

ACT Sample Test Proctoring Kit

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Proctoring Procedures

STEP 1:

Prepare to proctor the practice exam by reading through this kit, and ensuring you have the following items on test day:

- Adequate number of tests
- Adequate number of answer grids
- Extra Number 2 Pencils (not mechanical pencils)
- Extra Calculators

Arrive at the testing site at least 15 minutes prior to the start of the event to arrange the room, set up materials, and greet students and parents who arrive early.

STEP 2:

Proctor the practice exam using the Proctoring Guide on page 4 of this kit.

Note: On Test Day, the essay is optional. This guide does not cover the essay.

STEP 3:

Complete the Practice Test Scanning Cover sheet on page 3.

STEP 4:

Mail completed grids and the cover sheet to **Kaplan K12 Learning Services ATTN Scan Team, 750 Third Avenue, 8th Floor, New York, NY 10017**. If available, please take note of your tracking number.

Practice exams will be graded and results are returned to you electronically.

Kaplan will scan and score the exams within five business days of receiving the completed answer grids. Grids that are incomplete, missing information, or not organized by class code will affect the return date. To ensure scores are returned within 5 business days, please be sure grids are complete and organized.

Practice Test Scanning Cover Sheet

PLEASE COMPLETE AND SUBMIT WITH STUDENTS' ANSWER GRIDS.

All sections of this form and all answer grids must be completed in order for Kaplan to scan the results. Do not send essays.

Thank you!

School Name:		** K12 - ACT Sample Test **
School Address:		
Contact Name:		
Contact Phone:		
Contact Email:		
Scan Code / Test ID:		
Date Taken:		
# of Grids:		

Please return this scanning cover sheet and completed grids to:

Kaplan K12 Learning Services

750 Third Avenue, 8th Floor

New York, NY 10017

Attn: Scanning Services Team

Kaplan Policies: Incomplete grids are not scored; results will be sent electronically within five business days of receipt of completed answer grids, and submitted answer grids are stored for one month.

ACT Proctoring Guide

Before the test

To proctor the practice test on test day, you will need the following:

- Sharpened number 2 pencils for students
- An adequate number of the appropriate test booklets
- An adequate number of answer grids
- A reliable timepiece that measures time to the second

1. Write the following on the board:

- Test ID: (Found on Booklet Cover)
- Start Time: _____
- End Time: _____
- Section 1- English: 45 min
- Section 2 - Math: 60 min
- -5 minute break -
- Section 3 - Reading: 35 min
- Section 4 - Science: 35 min

2. Distribute answer grids and test booklets. Instructions for the test are printed at the beginning of each section.
3. When you are ready to start the exam, read the italicized instructions aloud in the “Proctoring Script” beginning on Page 5.

After the test

1. Collect the answer grids and test booklets from students.
2. Complete the Practice Test Cover Scanning Sheet found on page 3.
3. Ship the Practice Test Scanning Cover Sheet and the students' completed answer grids to Kaplan. If available, please keep note of your tracking number.
4. Kaplan will scan and score the results within five business days of receiving the completed answer grids.
5. A Kaplan manager will send the results of the exams to you electronically, along with answers and explanations. Students will receive individual reports on their performance.

Kaplan Policies:

Incomplete grids are not scored.

Results will be sent electronically within five (5) business days of receipt of completed grids.

Submitted answer grids are stored for one (1) month.

Proctoring Script

All instructions that the proctor should read aloud to students is in italics below.

OPENING

Hello and welcome to this proctored practice administration of the ACT. Congratulations on taking this important step towards getting a higher score.

This practice ACT includes four tests – one 45-minute English Test, one 60-minute Math Test, one 35-minute Reading Test, and one 35-minute Science Test. There will be five-minute break after the Math Test. I've written the section information up on the board so you know what to expect. During those breaks you may go to the restroom, get a drink of water, or talk quietly with friends. We just ask that you do not leave this building, and that you do not discuss any part of the test with your friends. If for some reason you need to leave during the actual testing time, you may get up quietly and go, you do not need to ask. Just note that you'll need to go as quickly and quietly as possible as you won't be given any time back on the test.

When you go in to take the test officially, you'll hear the following rules, and we will follow these today as well. I am going to read these rules so that everyone here has a fair chance on the exam and understands exactly what to expect on Test Day:

- *Do not communicate with any other student during the test*
- *Do not open your test booklet until instructed to do so*
- *Do not work on a section other than the one you've been instructed to work on*
- *Do not mark your answer grid in any area other than the one you've been instructed to work on*
- *Do not mark your answer grid after time has been called*
- *Do not use any unauthorized devices, including cell phones, during the test*

[Break briefly from the script to say:]

During the official test, they won't even let you use cell phones during the break, however, if you need to text your parents to let them know what time you'll be done, that will be permitted, just for today. You can also use your cell phone's calculator if you do not have one, again, just for today.

- *Do not take the test under another student's name*
- *Do not eat or drink in this room*

[Break briefly from the script to say:]

I see many of you have brought snacks, water and other drinks in here, don't worry! You can still have those, just please move them off your desk for now, and you may enjoy them outside this room during breaks. Just don't be surprised if you have to throw them away on the actual Test Day.

- *Do not disturb test takers in any way*
- *Do not leave the building during the test*

Does anyone have any questions about these rules?

[Pause]

Alright, great, let's move on. You will have to use a No. 2 pencil for today's exam. If you brought mechanical pencils to today's exam, you are fine to use them, just make sure they're No. 2. On the official test you actually won't be able to use mechanical pencils – I know it sounds silly, but officials are worried that the lead won't be right, that the machine won't pick up the markings, and even that students might use them to cheat. I recommend you practice with the old-fashioned pencils you'll have to use on Test Day, or if you simply didn't bring a pencil, I have plenty up here for you to borrow. You don't have to ask, just come grab what you need.

Please take a minute to turn all cell phones on silent or completely off. I won't play cell phone police today, but I do want to make sure that no one is disturbed by a phone going off during the test. Please put everything except your test booklet, grid, white info card, pencils and erasers under your desk, including your calculator as you may not have it out except during math sections. On that note, you have probably brought with you a calculator to today's test. If you did, great!

Acceptable calculators for today's test and the official exam include:

- *Graphing calculators*
- *Scientific calculators*
- *Four function calculators*

So basically, anything that isn't primarily a calculator, including cell phones, can't be used on Test Day. If you did not bring a calculator to today's test, you may use your cell phone. Please note, however, that you will NOT be able to use your cell phone on your official test day. Underneath that number, please write your name on your test booklet. This booklet is yours to keep and take home with you once the practice test is completed. You may write in it, use it as scratch paper, anything you want. You should take this home and keep it in a safe place so you can look back through it when you get your report.

Let's get started on filling out those answer grids, and then we'll start the test!

In Item 1: Print your last name, first name, and middle initial if you have one. Make sure to bubble all corresponding letters below. We will NOT be able to return your score report if those are not bubbled.

In Item 2: Print today's day, month, and year and make sure again to bubble in all of the corresponding numbers. Not your birthday, today's date, which is ____.

In Item 3: Print the Scan Code where it says "Test ID." The Scan Code is the four-digit number on the front of your test booklet, I've also written it on the board.

Make sure to bubble in the numbers below, otherwise the machine can't read your test responses.

Please disregard Item 4, enrollment ID. You can leave this area blank.

[Repeat if necessary].

Please print your name and address in the box on the bottom right corner.

[Pause, allow students time to fill this section out].

I will keep official time for today's test. I'll write the start and stop time up here on the board for each section so you can keep track as we go through, and I'll tell you when you have 5 minutes remaining in the current section. If you have a question about the test, raise your hand and I'll come over to you, although I can only answer basic questions about how to fill out the grid, not test questions themselves. The one little thing I'll tell you that I'm sure you're all dying to know is that the ACT does NOT have a wrong answer penalty so the best strategy is for you to use the last minute of each section to bubble in all the questions you skipped. Any questions?

[Pause]

Great, it's time to start the test.

[END OF OPENING COMMENTS]

Section 1 - English Test

For the next 45 minutes you are to work only on the English Test. Fill in your answers in the English Test section of your answer grid. Do not attempt to work on any other section. Are there any questions?

[Pause]

Turn to the English Test section of your test, read the directions and begin work. Good luck.

[Post the start and stop times for this section on the board. When only 5 minutes remain, give 5-minute warning:]

You have 5 minutes remaining on the English Test.

[After exactly 45 minutes, say:]

Stop work and put your pencil down.

[Pause; make sure everyone's pencil is down.]

Section 2 - Math Test

Please take out your calculator for the Math Test. For the next 60 minutes you are to work only on the Math Test. Fill in your answers in the Math Test section of your answer grid. Do not attempt to work on any other section. Are there any questions?

[Pause]

Turn to the Math Test section of your test, read the directions and begin work. Good luck.

[Post the start and stop times for this section on the board. When only 5 minutes remain, give 5-minute warning:]

You have 5 minutes remaining on the Math Test.

[After exactly 60 minutes, say:]

Stop work and put your pencil down.

[Pause; make sure everyone's pencil is down.]

Please place your grid inside of your test book and close the book. We will now take a 5 minute break. During this break feel free to go grab a drink of water, go to the restroom, stretch – whatever you need to do! I'll be restarting the test immediately after 5 minutes. Keep an eye on your watches and make sure you're back in your seats in 5 minutes. Also, this is just a reminder that during the official ACT you will not be allowed to talk to friends about the tests during the break, or use your cell phones. I'm a lot nicer and just helping you practice, but just remember that for when you take the official test, they don't play around!

[Note: It is acceptable for you to "break" from the role of the ACT proctor for a short time during or at the end of the break, so as to give your students the best possible support. If you have noticed any improper test-taking procedures or any behavior that might invite the proctor's unwelcome attention on Test Day (working ahead or on previous sections, working after time has been called, talking), bring it to the student's attention. Once you resume the role of proctor, continue with it for the duration of the test.]

Section 3 - Reading Test

We will now resume testing. Once again, make sure all non-test-related materials are put away. Please remove your answer grid from your test book. For the next 35 minutes you are to work only on the Reading Test. Fill in your answers in the Reading Test section of your answer grid. Do not attempt to work on any other section. Are there any questions?

[Pause]

Turn to the Reading Test section of your test, read the directions and begin work. Good luck.

[Post the start and stop times for this section on the board. When only 5 minutes remain, give 5-minute warning:]

You have 5 minutes remaining on the Reading Test.

[After exactly 35 minutes, say:]

Stop work and put your pencil down.

[Pause]

Section 4 - Science Test

For the next 35 minutes you are to work only on the Science Test. Fill in your answers in the Science Test section of your answer grid. Do not attempt to work on any other section. Are there any questions?

[Pause]

Turn to the Science Test section of your test, read the directions and begin work. Good luck.

[Post the start and stop times for this section on the board. When only 5 minutes remain, give 5-minute warning:]

You have 5 minutes remaining on the Science Test.

[After exactly 35 minutes, say:]

Stop work and put your pencil down.

On Test Day, this is the point where you would complete the optional essay. We are not administering the essay in this class since it is optional. Please pass your grids to the end of your table/row and I will come to collect them. Remember to take your test booklet home with you so that when you receive your report, you can go back over any questions you might have missed. Also, please throw away any trash that you may have left around your seat.

[Once you have everyone's grid, say:]

You are now free to go, thanks again for coming and good luck on your official tests!

[Thank the class for getting through the practice test with such patience and cooperation, and congratulate them on how much they've learned about the ACT as a result. Be sure that everyone knows when, where, and how they are to receive their results. Let them know that if this were a real Test Day, the proctor would talk about things like score cancellation, things that aren't within the scope of this practice test. Make sure to ship the grids within 24 hours of the testing session].

END OF SCRIPT

ACT Essay Scoring Guidelines

(<http://www.actstudent.org/writing/scores/guidelines.html>)

These are the descriptions of scoring criteria that the trained readers will follow to determine the score (1–6) for your essay. Papers at each level exhibit all or most of the characteristics described at each score point.

Score of 6

Essays within this score range demonstrate effective skill in responding to the task. The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a critical context for discussion. The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position. Development of ideas is ample, specific, and logical. Most ideas are fully elaborated. A clear focus on the specific issue in the prompt is maintained. The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed. The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors to distract the reader.

Score of 5

Essays within this score range demonstrate competent skill in responding to the task. The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a broad context for discussion. The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position. Development of ideas is specific and logical. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained. The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used. The introduction and conclusion are clear and generally well developed. Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise. There may be a few errors, but they are rarely distracting.

Score of 4

Essays within this score range demonstrate adequate skill in responding to the task. The essay shows an understanding of the task. The essay takes a position on the issue and may offer some context for discussion. The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position. Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained throughout most of the essay. The organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious. The introduction and conclusion are clear and somewhat developed. Language is adequate, with some sentence variety and appropriate word choice. There may be some distracting errors, but they do not impede understanding.

Score of 3

Essays within this score range demonstrate some developing skill in responding to the task. The essay shows some understanding of the task. The essay takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear. Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious. An introduction and conclusion are clearly discernible but underdeveloped. Language shows a basic control. Sentences show a little variety and word choice is appropriate. Errors may be distracting and may occasionally impede understanding.

Score of 2

Essays within this score range demonstrate inconsistent or weak skill in responding to the task. The essay shows a weak understanding of the task. The essay may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counterargument to the writer's position. The essay is thinly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading. An introduction and conclusion are discernible but minimal. Sentence structure and word choice are usually simple. Errors may be frequently distracting and may sometimes impede understanding.

Score of 1

Essays within this score range show little or no skill in responding to the task. The essay shows little or no understanding of the task. If the essay takes a position, it fails to convey reasons to support that position. The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained. There is little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used. If present, an introduction and conclusion are minimal. Sentence structure and word choice are simple. Errors may be frequently distracting and may significantly impede understanding.

No Score

Blank, Off-Topic, Illegible, Not in English, or Void

Frequently Asked Questions

Can we administer the exam over multiple days?

Although we strongly suggest students take the exam in its entirety in one sitting in order to experience an authentic test taking experience, it is possible to administer the exam over multiple days.

What should I do if do not have enough answer grids?

You can print out additional grids for students at <http://www.kaplank12.com/additional-resources/>. If this is not an option, you may provide students with a sheet of paper with their name and answers, which can be sent right alongside the grids. We will hand-enter the results for those students, but please be aware that grids sent in this manner will delay scoring beyond the 5 business day turnaround.

What should I do if students do not have calculators?

If students do not have calculators you may allow them to use their phones if set on silent and airplane mode (if applicable). Remind students that phones are NOT permitted as calculators on the actual exam—this is strictly prohibited.

What should I do if we do not have enough #2 pencils? If students do not have #2 pencils, they can use a piece of paper to write down their answers with a pen. When the test is completed, they should then transfer their answers to the answer grid using a #2 pencil.

What should I do if students arrive late?

It is a good idea to carve out a row near the door for stragglers. That way, students who show up late can quickly join the group without disturbing the rest of the students. If a student does arrive late, provide the late student with the exam materials and have them begin where their peers are currently in the exam. They should be aware that their score will be affected by their arrival as they will not have the same amount of time to complete the exam or sections as their fellow students.

What should I do if a student receives testing accommodations for the exam?

Students should take their exam in as authentic of a setting as possible. If the student is scheduled to receive accommodations on the exams, they should take the test with these specific accommodations. This may require the student to take the exam separate from their classmates in order to accommodate extended timing or other accommodations. For more information on accommodations, please visit <http://www.actstudent.org/regist/disab/>.