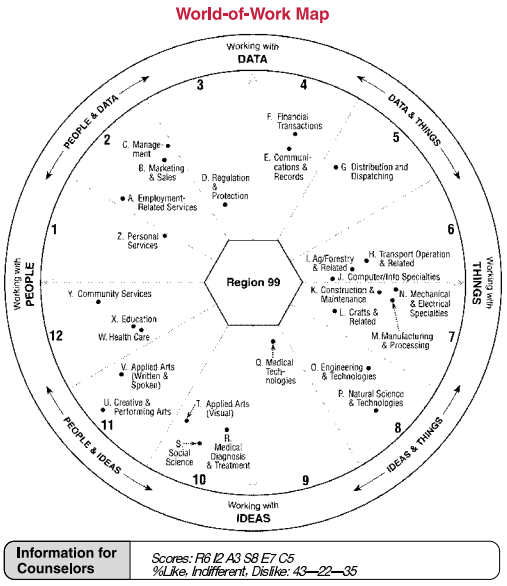
There are many jobs in these Career Areas. For example, Training/Education Managers work in corporations and organizations. They provide training to help workers improve their skills.

STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially any that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the tips in your booklet, or go to www.explorestudent.org.



Career Area List

<p>A. Employment-Related Services Human Resources Manager; Recruiter; Interviewer</p> <p>B. Marketing & Sales Agents (Insurance, Real Estate, etc.); Retail Salesworker</p> <p>C. Management Executive; Office Manager; Hotel/Motel Manager</p> <p>D. Regulation & Protection Food Inspector; Police Officer; Detective</p> <p>E. Communications & Records Secretary; Court Reporter; Office Clerk</p> <p>F. Financial Transactions Accountant; Bank Teller; Budget Analyst</p> <p>G. Distribution & Dispatching Warehouse Supervisor; Air Traffic Controller</p> <p>H. Transport Operation & Related Truck/Bus/Cab Drivers; Ship Captain; Pilot</p> <p>I. Agriculture, Forestry & Related Farmer; Nursery Manager; Forester</p> <p>J. Computer & Information Specialties Programmer; Systems Analyst; Desktop Publisher; Actuary</p> <p>K. Construction & Maintenance Carpenter; Electrician; Bricklayer</p> <p>L. Crafts & Related Cabinetmaker; Tailor; Chef/Cook; Jeweler</p> <p>M. Manufacturing & Processing Tool & Die Maker; Machinist; Welder; Dry Cleaner</p> <p>N. Mechanical & Electrical Specialties Auto Mechanic; Aircraft Mechanic; Office Machine Repairer</p>	<p>O. Engineering & Technologies Engineers (Civil, etc.); Technicians (Laser, etc.); Architect</p> <p>P. Natural Science & Technologies Physicist; Biologist; Chemist; Statistician</p> <p>Q. Medical Technologies (also see Area W) Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)</p> <p>R. Medical Diagnosis & Treatment (also see Area W) Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist</p> <p>S. Social Science Sociologist; Political Scientist; Economist; Urban Planner</p> <p>T. Applied Arts (Visual) Artist; Illustrator; Photographer; Interior Designer</p> <p>U. Creative & Performing Arts Writer; Musician; Singer; Dancer; TV/Movie Director</p> <p>V. Applied Arts (Written & Spoken) Reporter; Columnist; Editor; Librarian</p> <p>W. Health Care (also see Areas Q and R) Recreational Therapist; Dental Assistant; Licensed Practical Nurse</p> <p>X. Education Administrator; Athletic Coach; Teacher</p> <p>Y. Community Services Social Worker; Lawyer; Paralegal; Counselor; Clergy</p> <p>Z. Personal Services Waiter/Waitress; Barber; Cosmetologist; Travel Guide</p>
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Figure 8a. Student Score Report

Ask for your test booklet so you can review the questions and your answers.
 "+" = correct answer, "o" = no response, "*" = marked more than one answer

Suggestions for improving your skills are based on your scores.

English	SUBSCORE AREA (u = Usage; r = Rhetorical Skills)			Content Areas		
	Question Correct Your Answer Subscore	Question Correct Your Answer Subscore	Question Correct Your Answer Subscore	Topic Development	Organization	Word Choice
	1 A + r	18 J + r	35 A + r	To improve your skills you can:		
	2 H + u	19 C + u	36 H G r	read closely writers like George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman		
	3 B A r	20 H G u	37 B C u	write longer and more sophisticated essays		
	4 H + u	21 C + r	38 G + u	describe the main idea of a paper you wrote		
	5 A + u	22 G + u	39 A + r	read writing aloud; cut out sentences that don't fit the topic		
	6 G + u	23 B + u	40 H J u	draft problem-solution or compare-contrast papers, using appropriate transition words or phrases like <i>because</i> or <i>therefore</i>		
	7 C + u	24 H + u		have a classmate read your paper and mark parts where more information is needed		
	8 F + r	25 D + r		try different ways to begin papers (present startling information, a question, main points, etc.); see how each changes the rest of the paper		
	9 A + u	26 G F u		revise writing to delete clumsy repetition, as in changing "The puppy dog barked noisily and loudly;" to "The puppy barked loudly;"		
	10 H + u	27 A + u		read a published essay and note the way words, details, and sentence lengths can create tone		
	11 C B r	28 H + u		continue learning the uses and meanings of transition words and phrases like <i>indeed</i> , <i>furthermore</i> , and <i>however</i> ; practice their use in your writing		
	12 F + u	29 C D u		write increasingly sophisticated sentences, handling effectively such elements as introductory phrases like "In the past, ..."		
	13 D A u	30 J + r		become familiar with commonly used idioms like "hold your horses"		
	14 G + u	31 A + r		check each verb to make sure it matches the subject in number and person, even when other nouns are between them		
	15 B + r	32 G + u		use commas to set off expressions that aren't essential to the sentence (for example, "Bob, in spite of all the bad reviews, wanted to see the movie.")		
	16 F + u	33 D + r		delete commas that create unnecessary pauses, as in "He walked[,] by quickly."		
	17 D C r	34 F H u				

• You correctly answered 29 out of 40 questions.
 • You omitted 0 questions.
 • You incorrectly answered 11 questions.

Mathematics	SUBSCORE AREA			Content Areas		
	Question Correct Your Answer Subscore	Question Correct Your Answer Subscore	Question Correct Your Answer Subscore	Basic Operations	Probability	Numbers: Concepts and Properties
	1 C +	15 B C	29 C o	To improve your skills you can:		
	2 F +	16 H +	30 G o	find some word problems in a book or on the Web and practice restating the problem in your own words (focus on what is given and what you are asked to find)		
	3 D B	17 A +		work the three major types of percent problems (for example, What percent of 20 is 7? 18 is what percent of 72? What is 15% of 12?)		
	4 J +	18 H F		make up lists of numbers that contain positives and negatives and find the average value (for example, 3, -1, 5, -3 has an average of 2.5)		
	5 A +	19 C o		determine what probabilities, when added together, represent 100% (for example, 4 red and 3 blue chips are in a hat; the sum of the probabilities of drawing and of not drawing a red chip on any one draw is 100%)		
	6 F H	20 F +		practice finding the factors of a number (for example, positive whole number factors of 32 are 1, 2, 4, 8, 16, and 32)		
	7 B A	21 D C		rewrite multi-digit numbers as a sum of values based on place value (for example, $4,276.05 = 4,000 + 200 + 70 + 6 + \frac{5}{100}$)		
	8 G +	22 J +		define each variable in multiple lists of formulas and practice substituting values into each formula to evaluate it		
	9 D B	23 C B		practice identifying and combining like terms of an algebraic expression (for example, $3x^2 + 5x + 12x^2 = 15x^2 + 5x$)		
	10 F +	24 G +		practice locating and describing objects in terms of their position on the number line and on a grid (for example, 4 right and 6 up)		
	11 A C	25 A C		look for real-world examples of parallel lines like railroad tracks, etc.		
	12 H +	26 G H		perform activities that require the computation of area and perimeter of geometric figures like your school building		
	13 C D	27 D o				
	14 H J	28 J o				

• You correctly answered 12 out of 30 questions.
 • You omitted 5 questions.
 • You incorrectly answered 13 questions.

Reading	SUBSCORE AREA			Content Areas		
	Question Correct Your Answer Subscore	Question Correct Your Answer Subscore	Question Correct Your Answer Subscore	Main Ideas and Author's Approach	Supporting Details	Relationships
	1 A +	11 B D	21 C +	To improve your skills you can:		
	2 F +	12 J +	22 G +	note details in fiction that convey the author's or narrator's goals		
	3 B A	13 B +	23 A C	practice looking through a piece of writing quickly to find specific dates, places, concepts, etc.		
	4 G +	14 H +	24 G +	decide the purpose of each paragraph in a short story or article (for example, to provide a specific example, prove a point, give a different opinion)		
	5 D +	15 A +	25 D +	note how characters are described in a story (what they say and do), then tell what relationships are revealed (for example, They're best friends because they confide in each other, etc.)		
	6 F +	16 H +	26 J +	try different strategies, like asking "what if" questions and role-playing, to better understand possible causes and effects		
	7 A C	17 C A	27 B D	note language whose meaning is not clear, then come up with possible meanings based on the context and your own knowledge		
	8 H +	18 F +	28 J +	read brief reviews of a novel, then find evidence within the book that supports or contradicts the statements made (for example, "compelling . . . poignant . . . spellbinding")		
	9 C +	19 D +	29 B +	practice writing general statements about people or ideas you read about, using qualifiers like <i>a few</i> , <i>typically</i> , or <i>sometimes</i> when little information is provided		
	10 G +	20 J +	30 H +			

• You correctly answered 24 out of 30 questions.
 • You omitted 0 questions.
 • You incorrectly answered 6 questions.

Science	SUBSCORE AREA			Content Areas		
	Question Correct Your Answer Subscore	Question Correct Your Answer Subscore	Question Correct Your Answer Subscore	Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences, and Experimental Results
	1 B +	11 A B	21 D o	To improve your skills you can:		
	2 F G	12 G +	22 G +	locate several pieces of data in a simple table or graph (for example, a graph with a single straight line plotted on linear axes)		
	3 B +	13 D B	23 C A	talk with others about the major points of science articles		
	4 J H	14 J H	24 H F	read science articles to better understand common science words like <i>star</i> , <i>force</i> , etc.		
	5 C B	15 A +	25 D A	look at the data in a simple table or graph and tell how changing the value of one variable changes the value of another variable		
	6 J +	16 F G	26 J G	do simple experiments using basic lab procedures; collect and write your results as observations and/or numbers		
	7 A B	17 C A	27 D +	find one or more hypotheses or conclusions in a newspaper or magazine article about a science topic		
	8 G F	18 H o	28 H J			
	9 B C	19 B +				
	10 G H	20 F J				

• You correctly answered 8 out of 28 questions.
 • You omitted 2 questions.
 • You incorrectly answered 18 questions.

Figure 8b. Student Score Report

Coursework Planner

The Coursework Planner in *Using Your ACT Explore Results* helps students organize the information they need to begin to select courses for next year. This activity leads to general course recommendations and encourages students to seek information from your school on courses required for graduation and courses that will prepare them for college. The activities in the Coursework Planner generate a preliminary list of courses, while helping students see the relationships between course plans and general career plans. Your students may develop a greater sense of responsibility for making educational decisions if information gathered via the Coursework Planner is considered during course scheduling. A sample Coursework Planner and a blank form are provided on pages 60 and 61.

To begin the Planner, students are asked to select two or three preferred Career Areas. These selections flag a list of high school course subject areas related to those career areas. Subsequent steps ask the students to list core courses that will prepare them for college, as well as courses required for high school graduation. The worksheet provides space for students to develop a preliminary set of course plans from these different sources of information. Students are encouraged to seek the help of a counselor or teacher to complete the Planner.

To help students complete the Coursework Planner worksheet, provide them with the following:

- A list of local courses that satisfy college admission requirements
- A list of local courses that satisfy high school graduation requirements
- Any information available about technical or “tech prep” courses offered by your school, and their program requirements

This information will be particularly helpful if the courses are organized into the subject areas shown on the Coursework Planner worksheet.

As they complete the Planner, students should consider their academic strengths and weaknesses. Additionally, students can identify and explore specific occupations at www.explorestudent.org for information (work tasks, entry requirements, salaries, growth, etc.) on more than 500 occupations. Occupations are organized by career area to facilitate exploration.

Students typically know very little about most occupations and are often surprised by what they learn. Following individual career exploration at www.explorestudent.org and other resources, students can benefit from group discussions in which they share what they’ve learned about occupations they’ve explored.

Counselors should consider whether a student’s course plans seem appropriate in light of other Explore information. Is the student with a high Mathematics Test score and Interest Inventory results in Region 8 (mathematician, chemist, etc.) planning to take upper-level mathematics courses? Is the student with a high English Test score and Interest Inventory results in Region 11 (journalist, editor, etc.) considering additional English courses? Explore facilitates exploration of educational options by helping students identify tentative goals and focusing attention on the steps necessary to achieve them.

Coursework Planner for Grade ____

Make as many copies as you need to plan your courses.

Subjects	Courses
----------	---------

Core Area Courses

English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	

General Courses

Health and Fitness (for example: First Aid, Health, Physical Education)	
Foreign Languages (for example: French, German, Spanish)	
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	
Communications (for example: Drama, Speech)	

Specialized Courses

Agriculture (for example: Agribusiness, Animal Science, Landscaping, Horticulture)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

Example Coursework Planner for Grade 9

Make as many copies as you need to plan your courses.

Subjects	Courses
----------	---------

Core Area Courses

English/Language Arts (for example: Writing, Literature, Journalism, Poetry)	<i>English I</i>
Mathematics (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	<i>Algebra I</i>
Social Studies/Sciences (for example: History, Geography, Government, Economics, Psychology)	<i>Geography</i>
Science (for example: General Science, Biology, Chemistry, Earth Science, Physics)	<i>Biology</i>

General Courses

Health and Fitness (for example: First Aid, Health, Physical Education)	<i>Physical Education I (Semester 1)</i> <i>Health (Semester 2)</i>
Foreign Languages (for example: French, German, Spanish)	<i>Spanish I</i>
Arts (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
Music (for example: Band, Chorus, Music Appreciation, Orchestra)	<i>Band I</i>
Communications (for example: Drama, Speech)	

Specialized Courses

Agriculture (for example: Agribusiness, Animal Science, Landscaping, Horticulture)	
Business & Computers (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	<i>Intro to Business Computers</i>
Family & Consumer Sciences (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
Industrial Arts & Technologies (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

Figure 9. Example of a Completed Coursework Planner Worksheet

ACT Explore Procedures Checklist

This checklist for the administration of Explore is provided for your convenience. It does not replace the administrative procedures in this manual.

Pre-Test Activities

- Display ACT Explore posters.
- Read this ACT Explore *Supervisor's Manual* carefully.
- Distribute copies of *Why Take ACT Explore?*
- Post sign-up sheets (if student sign-up is required).
- Order Pre-ID labels online at www.act.org/education/order/preid.
- Notify ACT if more materials are required.

Preparation for Testing

- Open and check test materials upon receipt.
- Reserve test rooms (preferably classrooms).
- Plan seating arrangements.
- Make provisions for left-handed examinees.
- Store test materials securely until test day.
- Announce to students the day/time of testing, the location of the testing room(s), and what to bring on test day.
- Assemble materials to be provided by your school.
- Select and train testing staff. Provide the ACT Explore *Supervisor's Manual* to all testing staff before the test day. ACT recommends that you hold a briefing session if you are using two or more testing staff. See pages 4–5.
- Determine the following and inform testing staff: (see pages 11–13)
 - When will the non-test sections be administered?
 - Which option will be used for administering non-test sections?
 - Will sort codes be used?
 - Will supplemental local items be administered?
- If administering Explore in two sessions, collect the answer folders after the non-test sections are completed and store them securely until they are redistributed on test day.
- Count out test materials by testing room. Ensure that test booklets are stored securely until they are distributed directly to room supervisors on test day.

Test Day

- Verify that testing rooms are properly arranged.
- Distribute test materials to testing staff.
- Direct students to seats; do not allow them to select their seats.

Administration

- Distribute answer folders and instructions to students.
- Hand each examinee a test booklet.
- Verify that the number of test booklets distributed and the number remaining equal the number of booklets assigned to the room.
- Administer tests in proper sequence.
- Write the **Start/Stop times** and **5-minutes-remaining** time in the manual for each test.
- Time each test exactly.
- Check calculators before testing.
- Monitor test room throughout the test session.
- Do not leave testing room unattended at any time.
- Collect answer folders first, then test booklets.
- Review answer folders to be sure critical fields are gridded correctly.
- Verify counts of test materials before students are dismissed.

Wrap-Up After Testing

- Document irregularities and accommodated testing administrations.
- Schedule and administer makeup testing as necessary.
- Store used test booklets so they can be returned with score reports to the students who used them.
- Destroy unused answer folders.
- Complete a School Header for each scoring group; check gridding of school code and cycle code for accuracy; return with completed answer folders.
- Fill in Accommodation Codes, Void Scoring Codes (VSC), and Special Status Codes sections on page 1 and 2 of the answer folder (see pages 40–41).
- Make a copy of any Testing Irregularity Reports that involve defective materials or challenged test items; return these reports with completed answer folders.
- Keep file copies of all forms and reports mailed to ACT with answer folders.

ACT Explore® Supervisor's Comment Form

Room Supervisor's Name (please print)

School Code

School Name

City

State

Test Date

If you have comments or suggestions concerning this manual, ACT's procedures or Customer Services, please write them below and return this form with your answer folders to your Explore test supervisor. Please be as specific as possible when making suggestions for improvement. All comments are reviewed. **Do not report testing irregularities on this form. (For Testing Irregularity Report, see page 65.)**

Make multiple copies if needed.

References

ACT. (2009). *ACT National Curriculum Survey 2009*. Iowa City, IA: Author.

ACT. (2007). *Explore technical manual*. Iowa City, IA: Author.

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.

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Available from www.act.org/research-policy/research-reports

ACT[®]



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Rev 1