

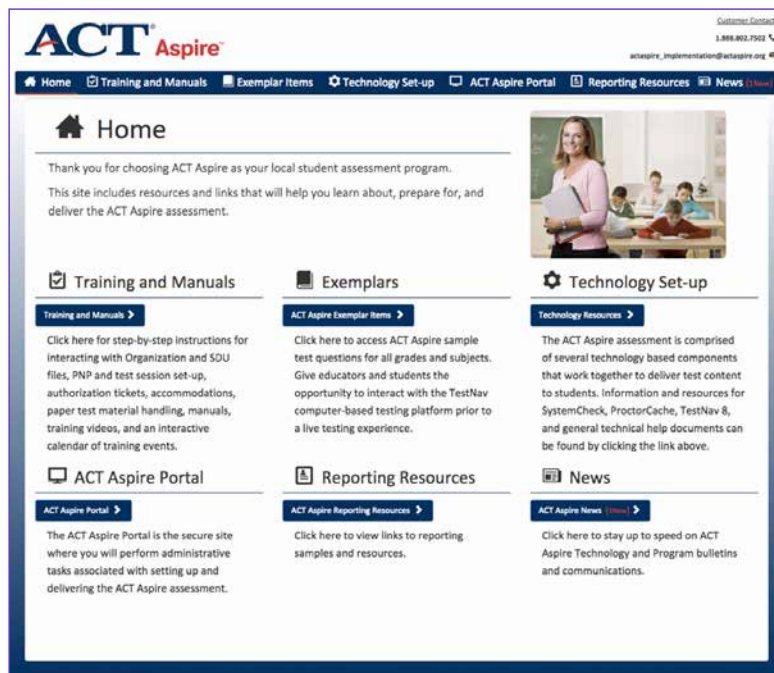


Room Supervisor Manual

Online Summative Testing

Visit actaspire.pearson.com for links to the following sites:

- ACT Aspire Portal administrator/teacher sign in
- ACT Aspire System Check for TestNav 8
- ACT Aspire Student Sandbox
- Avocet (a collection of manuals, guides, and help sheets)
- ACT Aspire Training Management Site (TMS)
- Many more helpful resources



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Overview

This manual contains the instructions for administering the ACT Aspire® Grades 3–Early High School (Grades 9–10) English, Mathematics, Reading, Science, and Writing subject tests. It refers to a test coordinator and a room supervisor. The test coordinator is the main ACT Aspire contact at your school and the person who makes arrangements for the test administration. You, as the room supervisor, are responsible for the secure administration of the tests to the students in your room. It is important that you become familiar with the procedures and instructions in this manual in advance of test day to ensure that the tests are administered in a standard manner. This *Room Supervisor Manual* is specific to online testing.

In addition to this manual, all training and test administration resources are available online on the websites associated with ACT Aspire: actaspire.tms.pearson.com houses training videos, actaspire.avocet.pearson.com includes links to other training materials, and actaspire.pearson.com has access to many more resources.

Policies and Procedures

This guide is designed to provide direction in administering ACT Aspire tests, including specific instructions for conducting the timed tests. It is important to follow these guidelines to successfully measure students' academic skills. All testing personnel, including other testing staff, are required to read this manual provided by ACT Aspire.

Standardized Procedures

Throughout this manual, there are detailed directions for securing test materials and administering tests in a standardized manner.

Relatives or guardians of students taking ACT Aspire should not serve in the role of room supervisor in the same testing room as the student relative. It is permissible for relatives or guardians of testing students to serve as a room supervisor in the same school/district as a related student provided that student tests in a different room. In such circumstances, the district/school should monitor the testing process so that test coordinators who have a relative testing do not handle the test materials of the relative without another responsible individual present.

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

- accessing or obtaining a test booklet, viewing the online test or test questions prior to the test for any reason (An exception is provided for American Sign and Signing Exact English Language interpreters assisting students. See the "Preparation for Signing Test Items" section in appendix C of the ACT Aspire *Accessibility User's Guide*.);
- photocopying, making an electronic copy, or keeping a personal copy of the test or of any test items (An exception is provided for students who need to utilize digital scanning magnification for test items. See the ACT Aspire *Accessibility User's Guide*.);
- taking notes about test questions or any paraphrase of test questions to aid in preparing students for testing;
- aiding or assisting a student with a response or answer to a secure test item, including providing formulas;
- rephrasing test questions for students;

- creating an answer key or “crib sheet” of answers to test questions;
- editing or changing student answers after completion of the test, with or without the student’s permission;
- allowing students to test in an unsupervised setting;
- leaving test materials, including student authorization tickets, in an unsecured place or unattended;
- failing to properly report and document incidents of prohibited behavior involving students, staff, or others;
- allowing students to test longer than the permitted time; and
- failing to return and account for all testing materials after the testing session has ended.

Test Security

To ensure the integrity of your students’ ACT Aspire results, testing personnel must protect the security of test materials as described in this manual. ACT Aspire materials are copyrighted by ACT or its licensors and cannot be duplicated, copied, resold, or redistributed for commercial or other use. ACT Aspire assessments must be administered by school or district personnel holding a current license from the Arkansas Department of Education.

Investigations

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

Equal Treatment

All staff are required to administer and supervise ACT Aspire in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act which covers available testing accommodations.

Fair Testing Practices

ACT and its affiliates endorse the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide the conduct of those involved in educational testing. ACT and its affiliates are committed to ensuring that each of their testing programs uphold the guidelines in each *Code*.

ACT Aspire Data Use

Student scores and other information provided on their answer documents for ACT Aspire are governed by the [ACT Aspire data use policy](#).

Guidelines for Administering the Tests

Use of Calculators on ACT Aspire

Use of calculators will depend on the grade level of the student.

- Students taking the Grades 3–5 Mathematics subject tests **cannot** use a calculator. All problems can be solved without a calculator.
- Students are allowed, but not required, to use an approved calculator on the Grades 6–Early High School (Grades 9–10) Mathematics tests. Students are encouraged to use a personal calculator they are familiar with, but a calculator tool will also be available within the online testing system for the Grades 6–Early High School (Grades 9–10) Mathematics tests.

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

It is the school's responsibility to confirm that all calculators used by students are approved and cleared before testing. A list of permitted and prohibited calculator models can be found on the Avocet website ([Avocet/Calculators/Calculator FAQ](#)).

Scratch Paper

Each student should be given one blank sheet of scratch paper for use during each testing session. Instruct students to write their first and last name, school name, subject they are currently testing, and school grade at the top of their sheets before testing begins; this ensures the accurate matching of all testing materials after the session. Students may use the Student Authorization Ticket as scratch paper. Additional sheets may be given to individual students during testing if they request them. Instruct students to fill out the same information at the top that they filled out for the first sheet. All scratch paper must be collected at the end of each session and returned to the school test coordinator. The test coordinator must document the date the papers were destroyed. Students are allowed to use pencils or pens with the scratch paper. They may bring their own, but you must also provide a supply in each room along with a pencil sharpener.

Unauthorized Testing Aids

The use of notes or any English dictionary is not permitted. If a foreign language (word-for-word) dictionary is approved for a student, this is permitted (see the *ACT Aspire Accessibility User's Guide*).

Test Format

The English test is composed of selected-response (multiple-choice) questions. The Writing test includes one constructed-response item only. The other three subject tests include a combination of selected-response and constructed-response items; all constructed responses must be provided in English. Online tests also have technology-enhanced items.

Arkansas students will take all five subject tests.

Subject tests may be administered up to three per day or may be spread out during the testing window, but the subject tests must be individually timed using the times listed in table 1. Your test coordinator will provide your schedule and the subject tests you will administer.

If two or more tests will be administered in a single sitting, you will need to take administrative time of 5–10 minutes between each test to collect materials for the test just completed and to distribute materials and go over instructions for the next test. A single subject test should be completed within one session. Under no circumstances should students be allowed to have access to test materials between testing sessions. The timing of each subject test varies by subject and grade (see table 1).

English Text Audio for Sighted and English Audio for Blind selected in the Personal Needs Profile (PNP), will automatically launch at 300% the standard test time. Table 1 shows standard test form times and the audio test form times.

The online testing system will display a countdown timer set to the appropriate amount of time for the subject test the student is taking. The timer will begin as soon as the student clicks the “Start Test Now” button beside the test name displayed on the screen. When five minutes are remaining on the test, an orange message will briefly be displayed in the upper right-hand corner, next to the timer.

The subject test automatically ends when time runs out, displaying a “Time Expired” message. The system then directs students to submit the test overall.

Table 1. ACT Aspire Test Time by Grade and Subject (in minutes)

Grade	English	Math	Reading	Science	Writing
Standard Test Forms					
3	30	55	60	55	30
4	30	55	60	55	30
5	30	55	60	55	30
6	35	60	60	55	30
7	35	60	60	55	30
8	35	65	60	55	30
EHS	40	65	60	55	30
English Text Audio for Sighted, English Audio for Blind					
3	n/a	165	n/a	165	90
4	–	165	–	165	90
5	–	165	–	165	90
6	–	180	–	165	90
7	–	180	–	165	90
8	–	195	–	165	90
EHS	–	195	–	165	90

Note: EHS = Early High School (Grades 9–10)

Bathroom Breaks

Students may be allowed to go to the bathroom during the timed portion of the tests. **Follow local policy regarding timing for bathroom breaks.** Only one student may leave the testing room at a time without being accompanied by testing staff. The **“Resume a Test”** section of the Avocet website provides instructions for signing out of TestNav. *Note that signing out of TestNav will stop the timer until the student signs back in after the break.*

Collect any scratch paper before the student leaves the room; return the scratch paper when the student returns. If the student signed out of TestNav, follow instructions under **“Resume a Test”** to resume the test upon the student’s return. Such absences do not need to be recorded in the irregularity reporting tool in the ACT Aspire Portal; however, a comment must be entered when resuming a student’s test. **Do not leave students unsupervised in a testing room at any time.**

Electronic Devices

Students are not allowed to have cell phones or any electronic communication devices on their person. Preferably they should not bring them into the testing room; if they do, these devices must be turned off and schools should follow their cell phone policy for handling the phones during testing. A warning to students to **NOT** set watch or cell phone alarms is included in the verbal instructions. Please do not set beeper alarms on your own watch or cell phone, as this can also distract students.

Student Questions During Testing

Specific instructions about guessing are included in the verbal directions for each test. If students ask you about guessing, refer them to these instructions. Do not comment on or add to the printed directions in any way. You can answer questions about the general test instructions before testing starts. (See the step in the “Verbal Instructions” section that asks students if they have any questions.)

Questions about Items

Do not answer questions regarding individual test items. You may respond to questions with, “Do the best you can.” Do not look at individual test questions if students refer to them.

If students note typographical errors or ambiguities in particular test items, instruct them to do the best that they can and then include an explanation of the questions or comments using the irregularity reporting tool in the ACT Aspire Portal.

Prohibited Behavior

The following behaviors are prohibited during administration of the ACT Aspire tests:

- looking at someone else’s computer screen or scratch paper,
- giving or receiving assistance,
- disturbing other students,
- using notes or unauthorized testing aids,
- using a calculator on any test other than the Grades 6–Early High School (Grades 9–10) Mathematics test,
- sharing a calculator with another student,
- using any device to share or exchange information at any time during the tests, during break, or after testing (**All** electronic communication devices, including cell phones, must be turned off from the time the student is admitted to test until dismissal after testing concludes),
- attempting to remove or send test questions or answers from the test room by any means,
- exhibiting confrontational, threatening, or unruly behavior, and
- creating a disturbance or allowing an alarm or phone to sound in the test room.

If you SUSPECT a student is engaged in any of the prohibited activities, discreetly warn the student that these actions are prohibited, direct the student to resume testing, and continue to observe the student closely. Document your suspicions and actions using the irregularity reporting tool in the ACT Aspire Portal.

If you OBSERVE any of these behaviors, force close the student’s test. Advise the student that the test may be voided, collect the authorization ticket, any scratch paper, and dismiss the student from the room. Enter a note using the irregularity reporting tool in the ACT Aspire Portal. Contact your school test coordinator.

Reporting Irregularities in Test Administration

The irregularity reporting tool in the ACT Aspire Portal is intended for use primarily by school personnel to record any test administration irregularities that may affect student scores or the analysis of ACT Aspire results. Recording an irregularity for a student is not the same as voiding/invalidating their test and dismissing them for prohibited behavior. Instructions for using this tool can be found in the “**Irregularities**” section of the Avocet website. Testing personnel should use the tool to report any of the irregularities occurring within the room. Room supervisors should document any of the following occurrences during administration of the tests:

- A student engages in any instance of prohibited behavior as outlined above.
- A student becomes ill or leaves the room during testing.
- A student fails to follow instructions (responds to questions randomly, obviously does not read questions prior to responding, or refuses to respond to questions).
- A general disturbance or distraction occurs which could affect one or more students’ results.
- A student questions the accuracy or validity of an item.
- A student has a technical issue that interrupts testing.

For any instances where students can resume testing after illness, a technical issue, or a general disturbance, follow the instructions about how to resume a test session in the “**Irregularities**” section of the Avocet website. The same section also includes the latest updates of irregularity categories and codes used in the Portal.

The irregularities in the **Environment/Materials** category include external factors that may affect student testing. These include things like outside noises or hot/cold room temperatures, damaged, missing or stolen test materials, and occurrences like power outages, severe weather, or emergency evacuations.

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

The **Staff** category includes actions testing staff may engage in that affect testing. These include failure to follow testing procedures like mistiming a test or not reading the verbal instructions from the *Room Supervisor Manual*, arriving late for testing or not showing up, or other inappropriate behavior like engaging in personal communication via other staff, telephone, or text during testing. Room supervisors and staff members may not assist students with the use of online tools or functionalities.

The **Technical** category pertains to the performance of online testing and includes system failure, slowness, or freezing, difficulties launching the test or with students using the testing platform, and other system issues like problems with using a keyboard, mouse, monitor or other related hardware.

If you have questions about how to categorize a particular irregularity, call ACT Aspire Customer Service at 888.802.7502.

In every instance, notify your test coordinator of any irregularities after testing. Some of these irregularities will also require the completion of the Arkansas “Testing Impropriety Report Form.”

Accessibility and Accommodations for ACT Aspire

ACT Aspire strives to provide equal access to *all* students, recognizing that some students need technological and other forms of support to be able to test fairly and to the best of their abilities. The need for accessibility is universal. Different levels of available support are described below:

“Default Embedded System Supports” are those accessibility features that are made available as needed to all students for the online or paper version of ACT Aspire.

“Open Access” tools are also available to all students, but they must be identified in advance in the ACT Aspire Online Portal and selected from the pull-down menu inside the test to be activated (online format), or they must be planned in advance and provided locally.

“Accommodations” are considered high-level supports that are needed by relatively few students and require special expertise, experience, and security protocols to select and use effectively. The system requires accommodation-level tools to be *requested in advance by educational personnel* on behalf of the student through the online ACT Aspire Personal Needs Profile (PNP) process. This will allow any needed resources to be made active for the student.

Administration of ACT Aspire with accommodation-level supports is a locally determined decision. In ACT Aspire, any student—with or without an identified disability—may use an accommodation that appropriately matches the student’s needs. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools to qualify. This policy decision, however, regarding who may use accommodation-level accessibility supports rests with your local governing educational authority. For specific policy advice regarding who is permitted to use an accommodation-level support in your area, please refer to ADE policies.

The selection and use of accommodation-level tools require special expertise and resources. To be effective for an individual student, they must be carefully chosen. Any formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the PNP request process.

For both paper and online testing, test coordinators or room supervisors must select accommodations through the online PNP process in the ACT Aspire Portal.

See the ACT Aspire *Accessibility User’s Guide*, available on the Avocet website, for further information on the types of accessibility tools and accommodations available and how to administer and record them.

Desirable Testing Conditions

Most room supervisors will administer the tests to their students in the school's computer lab during regular class periods. You may test all students in a given grade and subject at the same time if facilities and schedules permit. All students in a room **must** take the same grade and subject tests. Students testing with extended time must be tested in a separate room from students testing with standard time.

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

In each room, remove or cover all maps, posters, charts, and bulletin board materials related to the subject being tested.

Online Testing Guidelines

Because of the nature of online testing and typical computer lab arrangements, the following guidelines should be followed in order to prevent the prohibited student behavior outlined in the "Prohibited Student Behavior" section of this manual.

- If computers can be moved, arrange them in such a way that students will not be able to see another student's work (computer screen or scratch paper).
- If computers cannot be moved, take steps to seat students in such a way that they cannot see another student's work. U-shaped seating arrangements are acceptable if they meet this guideline.
- If available, place privacy guards on the sides of computer monitors to provide additional privacy.
- TestNav 8 must be the only application running on the computer during testing. If a student has exited the test by exhibiting prohibited behavior, do not restart or resume the test for the student, but void their test and record an irregularity in the ACT Aspire Portal. Please refer to your local policy before voiding a test.
- Testing staff should circulate around the room regularly. This will discourage students from any prohibited behaviors.
- TestNav 8 does not allow students to keep responding to questions after time has expired. Staff should be aware of when the set time for a subject test will end so they can announce this to students.
- Follow the steps in the [Technology Coordinator Checklist](#) found on the Avocet website.

Test Administration Procedures

Before students are admitted to the test room, the following set up activities should be completed. Instructions for completing these tasks and the successful starting and running of test sessions will be provided by your test coordinator and are also available in the [Portal User Guide](#) on the Avocet website.

- All computers to be used for testing should be turned on, and the TestNav 8 URL should be launched so the student sign-in screen is visible.
- If any students are testing with accommodations, know and mark well in advance those accommodations that will be administered. If you will be administering an audio test, be sure to have students test and adjust the volume **before** signing in.
- If your room is administering a Mathematics test for grades 6–Early High School (grades 9–10), check student calculators prior to testing to verify they meet the requirements of the ACT Aspire calculator policy and have been cleared. A list of permitted and prohibited calculator models can be found on the Avocet website.
- Students should not be allowed to do other work or look at any materials if they finish the test early.

Student Authorization Tickets

- Ahead of test day, print the student authorization tickets for each subject test to be administered and familiarize yourself with the format of the authorization tickets.
- If all authorization tickets were printed out at one time for all students testing, ensure with your test coordinator that you received only the tickets for your students and sessions. See the related task about printing authorization tickets in the [Portal User Guide](#). Keep these tickets secure at all times and do not distribute them to students until testing.
- You must start the test session in the Portal before students can sign in to TestNav to start testing. See the related task in the [Portal User Guide](#).
- Once the test session has been started and students are admitted to the room and seated, securely distribute the student authorization tickets. Make sure that the authorization ticket is for the current subject test only. Hand the authorization ticket to each student; do not pass them down aisles. Each student must have his or her authorization ticket before signing in to the test.

TEST ADMINISTRATION PROCEDURES

Students should not have access to their login credentials before testing. No one except the students should have access to the contents of the tests.

The time allowed to complete different subject tests varies by grade and subject. All students in a room must take the same subject and grade tests.

Verbal Instructions

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

The verbal instructions begin with the “All Tests” section. After reading “All Tests,” continue on to the appropriate subject and grade level as directed.

All Tests

Before the test, read aloud all instructions in the shaded boxes; do not depart from this text. Where a series of dots appears, pause to let students follow the instructions. Test instructions may be repeated.

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

You are about to take a test related to your coursework. Your performance will not affect your school record in any way, but you should try your best and do your own work. It is also best to answer every question even if you are unsure of your answer. Please clear your desks of everything except your pencils or pens....

If you are providing scratch paper say:

I'm going to hand out your authorization ticket and scratch paper now. Write your first and last name, school name, subject you are starting to test, and school grade at the top of the scratch paper when you receive it. These materials must be returned before you are dismissed.

If you are using the authorization ticket as scratch paper say:

I'm going to hand out your authorization ticket now. You may use it as scratch paper. This must be returned before you are dismissed.

Hand each student his or her authorization tickets individually. Do not allow students to pass tickets back or across aisles. Keep an exact count of the number of tickets distributed.

When everyone has the correct ticket, say:

Please look at the authorization tickets that I (we) just passed out. The top of your ticket should say [name of the subject test]. Your name and grade should be listed below the test name. Raise your hand if your name and [name of the subject test] are not listed on the ticket....

If you are administering an audio test to any students, please be sure to have them test and adjust the volume on their computer and headphones **before** signing in. Refer to the Audio Check feature on the sign-in screen.

When you have verified that all students have the correct ticket, say:

Find the username and password printed on your authorization ticket and type them into the boxes on your screen. After you type this information into the boxes, click the **Sign In** button. Do not click on anything on this screen until I tell you to. Raise your hand if you need help signing in or if your name and [name of the subject test] are not listed on your screen....

Testing staff should circulate around the room to confirm that students have signed into the correct test and help those students who are having difficulty signing in.

After everyone has signed into the correct test, say:

We are almost ready to begin testing. The use of notes or other dictionaries, any electronic device, or an alarm on a wristwatch or cell phone is not permitted. Scratch work should be done on the scratch paper (authorization ticket) I (we) handed out. If you need additional scratch paper during testing, raise your hand and I will come to you. If you are asked to type an answer on the screen, you must type in English. Raise your hand if you have any questions about the test instructions....

Answer any student questions about the general test instructions and then say:

Please read the test directions on your screen silently as I read them aloud....



Turn to the grade-specific instructions that apply to the test you are administering.

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English

Grades 3–7

Say:

This test asks questions about writing in English. Some questions are based on short passages.

- Read each passage before you answer the questions.
- Some questions ask you to select your answer from several possible choices. Click the circle next to the answer you think is best.
- If you decide to change your answer, click the circle next to your new answer.
- Some questions may ask you to work with objects on the screen. Follow the directions on the screen to answer those questions.
- Some of the questions on this test may not count toward your score. If you get stuck on a question, you may want to skip it and come back to it later if you have time left.

It is best to answer every question even if you are not sure if your answer is correct.

Now, you may click on the **Start Test Now** button and then **Start Section** on the next screen and begin working...



Turn to “Testing Instructions (All Tests)” on page 30.

English

Grade 8 and Early High School (Grades 9–10)

Say:

This test asks questions about writing in English. Some questions are based on short passages.

- Read each passage before you answer the questions.
- Some questions ask you to select your answer from several possible choices. Click the circle next to the answer you think is best.
- If you decide to change your answer, click the circle next to your new answer.
- Some questions refer to specific text. In many cases, you will be given alternatives for this text. Choose the best alternative. If you think the original text is best, choose “NO CHANGE.”
- Some questions may ask you to work with objects on the screen. Follow the directions on the screen to answer those questions.
- Some questions on this test may not count toward your score. If you get stuck on a question, you may want to skip it and come back to it later if you have time left.

It is best to answer every question even if you are not sure that your answer is correct.

Now, you may click on the **Start Test Now** button and then **Start Section** on the next screen and begin working...



Turn to “Testing Instructions (All Tests)” on page 30.

Mathematics

Grades 3–5

Say:

This test asks questions about mathematics.

You may use scratch paper to do calculations, drawings, and other work. Scratch paper will not be scored. You are NOT allowed to use a calculator on this test.

Some questions have 5 choices: A, B, C, D, and E.

- Click the circle next to the answer you think is correct.
- If you decide to change your answer, click the circle next to your new answer.

Some questions may give you other directions, for example, about moving objects on the screen.

- Follow the directions on the screen to answer those questions.

Some questions may ask you to type your answer in a box.

- Click in the box and type your answer there.
- If you are typing an explanation,
 - be especially sure to read the question carefully.
 - answer the question as completely as you can.
 - explain your thoughts and ideas clearly.
 - give reasons in your answer.
 - read what you have written to be sure it says what you want it to say.

Some of the questions on this test may not count toward your score. If you get stuck on a question, you may want to skip it and come back to it later if you have time left.

It is best to answer every question even if you are not sure your answer is correct.

Now, you may click on the **Start Test** Now button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Mathematics

Grades 6–8 and Early High School (Grades 9–10)

Say:

This test asks questions about mathematics.

You may use scratch paper to do calculations, drawings, and other work. Scratch paper will not be scored.

Some questions have 5 choices: A, B, C, D, and E.

- Click the circle next to the answer you think is correct.
- If you decide to change your answer, click the circle next to your new answer.

Some questions may give you other directions, for example, about moving objects on the screen.

- Follow the directions on the screen to answer those questions. Some questions may ask you to type your answer in a box.
- Click in the box and type your answer there.
- If you are typing an explanation,
 - be especially sure to read the question carefully.
 - answer the question as completely as you can.
 - explain your thoughts and ideas clearly.
 - read what you have written to be sure it says what you want it to say.
 - your answer will be evaluated on how well it explains and justifies the mathematics of the question.
 - if you use calculations to support your answer, give both the result and what you calculated (for example, in addition to giving 3.3, also tell that it was a calculation of $23 \div 7$ rounded to tenths).

You are allowed to use a calculator for any problems you choose; however, some of the problems may best be done without using a calculator.

NOTE: Unless indicated otherwise, you should assume the following:

1. Diagrams are NOT necessarily drawn to scale.
2. Geometric figures are in a plane.
3. The word *line* indicates a straight line.
4. The word *average* indicates arithmetic mean (for example, $\frac{1+7+3}{3}$ is the average of 1, 7 and 3).

Some of the questions on this test may not count toward your score. If you get stuck on a question, you may want to skip it and come back to it later if you have time left.

It is best to answer every question even if you are not sure your answer is correct.

Now, you may click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to **“Testing Instructions (All Tests)”** on page 30.

Reading

All Grades

Say:

This test asks you to read and then answer questions about each of several reading passages.

- Some questions ask you to select your answer from several possible choices. Click the circle next to the answer you think is best.
- If you decide to change your answer, click the circle next to your new answer.
- Some questions ask you to write an answer. Click in the box and type your answer there. Before you begin to type, read the question carefully. Answer the question as completely as you can. Explain your thoughts and ideas clearly. Read what you have written to be sure it says what you want it to say. These questions are worth more points than the other questions on the test.
- You may use scratch paper to plan your writing. Scratch paper will not be scored.
- Some questions may ask you to work with objects on the screen. Follow the directions on the screen to answer those questions.
- Some of the questions on this test may not count toward your score. If you get stuck on a question, you may want to skip it and come back to it later if you have time left.

It is best to answer every question even if you are not sure if your answer is correct.

Now, you may click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Science

All Grades

Say:

This test asks you to read several passages about scientific topics. After reading a passage, use the information in the passage to answer each question.

- Some questions ask you to select your answer from several possible choices. Click the circle next to the answer you think is best.
- If you decide to change your answer, click the circle next to your new answer.
- Some questions ask you to write an answer. Click in the box and type your answer there. Before you begin to type, read the question carefully. Answer the question as completely as you can. Explain your thoughts and ideas clearly. Read what you have written to be sure it says what you want it to say. Some of these questions are worth more than one point.
- You may use scratch paper to plan your writing. Scratch paper will not be scored.
- Some questions may ask you to work with objects on the screen. Follow the directions on the screen to answer those questions.
- Some of the questions on this test may not count toward your score. If you get stuck on a question, you may want to skip it and come back to it later if you have time left.

You should try to answer every question even if you are not sure your answer is best.

Now, you may click on the **Start Test** Now button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Writing

Grade 3

Say:

This is a writing test. You will have thirty minutes to write a story in English. Before you begin to write, read the prompt and take a few minutes to think about and plan your story.

As you write your story, remember to:

- Develop your story with specific details and explain your ideas.
- Use interesting adjectives and descriptive words to make your story interesting to read.
- Use the entire thirty minutes to write your story.
- Read what you have written to be sure that it says what you want it to say.

Only your final story that you write in the answer space provided will be scored.

You may use the scratch paper provided to plan your story. You may change your story on the computer screen as much as you want to, but click the **Submit Your Final Answers** button only when you have completed your story. ***Only the final submitted story will be scored.***

If you finish the test before time is up, you can review your work.

Now, click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Writing

Grade 4

Say:

This is a writing test. You will have thirty minutes to write an essay in English. Before you begin to write, read the prompt and take a few minutes to think about and plan your essay.

As you write your essay, remember to:

- Explain the topic of your essay.
- Develop your essay with specific details and explain your ideas.
- Use the entire thirty minutes to write your essay.
- Read what you have written to be sure it says what you want it to say.

Only your final essay that you write in the answer space provided will be scored.

You may use the scratch paper provided to plan your essay. You may change your essay on the computer screen as much as you want to, but click the

Submit Your Final Answers button only when you have completed your essay. ***Only the final submitted essay will be scored.***

If you finish the test before time is up, you can review your work.

Now, click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Writing

Grade 5

Say:

This is a writing test. You will have thirty minutes to write an essay in English. Before you begin to write, read the prompt and take a few minutes to think about and plan your essay.

As you write your essay, remember to:

- Take a position, and be thoughtful about your choice.
- Give reasons and use details and examples as support.
- Use the entire thirty minutes to write your essay.
- Read what you have written to be sure it says what you want it to say.

Only your final essay that you write in the answer space provided will be scored.

You may use the scratch paper provided to plan your essay. You may make revisions to your essay on the computer screen as much as you would like, but click the **Submit Your Final Answers** button only when you have completed your essay. ***Only the final submitted essay will be scored.***

If you finish the test before time is up, you can review your work.

Now, click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Writing

Grade 6

Say:

This is a test of your writing skills. You will have thirty minutes to write a narrative in English. Before you begin planning and writing your narrative, read the task carefully to understand what you are being asked to do. Be thoughtful and thorough in your response.

Your narrative will be evaluated based on how well you:

- Use narrative to reflect on something that you experienced.
- Develop your narrative with specific details.
- Help your reader understand the meaning of the experience.
- Organize your narrative and connect your ideas.
- Use vivid adjectives and descriptive words to make your narrative interesting to read.

Only your final narrative that you write in the answer space provided will be scored.

You may use the scratch paper provided to plan your narrative. You may make revisions to your narrative on the computer screen as much as you would like, but click the **Submit Your Final Answers** button only when you have completed your narrative. ***Only the final submitted narrative will be scored.***

If you finish early, review and edit your narrative to be sure it says what you want it to say.

Now, click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Writing

Grade 7

Say:

This is a test of your writing skills. You will have thirty minutes to write an essay in English. Before you begin planning and writing your essay, read the task carefully to understand what you are being asked to do. Be thoughtful and thorough in your response.

Your essay will be evaluated based on your ability to:

- Explain the topic of your essay.
- Develop your ideas with specific reasons and examples.
- Organize your essay clearly and logically.
- Use language clearly and effectively, using appropriate and precise words.

Only your final essay that you write in the answer space provided will be scored.

You may use the scratch paper provided to plan your essay. You may make revisions to your essay on the computer screen as much as you would like, but click the **Submit Your Final Answers** button only when you have completed your essay. ***Only the final submitted essay will be scored.***

If you finish early, review and edit your essay to be sure it says what you want it to say.

Now, click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Writing

Grade 8

Say:

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

Your essay will be evaluated based on your ability to:

- Generate a persuasive argument.
- Support and explain your ideas.
- Stay focused on the task throughout the essay.
- Organize ideas in a logical way.
- Use language clearly and effectively according to the conventions of standard written English.

Only your final essay that you write in the answer space provided will be scored.

You may use the scratch paper provided to plan your essay. You may make revisions to your work in the text box on the computer screen as much as you would like, but click the **Submit Your Final Answers** button only when you have **completed** your essay. ***Only the final submitted essay will be scored.***

If you finish early, review and edit your essay to be sure it says what you want it to say.

Now, click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Writing

Early High School (Grades 9–10)

Say:

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

Your essay will be evaluated based on your ability to:

- Explain and analyze a topic.
- Support your ideas.
- Stay focused on the task throughout the essay.
- Organize ideas in a logical way.
- Use language clearly and effectively according to the conventions of standard written English.

Only your final essay that you write in the answer space provided will be scored.

You may use the scratch paper provided to plan your essay. You may make revisions to your work in the text box on the computer screen as much as you would like, but click the **Submit Your Final Answers** button only when you have **completed** your essay. ***Only the final submitted essay will be scored.***

If you finish early, review and edit your essay to be sure it says what you want it to say.

Now, click on the **Start Test Now** button and then **Start Section** on the next screen and begin working....



Turn to “Testing Instructions (All Tests)” on page 30.

Testing Instructions (All Tests)

Each student’s test will be individually timed by the TestNav 8 system. It is important that you also monitor the time and begin to watch toward the end of the allowed time. To help you know when testing is about to end, set your stopwatch or interval timer for the exact time of the test (see table 1). As you begin the testing session, log both the start and stop time, and the five-minutes-remaining time in figure 2.

English		
START	5 minutes remaining	STOP
Mathematics		
START	5 minutes remaining	STOP
Reading		
START	5 minutes remaining	STOP
Science		
START	5 minutes remaining	STOP
Writing		
START	5 minutes remaining	STOP

Figure 2. Start, five-minutes-remaining, and stop times log

When time expires on each test, a pop-up window will prompt students to submit their final answers. If some students finish their tests before others, instruct them to sit quietly until everyone has completed their test. Do not allow them to do other work or look at any materials while they wait.

Say:

I (we) will now collect your authorization tickets and scratch paper. Please remain quietly in your seats until I dismiss you.

Collect the authorization tickets and scratch paper from each student. Do not allow the tickets or the scratch paper to be passed to the front, side, or back of the row. Do not dismiss the students before you have again accounted for the tickets and scratch paper.

If you are going to administer another test make sure that every computer has been navigated back to the student sign-in page. For the next test being administered, locate the verbal instructions for the appropriate subject and grade level.

After All Testing

Instructions for reporting testing irregularities can be found in ACT Aspire [Portal User Guide](#), available on the Avocet website.

1. Account for the authorization tickets and sheets of scratch paper before allowing students to leave the testing room. Use the names on the tickets and sheets to determine who did not return the tickets or scratch paper. Investigate as necessary to retrieve all the materials that were distributed; the security of the test questions is of utmost importance.
2. Finish recording any testing irregularities in the ACT Aspire Portal prior to closing test sessions.
3. Ensure that all computers used for testing are signed out of TestNav 8.
4. Return all authorization tickets and used scratch paper to your test coordinator.
5. Once all students have completed testing, close all test sessions in the Portal. Students who were unable to complete testing may be kept in the same session until they are able to complete the test.

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