2025 | 2026

Preparing for the ACT® Test

What's Inside

- Full-length practice ACT test, including the optional Science and Writing test
- Information about the multiple-choice and writing sections
- Test-taking strategies
- What to expect on test day

Esta publicación también se puede ver o descargar en español

The ACT® www.act.org

A Message to Students

This document is an important first step as you get ready for college and your career.

The information here is intended to help you do your best on the ACT to gain admission to colleges and universities. Included are helpful hints and test-taking strategies, as well as a complete practice ACT, with "retired" questions from earlier test subjects given on previous test dates at ACT test centers. Also featured are a practice writing test, a sample answer document, answer keys, and self-scoring instructions.

Read this document carefully and take the practice tests well before test day. That way, you will be familiar with the test format, test subjects and what they measure, and strategies you can use to do your best on test day.

You may also want to consider ***The Official ACT® Self-Paced Course, Powered by Kaplan®*** to learn test content and strategies in a virtual classroom. To view all of our test preparation options, go to www.act.org/the-act/testprep.

Contents

Overview of the ACT

The ACT test consists of three multiple-choice sections—English, mathematics, and reading. Students may opt to take an optional multiple-choice science section and/or an optional writing section. Some colleges and universities require or accept ACT science or writing scores, so you may consider taking the science and writing sections.

Test	Questions	Minutes per Test
English	50 (40 scored)	35
Mathematics	45 (41 scored)	50
Reading	36 (27 scored)	40
Science (optional)	40 (34 scored)	40
Writing (optional)	1 essay	40

Each of the multiple-choice sections will include some embedded field test items that will not be included in your score. The results of the embedded field test items help develop future test questions. These items are not labeled, so you will not know which items contribute to your score. You should try your best on all items.

Test-Taking Strategies

Test Strategies for the ACT

Each multiple-choice section contains questions with four answers from which you are to choose the correct or best answer.

If you do not complete all your sections and want to test again, you will need to re-register and pay for a new test date. Once you access test content, you cannot request a Test Date Change.

Strategies to help you prepare for the ACT

✓ *Get familiar with the content of the sections.*

Review the information in this document. Note which content areas make up a large proportion of the sections. The topics included in each content area are examples of possible topics; they do not include all possibilities.

✓ *Update your knowledge and skills in the content areas.*

Review content areas that you have studied but that are not fresh in your mind. Refresh your knowledge in the content areas that make up large portions of the test.

✓ *Study content areas you are not familiar with.*

If some content areas of the ACT are unfamiliar to you, consider taking coursework in those areas before you take the test.

Tips for Taking the Multiple-Choice Sections

✓ *Pace yourself.*

It is important that you have enough time to read the passages/questions and figure out your responses. For each section, subtract the number of minutes you estimate you will spend skimming the passages or reading the information provided, then divide the total number of remaining minutes allowed by the number of questions to determine the estimated time you should spend on each question. If possible, spend less time on each question and use the remaining time allowed for a section to review your work and return to the questions in that section that were most difficult for you.

The time limits set for each section give nearly everyone enough time to finish all the questions.

However, you will want to pace yourself to avoid spending too much time on one passage or puzzling over an answer to a specific problem. If you don't know how to work toward an answer to a question, it is a better strategy to guess, flag the question, and then move on to other questions that you know how to do. If there is time, you can come back to the flagged questions.

✓ *Read the directions carefully.*

Before you begin each section, read the directions carefully.This should occur before you take the test so that you do not use testing time.

- The English, reading, and science sections ask for the best answer. Read and consider all of the answer choices and choose the answer that best responds to the question.
- The mathematics section asks for the correct answer. You may want to work out the answer you feel is correct and look for it among the choices given. If your answer is not among the choices provided, reread the question and consider all the answer choices.

✓ *Read each question carefully.*

You need to understand exactly what each question asks. Some questions will require you to go through several steps to find the correct or best answer, while others can be answered more quickly.

✓ *Answer the easy questions first.*

A good strategy is to answer the easy questions and skip the questions you find difficult. After answering the easy questions, go back and answer the more difficult questions if you have time.

✓ *Use logic on more difficult questions.*

When you return to the more difficult questions, try to use logic to eliminate incorrect answers. Compare the answer choices to each other and note how they differ. Such differences may provide clues as to what the question requires. Eliminate as many incorrect answers as you can, then make an educated guess from the remaining answers.

✓ *Answer every question.*

Your scores in the sections will be based only on the number of questions that you answer correctly; there is no penalty for guessing. Try to answer every question within the time allowed for each section.

✓ *Review your work.*

If there is time left after you have answered every question in a section, go back and check your work. You will not be allowed to go back to any other section or mark responses to a section after time has been called in that section.

When testing on an answer document:

✓ *Be precise in choosing your responses.*

If you are taking the ACT on paper, make sure that you properly select the desired answer on your answer document. Marks on your answer document that extend beyond the intended oval may be scored as incorrect.

✓ *Erase completely.*

If you want to change a multiple-choice answer on paper, make sure you erase completely. Do not cross out answers or use correction fluid or tape; you must erase. Smudges or unintended marks may cause errors in scoring.

Get Ready

Prepare well in advance for the ACT.

- Know what to expect on test day. Review this document and visit www.actstudent.org for more information, including an overview of each test subject, multiple test prep resources, and a comprehensive test day checklist.
- Take the practice tests in the order they are shown in this booklet, time yourself, and review your responses using the answer keys.
- Get plenty of rest the night before the tests.

Note: *Most procedures in this document refer to testing on a National test date at an ACT test center (within the United States, US territories, or Puerto Rico). Procedures may differ slightly if you take a different administration of the ACT test.*

On Test Day

Report on Time

- For National test dates, you must report to your assigned test center by the time stated on your admission ticket (usually 8:00 a.m.). If you are late, you will not be admitted to test. If your ticket does not list a specific test room, the test staff or posted signs will direct you. If you are unfamiliar with the test center, you should allow extra time and try to arrive early to prevent the possibility of being late.

What to Bring

- A printed copy of your admission ticket. Your ticket contains important information that helps connect your answer document to the registration on file. If you have lost your ticket, you can print another through your MyACT account. If you do not bring your ticket on test day, your scores may be delayed.
- Acceptable photo identification. You will not be permitted to test if your ID does not meet ACT requirements. See ACT requirements for ID on your ticket or at www.act.org/the-act/id.
- If you have registered for the Bring Your Own Device (BYOD) option at a participating location, it is your responsibly to ensure you have your fully charged testing device and have performed the appropriate device readiness.
- Number 2 pencil. Bring sharpened No. 2 pencils and good erasers (no mechanical pencils or ink pens). Do not bring any other writing instruments. You will not be allowed to use them. ***Note:*** *International test centers provide approved whiteboards and erasable markers.*
- Watch or other timing device. You may bring a watch to pace yourself, but it may not have an alarm. Your watch or other timing device must be removed and placed on your desk while in the test room, so that it remains visible to staff during the test. If your alarm sounds during testing, you'll be dismissed and your answers will not be scored.
- Calculator. If you wish to use a calculator (use of a calculator is not required), it is your responsibility to ensure the calculator is permitted according to the ACT Calculator Policy.
- Word-to-Word Bilingual Dictionary. If you are an English Learner student, you may bring a word-to-word bilingual dictionary as long as it is listed in ACT-Approved Bilingual Word-to-Word Dictionaries list. If it is not on the approved list, you may not use it for the ACT test. Doing so will void your testing scores.
- Snacks. You may consume snacks and drinks outside the test room during the break.

What NOT to Bring

- Textbooks, notes, dictionaries (unless approved by the test administrator for translations), or other aids
- Highlighter pens, colored pens or pencils, or correction fluid/tape
- Any electronic device other than a permitted testing device and calculator
- Reading material

In the Test Room

- Test staff will direct you to a seat. If you need a left-handed desk, tell the staff as you enter.
- Do not leave the test room after you have been admitted.
- Only pencils, erasers, a permitted calculator, your watch (if brought to the test center), and your paper ticket will be allowed on your desk. If you are testing on computer, you may be provided with scratch paper.
- You will be required to put all other personal belongings away.
- Reporting time for the test will be 8:00 a.m. Testing will begin as soon as all examinees who are present at 8:00 a.m. are checked in and seated.
- Listen carefully to all directions read by the test staff.
- It is important that you follow all directions carefully.
- ACT estimates that if you are taking the English, mathematics and reading sections you will be dismissed between 11 and 11:15 a.m.; if you add either science or writing, you will be dismissed between 12:00 and 12:15 p.m.; and if you add both science and writing, you will be dismissed between 12:45 and 1:00 p.m..

For Students Approved to Test at National Test Center with One and One-Half Time

Testing with one and one-half time is available on the multiple-choice and writing sections for students with diagnosed disabilities and/or limited English proficiency.

If you are approved for one and one-half time at a National test center, you will have 50% additional time to complete each section.

The ACT:

Test	Questions	Minutes per Test
English	50 (40 scored)	52 min 30 seconds
Mathematics	45 (41 scored)	75
Reading	36 (27 scored)	60
Science (optional)	40(34 scored)	60
Writing (optional)	1 essay	60

After Testing

Voiding Your Test on Test Day

If you have to leave the test center before completing all sections, you must decide whether you want your test scored and then inform the test staff of your decision. If you do not inform the staff, your test will be scored.

If you do not complete all your sections and want to test again, you will need to re-register and pay for a new test date. Once you access test content, you cannot request a Test Date Change.

Testing More Than Once

ACT will calculate and report a superscore for students who have taken the ACT test more than once. This gives colleges the option to use the student's best scores from all test administrations, rather than scores from just one sitting, in their admission and scholarship decisions.

For information about superscoring, see www.act.org/the-act/superscore.

For more information about retaking the ACT, see www.act.org/the-act/retaking.

Testing More Than Once in the Same Administration

You may not receive scores from more than one test taken during a scheduled National or International test date. For example, you may test on Saturday, on an authorized non-Saturday date, or on a rescheduled test date—but not on more than one of those days on a particular test date. If you are admitted and allowed to test a second time on a particular test date, we will report only the scores from the first test. The second set of scores will be canceled without refund.

Requesting a Copy of Your Test Questions and Answers

On certain test dates, you may order (for an additional fee) a copy of the multiple-choice test questions used to determine your scores, a list of your answers, and the answer key. If you took the writing section, you will also receive a copy of the writing prompt, scoring guidelines, and the scores assigned to your essay.

This service is not available for all test dates and is available only for National testing or Special testing in the United States, US territories, and Puerto Rico. Restrictions apply.

If you are interested in this service, check www.act.org/the-act/tir for more detail.

Prohibited Behavior at the Test Center

A complete list of the prohibited behaviors was provided during the registration process. The following behaviors can also result in dismissal. Please be reminded of the following:

- You may not fill in or alter responses to any multiple-choice questions or continue to write or alter the essay after time has been called. This includes fixing stray marks.
- You may not look at any section of the test outside of the designated time for that test.
- Using a watch or other timing device with recording, internet, communication, or calculator capabilities (e.g., a smart watch or fitness band). Accessing any electronic device other than an approved calculator or watch. All other electronic devices, including cell phones and other wearable devices, must be powered off and stored out of sight from the time you are admitted to test until you leave the test center.
- You may not give or receive assistance by any means. This includes looking at another person's test.
- The test is confidential and remains so even after the exam is complete. You may not remove any materials from the test room. You may not discuss or share test questions, answers, or test form identification numbers during test administration, during breaks, or after the test.
- You may not disclose test questions or answers in any way or at any time, including through social media, in whole or in part.
- You may not eat, drink, or use reading materials in the test room.

If you are observed or suspected of engaging in prohibited behavior, you will be dismissed and your test will not be scored.

Content of the ACT Sections

English Section

The English section consists of several essays, or passages, each accompanied (English items appear alongside the essay, not after) by a set of multiple-choice questions.

- Some questions refer to the passage as a whole. Others refer to underlined or highlighted portions of the passage and offer several alternatives to that portion. You decide which answer choice is most appropriate in the context of the passage.
- Many questions offer **"No Change"** to the passage as one of the choices.

The English section puts you in the position of a writer who makes decisions to revise and edit a text. Essays in different genres provide a variety of rhetorical situations. These English passages are written in-house, not chosen from existing content like reading passages for their appropriateness in assessing writing and language skills and to reflect students' interests and experiences.

Four scores are reported for the English section: a score for the section overall and three reporting category scores based on specific knowledge and skills. The approximate percentage of the section devoted to each reporting category is as follows:

Production of Writing (38-43%)

This category requires you to apply your understanding of the purpose and focus of a piece of writing.Topic Development: Demonstrate an understanding of, and control over, the rhetorical aspects of texts. Identify the purposes of parts of texts, determine whether a text or part of a text has met its intended goal, and evaluate the relevance of material in terms of a text's focus.

- **Organization, Unity, and Cohesion:** Use various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion.

Knowledge of Language (18–23%)

These questions require you to demonstrate effective language use through ensuring precise and concise word choice and maintaining consistency in style and tone.

Conventions of Standard English (38–43%)

These questions require you to apply an understanding of the conventions of Standard English grammar, usage, and mechanics to revise and edit text.

- **Sentence Structure and Formation:** Apply understanding of sentence structure and formation in a text and make revisions to improve the writing.
- **Punctuation:** Recognize common problems with Standard English punctuation and make revisions to improve the writing.

- **Usage:** Recognize common problems with Standard English usage in a text and make revisions to improve the writing.

Tips for Taking the English Section

✓ *Be aware of the writing style used in each passage.*

The passages cover a variety of topics and are written in a variety of styles. It is important that you take into account the writing style used in each passage. When responding to a question, be sure to understand the context of the question. Consider how the sentence containing an underlined or highlighted portion fits in with the surrounding sentences and into the passage as a whole.

✓ *Examine the underlined or highlighted portions of the passage.*

Before responding to a question with an underlined or highlighted portion, carefully examine what is underlined or highlighted in the text. Consider the elements of writing included in each underlined or highlighted portion.Some questions will ask you to base your decision on some specific element of writing, such as the tone or emphasis the text should convey.

- Some questions will ask you to choose the alternative to the underlined or highlighted portion that is NOT or LEAST acceptable.

The answer choices for each question will contain changes in one or more of those elements of writing.

✓ *Be aware of questions with no underlined portions.*

You will be asked some questions about a section of the passage or about the passage as a whole in light of a given rhetorical situation. Questions of this type are often identified by a question number in a box located at the appropriate point in the passage or by a highlighted asterisk in brackets.

Questions about the entire passage are placed at the end of the passage. For paper testing, these questions are introduced by a horizontal box enclosing the following instruction: "Questions __ and __ ask about the preceding passage as a whole." For online testing, similar instructions will appear above the individual questions.

✓ *Note the differences in the answer choices.*

Many of the questions in the section will involve more than one aspect of writing. Examine each answer choice and how it differs from the others. Be careful not to choose an answer that corrects one error but causes a different error.

✓ *Determine the best answer.*

When a question asks you to choose the best alternative to an underlined or highlighted portion, consider the following approach:

- Decide how the underlined or highlighted portion might best be phrased in standard written English or in terms of the particular question posed.
    - If the underlined or highlighted portion is the best answer, select "No Change."
    - If not, check to see whether your phrasing is one of the other answer choices. If you do not find your phrasing, choose the best of the answers presented.
- For questions cued by a number in a box or a highlighted asterisk in brackets, decide which choice is most appropriate in terms of the question posed or the stated rhetorical situation.
- Reread the sentence, using your selected answer. Once you have selected the answer you feel is best, reread the corresponding sentence(s) of the passage, inserting your selected answer at the appropriate place in the text to make sure it is the best answer within the context of the passage.

Mathematics Section

The mathematics section is designed to assess the mathematical skills students have typically acquired in courses taken up to the beginning of grade 12. All questions are self-contained.

The material covered emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but recall of complex formulas and extensive computation are not required.

Note: *You may use a permitted calculator on the mathematics section. See* www.act.org/calculator-policy.html *for details about prohibited models and features.*

Nine scores are reported for the mathematics section: a score for the section overall and eight reporting category scores based on specific mathematical knowledge and skills. The approximate percentage of the section devoted to each reporting category is as follows:

Preparing for Higher Math (80%)

This category covers the mathematics that students have learned more recently, starting with using algebra as a general way of expressing and solving equations. This category is divided into five subcategories:

- **Number and Quantity (10-12%):** Demonstrate knowledge of real and complex number systems. Reason with numerical quantities in many forms, including expressions with integer and rational exponents and vectors and matrices.
- **Algebra (17-20%):** Solve, graph, and model multiple types of expressions. Interpret and use many different kinds of equations, such as linear, polynomial, radical, and exponential relationships. Find solutions to systems of equations, even when represented by a simple matrix equation, and apply results to real-world contexts.
- **Functions (17-20%):** Demonstrate knowledge of functions: definition, notation, representation, and application. Use functions including linear, radical, piecewise, polynomial, exponential, and logarithmic. Manipulate and translate functions, as well as interpret and use important features of graphs.
- **Geometry (17-20%):** Apply your knowledge of shapes and solids, using concepts such as congruence and similarity relationships or surface area and volume measurements. Apply your understanding to composite objects and solve for missing values in triangles, circles, and other figures. Use trigonometric ratios and equations of conic sections.
- **Statistics & Probability (12-15%):** Describe center and spread of distributions. Apply and analyze data collection methods. Understand and model relationships in bivariate data. Calculate probabilities by recognizing the related sample spaces.

Integrating Essential Skills (20%)

This category focuses on measuring how well you can synthesize and apply your knowledge and skills to solve more complex problems. The questions ask you to address concepts such as

- rates and percentages;
- proportional relationships;
- area, surface area, and volume;
- average and median; and
- expressing numbers in different ways.

You will solve non-routine problems that involve combining skills in chains of steps, applying skills in varied contexts, understanding connections, and demonstrating fluency.

Modeling

This category represents all questions that involve producing, interpreting, understanding, evaluating, and improving models. Each question is also counted in other appropriate mathematics reporting categories. This category is an overall measure of how well you use modeling skills across mathematical topics.

Tips for Taking the Mathematics Section

✓ *If you use a calculator, use it wisely.*

All of the mathematics problems can be solved without a calculator. Many of the problems are best done without a calculator. Use good judgment in deciding when to use a calculator. For example, for some problems you may wish to do scratch work to clarify your thoughts on the question before you begin using a calculator to do computations.

✓ *Solve the problem.*

To work out solutions to the problems, you will usually do scratch work. You may wish to glance over the answer choices after reading the questions. However, working backwards from all four answer choices can take a lot of time and may not be effective.

✓ *Find your solution among the answer choices.*

Once you have solved the problem, look for your answer among the choices. If your answer is not included among the choices, carefully reread the problem to see whether you missed important information. Pay careful attention to the question being asked. If an equation is to be selected, check to see whether the equation you think is best can be transformed into one of the answer choices provided.

✓ *Make sure you answer the question.*

The solutions to many questions will involve several steps. Make sure your answer accounts for all the necessary steps. Frequently, an answer choice is an intermediate result, not the final answer.

✓ *Make sure your answer is reasonable.*

Sometimes an error in computation will result in an answer that is not practically possible for the situation described. Always think about your answer to determine whether it is reasonable.

✓ *Check your answer.*

You may arrive at an incorrect solution by making common errors in the problem-solving process. If there is time remaining before the end of the mathematics section, it is important that you reread the questions and check your answers to make sure they are correct.

Reading Section

The reading section measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources.

The questions focus on the mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas. Specifically, questions will ask you to do the following:

- determine main ideas
- locate and interpret significant details
- understand sequences of events
- make comparisons
- comprehend cause-effect relationships
- determine the meaning of context-dependent words, phrases, and statements
- draw generalizations
- analyze the author's or narrator's voice and method
- analyze claims and evidence in arguments
- integrate information from multiple texts or formats

The reading section is composed of multiple parts. Some parts consist of one long prose passage and others consist of shorter prose passages. The passages represent the levels and kinds of texts commonly encountered in first-year college curricula.

Each passage is preceded by a heading that identifies the author and source; it may also include important background information to help you understand the passage. Each portion contains a set of multiple-choice questions. These questions do not test the rote recall of facts from outside the passage or rules of formal logic, nor do they contain isolated vocabulary questions. In sections that contain two shorter passages, some of the questions involve both of those passages.

Four scores are reported for the reading section: a score for the section overall and three reporting category scores based on specific knowledge and skills. The approximate percentage of the section devoted to each reporting category is as follows:

Key Ideas & Details (44-52%)

This category requires you to read texts closely to determine central ideas and themes; summarize information and ideas accurately; draw logical inferences and conclusions; and show an understanding of relationships, including sequential, comparative, and cause-effect relationships.

Craft & Structure (26-33%)

These questions ask you to do the following:

- determine word and phrase meanings
- analyze an author's word choice rhetorically
- analyze text structure
- understand the author's purpose and perspective
- analyze characters' points of view
- interpret authorial decisions rhetorically
- differentiate between various perspectives and sources of information

Integration of Knowledge & Ideas (19-26%)

This category requires you to understand authors' claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Some questions will require you to analyze how authors construct arguments and to evaluate reasoning and evidence from various sources.

Visual and Quantitative Information in the Reading Section

One passage may be accompanied by an element like a graph, figure, or table that contains information relevant to the reading task. In the passage containing these visual and quantitative elements, some of the questions will ask you to identify or interpret information from the graphic or integrate the information from the passage and graphic to determine the best answer.

Tips for Taking the Reading Section

✓ *Read each passage carefully.*

Before you begin answering a question, read all of the content carefully. Be conscious of relationships between or among ideas. Take notes about important ideas in the passages.

✓ *Refer to the passages when answering the questions.*

Answers to some of the questions will be found by referring to what is explicitly stated in the passages. Other questions will require you to determine implicit meanings and to draw conclusions, comparisons, and generalizations. Consider the text before you answer any question.

Science Section(optional)

If you are taking the optional science section, it will be administered after the reading test. The science section measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The section presents several authentic scientific scenarios, each followed by a number of multiple-choice questions.

The content includes biology, chemistry, Earth/space sciences (e.g., geology, astronomy, and meteorology), and physics. Advanced knowledge in these areas is not required, but background knowledge acquired in general, introductory science courses may be needed to correctly answer some of the questions.

The science section focuses on multidimensional assessment, with questions that assess science content in concert with science skills and practices.

The questions require you to:

- recognize and understand the basic features of, and concepts related to, the provided information;
- examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and
- generalize from given information to gain new information, draw conclusions, or make predictions.

Note: *You are not permitted to use a calculator in the science section.*

Four scores are reported for the science section: a score for the section overall and three reporting category scores based on scientific knowledge, skills, and practices. The approximate percentage of the section devoted to each reporting category is as follows:

Interpretation of Data (38-50%)

This category asks you to manipulate and analyze scientific data presented in scientific tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically).

Scientific Investigation (18-32%)

This category requires you to understand experimental tools, procedures, and design (e.g., identify controls and variables) and compare, extend, and modify experiments (e.g., predict the results of additional trials).

Evaluation of Scientific Arguments and Models with Evidence (24-38%)

These questions ask you to judge the validity of scientific information and formulate conclusions and predictions based on that information (e.g., determine which explanation for a scientific phenomenon is supported by new findings).

The science section presents information in three formats:

- **Data Representation (26-32%):** This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as recognizing relationships among data in tables and graphs; interpolating and extrapolating; and translating tabular data into graphs.
- **Research Summaries (50-56%):** This format provides descriptions and results of one or more related experiments. The questions focus on the design of the experiments and the interpretation of experimental results.
- **Conflicting Viewpoints (18-21%):** This format presents two or more explanations for the same scientific phenomena that, because they are based on differing premises or incomplete data, are inconsistent with one another. The questions focus on the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

Tips for Taking the Science Section

✓ *Read the passage carefully.*

Before you begin answering a question, read the scientific material provided. It is important that you read the entire text and examine any tables, graphs, or figures.

You may take notes about important ideas. Some of the information sets will describe experiments. You should consider the experimental design, including the controls and variables, because questions are likely to address this component of scientific research.

✓ *Note the different viewpoints in passages.*

Some material will present conflicting viewpoints, and the questions will ask you to distinguish among them. It may be helpful for you to take notes summarizing each viewpoint.

Writing Section (Optional)

If you register for the ACT with writing, you will take the writing section after all the multiple-choice sections. Your score in the writing section will not affect your scores on the multiple-choice sections or your Composite score.

The writing section is a 40-minute essay test that measures your writing skills—specifically, writing skills taught in high school English classes and in entry-level college composition courses.

The section consists of one writing prompt that describes a complex issue and provides three different perspectives on the issue. You are asked to read the prompt and write an essay in which you develop your own perspective on the issue. Your essay must analyze the relationship between your own perspective and one or more other perspectives. You may adopt one of the perspectives given in the prompt as your own, or you may introduce one that is completely different from those given. Your score will not be affected by the perspective you take on the issue.

Five scores are reported for the writing section: a single subject-level writing score reported on a scale of 2–12 and four domain scores that are based on an analytic scoring rubric. The subject score is the rounded average of the four domain scores. The four writing domains are as follows:

Ideas and Analysis

Scores in this domain reflect the ability to generate productive ideas and engage critically with multiple perspectives on the given issue. Competent writers understand the issue they are invited to address, the purpose for writing, and the audience. They generate ideas that are relevant to the situation.

Development and Support

Scores in this domain reflect the ability to discuss ideas, offer rationale, and bolster an argument. Competent writers explain and explore their ideas, discuss implications, and illustrate through examples. They help the reader understand their thinking about the issue.

Organization

Scores in this domain reflect the ability to organize ideas with clarity and purpose. Organizational choices are integral to effective writing. Competent writers arrange their essay in a way that clearly shows the relationship between ideas, and they guide the reader through their discussion.

Language Use and Conventions

Scores in this domain reflect the ability to use written language to convey arguments with clarity. Competent writers make use of the conventions of grammar, syntax, word usage, and mechanics. They are also aware of their audience and adjust the style and tone of their writing to communicate effectively.

Tips for Taking the Writing Section

✓ *Pace yourself.*

Budget your time based on your experience in taking essay tests in school or when you have done writing within a time limit. It is unlikely that you will have time to draft, revise, and recopy your essay.

✓ *Plan.*

Before writing, carefully read and consider all prompt material. Be sure you understand the issue, the different perspectives on the issue, and your essay task.

Included with the prompt are planning questions that will help you analyze the different perspectives and develop your own. Use these questions to think critically about the prompt and generate an effective response. How would you best organize and support your ideas in a written argument? Spend time structuring or outlining your response.

Note: *The planning questions are optional and are not scored.*

✓ *Write.*

Establish the focus of your essay by making clear your argument and its main ideas.

- Explain and illustrate your ideas with sound reasoning and meaningful examples.
- Discuss the significance of your ideas: what are the implications of what you have to say, and why is your argument important to consider?

As you write, ask yourself if your logic is clear, if you have supported your claims, and if you have chosen precise words to communicate your ideas.

✓ *Review your essay.*

Try to make your essay as polished as you can. Take a few minutes before time is called to read over your essay and correct any mistakes.

If you take the ACT on paper, be sure to write your essay legibly. If you find words that are hard to read, recopy them. Make corrections and revisions neatly, between the lines. Do not write in the margins.

✓ *Practice.*

There are many ways to prepare for the writing section. Read newspapers and magazines; watch or listen to news analyses online, on TV, or on the radio; or participate in discussions and debates, thinking carefully about other perspectives in relation to your own.

One good way to prepare for the writing section is to practice writing with different purposes for different audiences. The writing you do in your classes will help you, as will writing a personal journal, stories, essays, editorials, or other writing you do on your own.

It is also a good idea to practice writing within a time limit. Taking the practice writing test will give you a sense of how much additional practice you may need. You might want to take the practice writing section even if you do not plan to take the ACT with writing. It will help you build skills that are important in college-level learning and the world of work.

Taking the Practice Tests

It is a good idea to take the practice tests under conditions as similar as possible to those you will experience on test day. The following tips will help you:

- If you are taking the ACT (without science or writing), the three multiple-choice tests require 2 hours 20 minutes to complete. Take them in order, in one sitting, with a 10-to-15-minute break between Tests 2 and 3. If you take the ACT with science, the four multiple-choice sections of the test require 3 hours, with a 10- to 15- minute break between Tests 2 and 3.
- You will need only sharpened, soft lead No. 2 pencils and good erasers. Remove all other items from your desk. You will not be allowed to use unapproved scratch paper, but you can use the test booklet to make notes.
- If you plan to use a permitted calculator on the mathematics test, use the same one you will use on test day.
- Use a digital timer or clock to time yourself on each practice test. Set your timer for five minutes less than the time allowed for each test so you can get used to the verbal announcement of five minutes remaining.
- Give yourself only the time allowed for each test.
- Detach and use the sample answer document on pages 64–.71
- Read the test directions on the first page of each multiple-choice test. These are the same directions that will appear in your test booklet on test day.
- Start your timer and begin with Test 1. Continue through Test 4,if taking the optional science section, or end after Test 3 if you are not taking the science section. taking a 10-to-15-minute break between Tests 2 and 3. Use the timing table on page 2 to time each section of the test.
- Score your multiple-choice tests using the information beginning on page 72.
- If you plan to take the ACT with writing, read the directions on the first page of the practice ACT writing test (page 60). These are the same directions that will appear in your test booklet on test day. Start your timer (set for 40 minutes), then read the prompt on page 61. After you understand what the prompt is asking you to do, plan your essay and then write it on lined paper. On test day, if you test on paper, your answer document will have lined pages on which you will write your essay. Score your essay using the information on pages 78–80.
- A screen reader accessible practice test is available at https://practice.actdigitalservices.org/.

Practice Test 1

EXAMINEE STATEMENTS, CERTIFICATION, AND SIGNATURE

1. **Statements:** I understand that by registering for, launching, starting, or submitting answer documents for an ACT® test, I am agreeing to comply with and be bound by the *Terms and Conditions: Testing Rules and Policies for the ACT® Test* ("Terms").

   I UNDERSTAND AND AGREE THAT THE TERMS PERMIT ACT TO CANCEL MY SCORES IN CERTAIN CIRCUMSTANCES. THE TERMS ALSO LIMIT DAMAGES AVAILABLE TO ME AND REQUIRE ARBITRATION OF CERTAIN DISPUTES. BY AGREEING TO ARBITRATION, ACT AND I BOTH WAIVE THE RIGHT TO HAVE THOSE DISPUTES HEARD BY A JUDGE OR JURY.

   I understand that ACT owns the test questions and responses, and I will not share them with anyone by any form of communication before, during, or after the test administration. I understand that taking the test for someone else may violate the law and subject me to legal penalties.

   I consent to the collection and processing of personally identifying information I provide, and its subsequent use and disclosure, as described in the ACT Privacy Policy (www.act.org/privacy.html). If I am taking the test outside of the United States, I also permit ACT to transfer my personally identifying information to the United States, to ACT, or to a third-party service provider, where it will be subject to use and disclosure under the laws of the United States, including being accessible to law enforcement or national security authorities.

2. **Certification:** Copy the italicized certification below, then sign, date, and print your name in the spaces provided.

   *I agree to the **Statements** above and certify that I am the person whose information appears on this form.*

Your Signature | Today's Date | Print Your Name

The ACT®

Form 25MC1

2025 | 2026

Directions

This booklet contains tests in English, mathematics, reading, and science. These tests measure skills and abilities highly related to high school course work and success in college. **Calculators may be used on the mathematics test only.**

The questions in each test are numbered, and the suggested answers for each question are lettered. On the answer document, the rows of ovals are numbered to match the questions, and the ovals in each row are lettered to correspond to the suggested answers.

For each question, first decide which answer is best. Next, locate on the answer document the row of ovals numbered the same as the question. Then, locate the oval in that row lettered the same as your answer. Finally, fill in the oval completely. Use a soft lead pencil and make your marks heavy and black. **Do not use ink or a mechanical pencil.**

Mark only one answer to each question. If you change your mind about an answer, erase your first mark thoroughly before marking your new answer. For each question, make certain that you mark in the row of ovals with the same number as the question.

Only responses marked on your answer document will be scored. Your score on each test will be based only on the number of questions you answer correctly during the time allowed for that test. You will **not** be penalized for guessing. **It is to your advantage to answer every question even if you must guess.**

You may work on each test **only** when the testing staff tells you to do so. If you finish a test before time is called for that test, you should use the time remaining to reconsider questions you are uncertain about in that test. You may **not** look back to a test on which time has already been called, and you may **not** go ahead to another test. To do so will disqualify you from the examination.

Lay your pencil down immediately when time is called at the end of each test. You may **not** for any reason fill in or alter ovals for a test after time is called for that test. To do so will disqualify you from the examination.

Do not fold or tear the pages of your test booklet.

DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO.

MATHEMATICS TEST

50 Minutes—45 Questions

DIRECTIONS: Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer document.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on this test. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

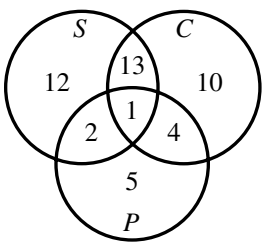
1. Illustrative figures are **not** necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word "line" indicates a straight line.
4. The word "average" indicates arithmetic mean.

DO YOUR FIGURING HERE.

1. Cameron took 4 tests, and his scores were as follows: 100, 60, 80, and 30. Cameron took another test that was scored x. The mean score of the 5 tests he took is 72. What is the value of x?

A. 54
B. 67.5
C. 68.4
D. 90

2. In the Venn diagram below, circles S, C, and P represent farms raising sheep, cows, and pigs, respectively. How many of the 47 farms represented in the diagram do **not** raise cows?



F. 15
G. 17
H. 18
J. 19

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

3. Marco designs a spinner wheel that has exactly 4 sections: red, blue, green, and yellow. He wants the spinner wheel to have a 25% chance of landing on each section. He spins the wheel 500 times. The results of the spins are shown in this table.

Spinner wheel section	Number of times the spinner lands in each section
Red	80
Blue	165
Green	130
Yellow	125

Based on the results in this table, one of the following changes would be the best fix. Which one?

A. He should decrease the area of the red section by increasing the area of the blue section.
B. He should increase the area of the red section by decreasing the area of the blue section.
C. He should increase the area of the red section by decreasing the area of any of the other three sections.
D. He should decrease the area of the blue section, and then it does **not** matter which section's area is increased.

4. In $\triangle ABC$, $\angle A$ and $\angle C$ are congruent, and the measure of $\angle B$ is 143.6°. What is the measure of $\angle A$?

F. 18.2°
G. 36.4°
H. 71.8°
J. 143.6°

5. Which of the following expressions is equivalent to $x^2 - x - 30$?

A. $(x + 3)(x - 10)$
B. $(x + 6)(x - 5)$
C. $(x - 6)(x + 5)$
D. $(x - 15)(x - 15)$

6. Which of the following matrices is equal to $5\begin{bmatrix} -4 & 2 \\ 0 & -5 \end{bmatrix}$?

F. $\begin{bmatrix} -20 & -15 \end{bmatrix}$

G. $\begin{bmatrix} -10 \\ -25 \end{bmatrix}$

H. $\begin{bmatrix} 1 & 7 \\ 5 & 0 \end{bmatrix}$

J. $\begin{bmatrix} -20 & 10 \\ 0 & -25 \end{bmatrix}$

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

7. Lavonne purchased some tickets and snack vouchers for an upcoming event and gave them to the members of her work group. Each member of her work group received the same number of tickets and the same number of snack vouchers. The total number of tickets she gave to her group was 30, and the total number of snack vouchers was 75. Which of the following could be the number of members in Lavonne's work group?

A. 10
B. 15
C. 25
D. 30

8. The initial speed, in miles per hour, of a certain car that skids to a stop can be estimated by multiplying the length of the skid, in feet, by 35 and then taking the square root of the product. According to this method, what is the estimated initial speed, in miles per hour, of the car when it makes a 108-foot skid?

F. $\sqrt{143}$
G. $7\sqrt{105}$
H. $6\sqrt{105}$
J. $210\sqrt{3}$

9. If $6y = 5x - 1$, then $x = ?$

A. $\frac{6}{5}y - 1$
B. $\frac{6}{5}y + 1$
C. $\frac{6y - 1}{5}$
D. $\frac{6y + 1}{5}$

10. A boat is traveling at a speed of 30 miles per hour. What is the boat's speed in feet per second?

(Note: 1 mile = 5,280 feet)

F. 20
G. 30
H. 44
J. 176

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

11. An object is launched vertically at 30 meters per second from a 55-meter-tall platform. The height, $h(t)$ meters, of the object t seconds after launch is modeled by $h(t) = -4.9t^2 + 30t + 55$. What will be the height, in meters, of the object 3 seconds after launch?

A. 44.1
B. 100.9
C. 145
D. 189.1

12. The whole numbers 1 through 30 were each written on separate pieces of paper. Those 30 pieces of paper were put into a jar. One piece of paper will be randomly drawn from this jar. What is the probability that this piece of paper will have a prime number written on it?

F. $\frac{1}{30}$

G. $\frac{1}{20}$

H. $\frac{1}{10}$

J. $\frac{10}{30}$

13. For an angle with measure α in a right triangle, $\sin\alpha = \frac{5}{13}$ and $\tan\alpha = \frac{5}{12}$. What is the value of $\cos\alpha$?

A. $\frac{12}{13}$

B. $\frac{12}{\sqrt{194}}$

C. $\frac{12}{\sqrt{119}}$

D. $\frac{13}{12}$

14. Which of the following values, if any, is the y-value of the solution set to the system of equations below?

$$2x - y = 7$$
$$-4x + 2y = 2$$

F. 2
G. 5
H. 9
J. There is no such value for y.

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

15. Which of the following expressions is equivalent to $(y + 7)^3$?

A. $y^3 + 21y^2 + 147y + 343$
B. $y^3 + 14y + 343$
C. $y^3 + 14y + 49$
D. $y^3 + 343$

16. The sum of 3 positive integers is 180, and the ratio of the integers is 5:3:2. What is the value of the smallest of the integers?

F. 18
G. 36
H. 54
J. 90

17. Which of the following expressions is equivalent to $(x^2 - y^2) - (6x^2 + 4xy - y^2)$?

A. $-5x^2 - 4xy$
B. $-5x^2 + 4xy - 2y^2$
C. $7x^2 + 4xy - 2y^2$
D. $7x^2 + 4xy + 2y^2$

18. Given $i = \sqrt{-1}$, what is $\sqrt{9} + \sqrt{-16}$?

F. $7i$
G. $i\sqrt{7}$
H. $3 - 4i$
J. $3 + 4i$

19. The first 5 terms of an arithmetic sequence are 7, 21, 35, 49, and 63. Let t_n represent the nth term of the sequence. What is the value of t_{25}?

A. 175
B. 343
C. 357
D. 371

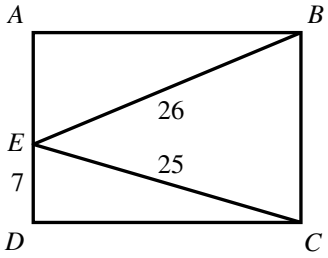
20. At a certain time of day, a flagpole casts a 9.0-foot-long shadow and a nearby 4.0-foot-tall fence post casts a 2.4-foot-long shadow. Given that both the flagpole and the fence post are vertical and on level ground, what is the height, in feet, of the flagpole?

F. 5.4
G. 10.6
H. 15.0
J. 15.4

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

21. In rectangle $ABCD$ shown, segments $\overline{BE}$ and $\overline{CE}$ partition the rectangle into 3 triangles. Given $DE = 7$ centimeters, $BE = 26$ centimeters, and $CE = 25$ centimeters, what is the length, in centimeters, of $\overline{BC}$?



A. 10
B. 15
C. 17
D. 24

22. In a particular cleaning solution, the ratio of concentrated solution to water is 3:40. How many **cups** of concentrated solution should be added to 5 gallons of water to make the cleaning solution in the given ratio?

(Note: 4 cups = 1 quart; 4 quarts = 1 gallon)

F. 12

G. 6

H. $1\frac{1}{2}$

J. $\frac{3}{8}$

23. Let $f(t) = 7e^{3t} + 1$. Which of the following numbers is closest to the value of $f(5)$?

A. -2×10^{-1}
B. 3×10^{2}
C. 2×10^{7}
D. 6×10^{7}

24. Which of the following expresses 40° in radians?

F. $\frac{2}{9\pi}$

G. $\frac{2\pi}{9}$

H. $\frac{9\pi}{2}$

J. $\frac{7{,}200}{\pi}$

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

25. Let the function f be defined as $f(x) = -9x^2$. In the standard (x,y) coordinate plane, the graph of $y = f(x)$ undergoes a transformation such that the result is the graph of $y = f(x) - 4$. Under this transformation the graph of $y = f(x)$ is:

A. shifted downward 4 coordinate units.
B. shifted left 4 coordinate units.
C. stretched horizontally by a factor of 4.
D. stretched vertically by a factor of 4.

26. For all positive values of a, b, c, and d, when $\frac{1}{2}ab^2 + c = d$, which of the following expressions is equal to b?

F. $\sqrt{\frac{a(d-c)}{2}}$

G. $\sqrt{\frac{2(d-c)}{a}}$

H. $\sqrt{\frac{2d-c}{a}}$

J. $\sqrt{\frac{d-c}{2a}}$

27. On a trip, 2 sisters counted 1,430 vehicles. They divided the vehicles into categories: cars, trucks, and other. They noted the color of each as white, black, red, or other, as shown in the table. What is the probability that a randomly selected truck is black?

	White	Black	Red	Other	Total
Car	118	62	97	197	474
Truck	100	31	116	232	479
Other	86	85	94	212	477
Total	304	178	307	641	1,430

A. $\frac{31}{178}$

B. $\frac{31}{479}$

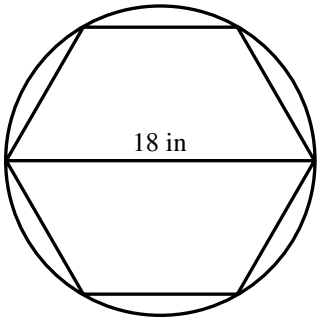
C. $\frac{31}{1{,}430}$

D. $\frac{479}{1{,}430}$

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

28. A regular hexagon is inscribed in a circle with diameter 18 inches, as shown. What is the perimeter, in inches, of the hexagon?



F. 54
G. 108
H. $27\sqrt{3}$
J. $54\sqrt{3}$

29. Tanya earns $34,000 in her 1st year at a job. She is given a raise of the same dollar amount each year, resulting in her earning $38,080 in the 4th year at the job. What is the total of Tanya's earnings during her 4 years at the job?

A. $136,000
B. $140,080
C. $144,160
D. $152,320

30. In the standard (x,y) coordinate plane, how many points are both 5 coordinate units from the origin and also 2 coordinate units from the line $y = 0$?

F. 0
G. 1
H. 2
J. 4

31. In $\triangle ABC$, if the measure of $\angle A$ is less than the measure of $\angle B$, and the measure of $\angle B$ is less than the measure of $\angle C$, what is the correct ordering of the side lengths, from least to greatest?

A. $AB < BC < AC$
B. $AB < AC < BC$
C. $BC < AC < AB$
D. $BC < AB < AC$

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

32. Lajuan sells exactly 4 kinds of pies in his bakery: apple, pecan, coconut cream, and peach. Of the pies he sold on Thursday, $\frac{1}{4}$ were apple, $\frac{1}{2}$ were pecan, 24 were coconut cream, and 8 were peach. How many total pies did Lajuan sell on Thursday?

F. 40
G. 42
H. 56
J. 128

33. In a certain quadrilateral, 2 opposite angles each measure $(3x + 5)°$. The other 2 opposite angles each measure $(x + 3)°$. What is the value of x?

A. 1
B. 9
C. 43
D. 88

34. The first 4 terms of a sequence are shown in the table. The sequence is defined by $a_1 = 2$ and $a_n = a_{n-1} + (n-1)^2$ for $n \geq 2$. What is the sixth term, a_6, of this sequence?

a_1	a_2	a_3	a_4
2	3	7	16

F. 68
G. 57
H. 41
J. 32

35. On the real number line, how many integers are between $-\frac{65}{6}$ and $\frac{75}{2}$?

A. 8
B. 28
C. 48
D. 140

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

36. During a particular experiment, 2 events, A and B, can each occur. Events A and B are mutually exclusive during this experiment. Which of the following probabilities is 0?

F. P(A)
G. P(B)
H. P(A or B)
J. P(A and B)

37. The polynomial function defined by $p(x) = x^3 + x^2 - 8x - 12$ has $(x - 3)$ as one of its linear factors. What are all and only the zeros of p?

A. −3 and −2
B. −3 and 2
C. −2 and 3
D. 2 and 3

38. Jonathan rode his bike every day for 18 days. The table shows each of the distances he rode. The table also shows the number of days he rode each of those distances.

Distance (in miles)	Number of days
1	2
3	4
4	3
5	6
7	3

What is the median daily distance, in miles, that Jonathan rode his bike for the 18 days?

F. 3
G. 3.5
H. 4
J. 4.5

39. A tourism organization randomly selected 100 tourists finishing their summer visit to Spain. The organization asked them how many cities they had toured in the country. The table shows the results. Based on these data, for the population of tourists that visited Spain during the summer, what is the best estimate of the mean number of cities toured?

Number of cities	1	2	3
Number of tourists	10	40	50

A. 0.8
B. 2
C. 2.4
D. 3

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

40. Given the equation $\sqrt[4]{x} = y$, where y is a real number, what **must** be true of x? x is:

F. an even real number.
G. a rational number.
H. an integer.
J. a nonnegative real number.

41. Given that $1 \le m \le 4$, $4 \le n \le 6$, and $8 \le p \le 10$, what is the greatest possible value for $\left(\frac{m}{n}\right)\left(\frac{1}{p}\right)$?

A. $\frac{3}{20}$

B. $\frac{1}{15}$

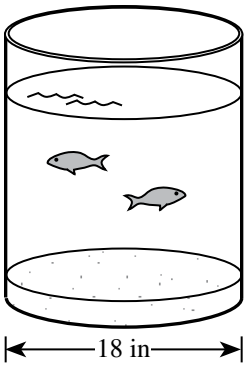
C. $\frac{1}{10}$

D. $\frac{1}{8}$

42. Which of the following datasets has the largest standard deviation?

F. 0, 0, 10, 10
G. 0, 1, 9, 10
H. 2, 3, 5, 7
J. 5, 5, 5, 5

43. Michael has a cylindrical fish tank, shown, that has an inside diameter of 18 inches. When he put colored gravel in his fish tank, the water level of the tank rose 2 inches. What is the volume of the gravel in cubic inches?



A. 18π
B. 36π
C. 162π
D. 648π

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

44. The table gives values of $f(x)$, $g(x)$, and $h(x)$ for all positive integers $x \leq 5$. Given $h(f(g(a))) = 1$ where a is a positive integer less than or equal to 5, what is the value of a?

x	$f(x)$	$g(x)$	$h(x)$
1	2	4	3
2	1	5	1
3	4	2	5
4	5	3	4
5	3	1	2

F. 2
G. 3
H. 4
J. 5

45. Each time Coin C is tossed, it lands faceup or facedown. The probability of landing faceup is 3 times the probability of landing facedown. In a certain game, the player wins \$1.00 when Coin C lands faceup and the player wins \$2.00 when Coin C lands facedown. To the nearest cent, what is the expected value of each toss of Coin C in this game?

A. \$1.25
B. \$1.33
C. \$1.50
D. \$1.67

END OF TEST 2

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

DO NOT RETURN TO THE PREVIOUS TEST.

Practice Writing Test Prompt 1

Your Signature: _____
(Do not print.)

Print Your Name Here: _____

Your Date of Birth:

		–			–				
Month			Day			Year			

Form 24WT2

The ACT® WRITING TEST BOOKLET

You must take the multiple-choice tests before you take the writing test.

Directions

This is a test of your writing skills. You will have **forty** (40) minutes to read the prompt, plan your response, and write an essay in English. Before you begin working, read all material in this test booklet carefully to understand exactly what you are being asked to do.

You will write your essay on the lined pages in the **answer document** provided. Your writing on those pages will be scored. You may use the unlined pages in this test booklet to plan your essay. Your work on these pages will not be scored.

Your essay will be evaluated based on the evidence it provides of your ability to:

- clearly state your own perspective on a complex issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Lay your pencil down immediately when time is called.

DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO.

ACT®
PO Box 168
Iowa City, IA 52243-0168

Outer Space

The United States and other nations have been exploring outer space for more than 50 years. Orbiting Earth, visiting the Moon, and maintaining an international space station have been landmarks of technological and scientific achievement. But major problems persist on the home planet, including hunger, disease, and pollution. Plans for further space exploration—sending people to Mars, for example—compete for financial and intellectual resources that could be used to help address these problems. To what extent, then, should we continue to explore outer space?

Read and carefully consider these perspectives. Each suggests a particular way of thinking about the question above.

Perspective One

The pursuit of greater knowledge is worth any expense. Even if exploring space does not solve problems at home, it increases our understanding of the universe and our place within it.

Perspective Two

Life on Earth must always be our first priority. Exploring outer space is not more important than feeding people on Earth and ensuring the health of the planet.

Perspective Three

Scientific and technological achievements are the key to progress for humankind. By exploring outer space, we may discover new solutions to old problems.

Essay Task

Write a unified, coherent essay in which you address the question of whether we should continue to explore outer space. In your essay, be sure to:

- clearly state your own perspective and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Your perspective may be in full agreement with any of those given, in partial agreement, or completely different.

Planning Your Essay

Your work on these prewriting pages will not be scored.

Use the space below and on the back cover to generate ideas and plan your essay. You may wish to consider the following as you think critically about the task:

Strengths and weaknesses of different perspectives on the issue

- What insights do they offer, and what do they fail to consider?
- Why might they be persuasive to others, or why might they fail to persuade?

Your own knowledge, experience, and values

- What is your perspective on this issue, and what are its strengths and weaknesses?
- How will you support your perspective in your essay?

Note

- For your practice essay, you will need scratch paper to plan your essay and four lined sheets of paper for your response.
- On test day, if you are taking the paper test, you will receive a test booklet with space to plan your essay and an answer document with four lined pages on which to write your response.
- Read pages 78 –80 for information and instructions on scoring your practice writing test.

Planning Your Essay

Use this page to continue planning your essay. Your work on this page will not be scored.

The ACT® with Writing *Answer Document*

EXAMINEE STATEMENTS, CERTIFICATION, AND SIGNATURE

1. **Statements**: I understand that by registering for, launching, starting, or submitting answer documents for an ACT® test, I am agreeing to comply with and be bound by the *Terms and Conditions: Testing Rules and Policies for the ACT® Test* ("Terms").

   I UNDERSTAND AND AGREE THAT THE TERMS PERMIT ACT TO CANCEL MY SCORES IN CERTAIN CIRCUMSTANCES. THE TERMS ALSO LIMIT DAMAGES AVAILABLE TO ME AND REQUIRE ARBITRATION OF CERTAIN DISPUTES. BY AGREEING TO ARBITRATION, ACT AND I BOTH WAIVE THE RIGHT TO HAVE THOSE DISPUTES HEARD BY A JUDGE OR JURY.

   I understand that ACT owns the test questions and responses, and I will not share them with anyone by any form of communication before, during, or after the test administration. I understand that taking the test for someone else may violate the law and subject me to legal penalties. I consent to the collection and processing of personally identifying information I provide, and its subsequent use and disclosure, as described in the ACT Privacy Policy (www.act.org/privacy.html). If I am taking the test outside of the United States, I also permit ACT to transfer my personally identifying information to the United States, to ACT, or to a third-party service provider, where it will be subject to use and disclosure under the laws of the United States, including being accessible to law enforcement or national security authorities.

2. **Certification**: Copy the italicized certification below, then sign and date in the spaces provided.

*I agree to the **Statements** above and certify that I am the person whose information appears on this form.*

Your Signature _____ Today's Date _____

Do NOT mark in this shaded area.

USE A NO. 2 PENCIL ONLY.
(Do NOT use a mechanical pencil, ink, ballpoint, correction fluid, or felt-tip pen.)

A NAME, MAILING ADDRESS, AND TELEPHONE (Please print.)

Last Name | First Name | MI (Middle Initial)

House Number & Street (Apt. No.); or PO Box & No.; or RR & No.

City | State/Province | ZIP/Postal Code

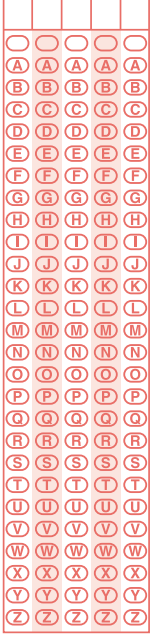
( ) / Area Code | Number | Country

ACT Education Corp.—Confidential Restricted when data present

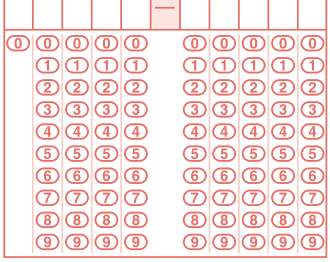
ALL examinees must complete block A – please print.

Blocks B, C, and D are required for all examinees. Find the MATCHING INFORMATION on your ticket. Enter it EXACTLY the same way, even if any of the information is missing or incorrect. Fill in the corresponding ovals. If you do not complete these blocks to match your previous information EXACTLY, your scores will be **delayed up to 8 weeks.**

B MATCH NAME (First 5 letters of last name)



C MATCH NUMBER



D DATE OF BIRTH

Month	Day	Year
January		
February		
March	0 0	0 0 0 0
April	1 1	1 1 1 1
May	2 2	2 2 2 2
June	3 3	3 3 3 3
July		4 4 4
August		5 5 5
September		6 6 6
October		7 7 7
November		8 8 8
December		9 9 9

 01121526W (A)205242-001:654321 ISD41756 Printed in the US.

PLEASE DO NOT WRITE IN THIS AREA.

SERIAL #

Marking Directions: Mark only **one** oval for each question. Fill in response completely. Erase errors cleanly without smudging.

Correct mark: ⬭ ⬬ ⬭ ⬭

Do NOT use these *incorrect* or *bad* marks.

Incorrect marks: ⬭ ⬭ ⬭ ⬭
Overlapping mark: ⬭ ⬭ ⬭
Cross-out mark: ⬭ ⬭ ⬭
Smudged erasure: ⬭ ⬭ ⬭
Mark is too light: ⬭ ⬭ ⬭ ⬭

BOOKLET NUMBER

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Print your 3-character **Test Form** in the boxes at the right and fill in the corresponding ovals.

FORM

F	0	0
G	1	1
H	2	2
J	3	3
K	4	4
L	5	5
M	6	6
N	7	7
P	8	8
Z	9	9

TEST 1: ENGLISH

1 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	12 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	42 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	13 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	14 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ	44 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ	46 Ⓕ Ⓖ Ⓗ Ⓙ
7 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	47 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	38 Ⓕ Ⓖ Ⓗ Ⓙ	48 Ⓕ Ⓖ Ⓗ Ⓙ
9 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ
10 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	40 Ⓕ Ⓖ Ⓗ Ⓙ	50 Ⓕ Ⓖ Ⓗ Ⓙ

TEST 2: MATHEMATICS

1 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	12 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	42 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	13 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	14 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ	44 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ	
7 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	
8 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	38 Ⓕ Ⓖ Ⓗ Ⓙ	
9 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	
10 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	40 Ⓕ Ⓖ Ⓗ Ⓙ	

TEST 3: READING

1 Ⓐ Ⓑ Ⓒ Ⓓ	9 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	10 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	12 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	13 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	
6 Ⓕ Ⓖ Ⓗ Ⓙ	14 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	
7 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	
8 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	

TEST 4: SCIENCE

1 Ⓐ Ⓑ Ⓒ Ⓓ	9 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	10 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	12 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	13 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ	14 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	38 Ⓕ Ⓖ Ⓗ Ⓙ
7 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	40 Ⓕ Ⓖ Ⓗ Ⓙ

ACT STUDENT REVIEW: The test administrator will give you instructions for completing this section.

Student Review: Your responses to these items will assist ACT and your test center in providing the best possible conditions for testing and planning for the future. Fill in the oval indicating your response to each item printed on the back of your test booklet.

	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
1	⬭	⬭	4	⬭	⬭	7	⬭	⬭	10	⬭	⬭	13	⬭	⬭
2	⬭	⬭	5	⬭	⬭	8	⬭	⬭	11	⬭	⬭	14	⬭	⬭
3	⬭	⬭	6	⬭	⬭	9	⬭	⬭	12	⬭	⬭	15	⬭	⬭

Print your name in the spaces below (one letter per space).

Last Name | First Name | MI

The ACT® Writing Test

Do NOT mark in this shaded area.

NOTE: When finished, close document with page 1 facing you.

PLEASE DO NOT WRITE IN THIS AREA.

SERIAL #

Please enter the information at the right before beginning the writing test.

Use a No. 2 pencil only. Do NOT use a mechanical pencil, ink, ballpoint, or felt-tip pen.

WRITING TEST BOOKLET NUMBER

Print your 9-digit **Booklet Number** in the boxes at the right.

WRITING TEST FORM

Print your 3-character **Test Form** in the boxes at the right and fill in the corresponding ovals.

0	A	A
1	B	B
2	C	C
3	D	D
4	E	E
5	F	F
6	G	G
7	H	H
8	J	J
9	Z	Z

Begin WRITING TEST here.

If you need more space, please continue on the next page.

1

Do not write in this shaded area.

WRITING TEST

If you need more space, please continue on the back of this page.

2

Do not write in this shaded area.

WRITING TEST

If you need more space, please continue on the next page.

3

PLEASE DO NOT WRITE IN THIS AREA.

SERIAL #

WRITING TEST

STOP here with the writing test.

4

Do not write in this shaded area.

DO NOT WRITE ON THIS PAGE.

Close document with page 1 facing you.

ACT®
PO Box 168
Iowa City, IA 52243-0168

PLEASE DO NOT WRITE IN THIS AREA.

SERIAL #

How to Score the Practice Multiple-Choice Tests

Follow the instructions below and on the following pages to score your practice multiple-choice tests and review your performance.

To calculate your writing score, use Scoring the Practice Writing Test, page 78.

Raw Scores

The number of questions you answered correctly on each test section is a raw score. Because there are many forms of the ACT, each with different questions, the difficulty level varies between the forms. A raw score of 35 on one form of the mathematics test section, for example, may be about as difficult to earn as a raw score of 37 on another form of that test section.

Computing raw scores: To compute your raw scores, check your answers with the scoring information in the scoring keys and conversion table, then do the following:

1. Mark a one (1) in the blank for each question answered correctly.
2. Count the number of correct answers for each of the multiple-choice test sections.
3. Add up the total number correct for each category and test section and capture it as directed beneath its scoring key.

Use the scoring key for each test to score your answer document for the sections in the practice test. Mark a "1" in the blank for each question you answered correctly and add up the total number correct for each test. Do not count correct answers for Not Scored cells, as those are for field test items not included in converting raw scores to scale scores.

Please note, the placement of these field test questions varies across different test forms, and will NOT remain in the same test item slots each test administration.

These numbers are your raw scores on the individual multiple-choice test sections. The highest raw score for a given test section is the number of scored questions included on that test section:

- English: 40
- Mathematics: 41
- Reading: 27
- Science: 34

Scale Scores

To adjust for the small differences among different forms of the ACT test, raw scores are converted into scale scores. Scale scores appear on reports sent to your school.

When your raw scores are converted into scale scores, it becomes possible to compare your scores with those of examinees who took different test forms. For example, a scale score of 26 on the mathematics test section has the same meaning for any form of the ACT.

Converting Raw Scores to Scale Scores: Each ACT test section generates a single scale score between 1 and 36. Use the scale score conversion table to convert your raw scores to scale scores for each test section.

English Scoring Key

English Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	C		CSE
2	G		CSE
3	A		POW
4	F		POW
5	A		CSE
6	F		KLA
7	D		KLA
8	J		CSE
9	B		CSE
10	G		KLA
11	B		CSE
12	J		CSE
13	C		KLA
14	H		POW
15	D		POW
16	J		CSE
17	D		KLA
18	H		POW
19	A		KLA
20	J		POW
21	A		CSE
22	F		CSE
23	C		POW
24	H		POW
25	D		POW
26	G		POW
27	D		CSE
28	F		CSE
29	A		CSE
30	G		POW
31	C		CSE
32	F		POW
33	A		CSE
34	H		KLA
35	A		POW
36	G		POW
37	B		POW
38	H		CSE
39	D		KLA
40	J		CSE
41	A	Not Scored	———
42	G	Not Scored	———
43	D	Not Scored	———
44	H	Not Scored	———
45	D	Not Scored	———
46	F	Not Scored	———
47	B	Not Scored	———
48	F	Not Scored	———
49	D	Not Scored	———
50	H	Not Scored	———

English Reporting Categories

(Capture raw scores/correct answers.)

Production of Writing (POW) = ____ of 15

Knowledge of Language (KLA) = ____ of 8

Conventions of Standard English (CSE) = ____ of 17

Total English Raw Score (POW + KLA + CSE) = ____ of 40

English Scale Score Conversion Table

Use the Total English Raw Score number from the previous table to find the scale score you could expect if you got that number correct on test day.

English Raw Score	English Scale Score
40	36
39	35
38	35
37	33
36	31
35	29
34	28
33	27
32	26
31	25
30	24
29	23
28	22
27	22
26	21
25	20
24	20
23	19
22	18
21	17
20	16

English Raw Score	English Scale Score
19	15
18	15
17	14
16	13
15	13
14	12
13	11
12	11
11	10
10	10
9	10
8	9
7	8
6	7
5	7
4	6
3	5
2	3
1	2
0	1

English Scale Score = ____

Mathematics Scoring Key

Math Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	D		IES
2	J		S
3	B		IES
4	F		IES
5	C		A
6	J		N
7	B	Not Scored	———
8	H		N
9	D		A
10	H		IES
11	B		IES
12	J		S
13	A		G
14	J		IES
15	A		A
16	G	Not Scored	———
17	A		A
18	J		N
19	B		F
20	H		G
21	C		IES
22	G		IES
23	C		F
24	G		F
25	A		F
26	G		A
27	B		S
28	F		G
29	C	Not Scored	———
30	J		G
31	C		G
32	J		IES
33	C		IES
34	G		IES
35	C		IES
36	J		S
37	C		A
38	J		IES
39	C		S
40	J	Not Scored	———
41	D		IES
42	F		IES
43	C		IES
44	J		F
45	A		S

Mathematics Reporting Categories

(Capture raw scores/correct answers.)

Preparing for Higher Math (PHM) (A + F + G + N + S) = ____ of 25

A = Algebra
F = Functions
G = Geometry
N = Number & Quantity
S = Statistics & Probability

Integrating Essential Skills (IES) = ____of 16

Total Mathematics Raw Score (PHM + IES) = ____ of 41

Mathematics Scale Score Conversion Table

Use the Total Mathematics Raw Score from the previous table to find the scale score you could expect if you got that number correct on test day.

Math Raw Score	Math Scale Score
41	36
40	36
39	35
38	34
37	34
36	33
35	32
34	31
33	30
32	29
31	29
30	28
29	27
28	27
27	26
26	25
25	24
24	23
23	22
22	21
21	20

Math Raw Score	Math Scale Score
20	19
19	19
18	18
17	17
16	17
15	17
14	16
13	16
12	15
11	15
10	15
9	14
8	14
7	13
6	13
5	12
4	11
3	9
2	7
1	5
0	1

Mathematics Scale Score = ____

Reading Scoring Key

Reading Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	D	Not Scored	——
2	H	Not Scored	——
3	A	Not Scored	——
4	J	Not Scored	——
5	C	Not Scored	——
6	G	Not Scored	——
7	A	Not Scored	——
8	F	Not Scored	——
9	A	Not Scored	——
10	J		CS
11	B		KID
12	H		KID
13	B		CS
14	J		CS
15	C		KID
16	J		KID
17	C		CS
18	F		CS
19	B		KID
20	H		CS
21	D		KID
22	H		KID
23	A		KID
24	H		KID
25	D		IKI
26	F		IKI
27	B		IKI
28	J		IKI
29	D		KID
30	F		CS
31	A		KID
32	G		CS
33	C		KID
34	J		IKI
35	B		KID
36	H		CS

Reading Reporting Categories

(Capture raw scores/correct answers.)

Key Ideas & Details (KID) = ____ of 13

Craft & Structure (CS) = ____ of 9

Integration of Knowledge & Ideas (IKI) = ____ of 5

Total Reading Raw Score (KID + CS + IKI) = ____ of 27

Reading Scale Score Conversion Table

Use the Total Reading Raw Score from the previous table to find the scale score you could expect if you got that number correct on test day.

Reading Raw Score	Reading Scale Score
27	36
26	35
25	34
24	32
23	30
22	28
21	26
20	25
19	24
18	23
17	22
16	21
15	20
14	18

Reading Raw Score	Reading Scale Score
13	17
12	16
11	15
10	14
9	13
8	12
7	12
6	11
5	10
4	9
3	7
2	5
1	3
0	1

Reading Scale Score = ____

Science Scoring Key

Science Number	Correct Answer	Correct (Mark 1)	Reporting Categories
1	A		IOD
2	F		IOD
3	D		IOD
4	H		IOD
5	D		EMI
6	F		EMI
7	C		EMI
8	J		IOD
9	C		EMI
10	F		EMI
11	C		EMI
12	G		EMI
13	C		EMI
14	H		SIN
15	B		SIN
16	H		SIN
17	B		SIN
18	F		SIN
19	D		SIN
20	F		EMI
21	C		SIN
22	J		IOD
23	C		SIN
24	J		IOD
25	B		IOD
26	J		IOD
27	D		IOD
28	G		IOD
29	D	Not Scored	——
30	J	Not Scored	——
31	C	Not Scored	——
32	J	Not Scored	——
33	D	Not Scored	——
34	F	Not Scored	——
35	B		IOD
36	F		SIN
37	B		IOD
38	G		IOD
39	C		IOD
40	J		IOD

Science Reporting Categories

(Capture raw scores/correct answers.)

Interpretation of Data (IOD) = ____ of 16

Scientific Investigation (SIN) = ____ of 9

Evaluation of Models, Inferences & Experimental Results (EMI) = ____ of 9

Total Science (IOD + SIN + EMI) = ____ of 34

Science Scale Score Conversion Table

Use the Total Science Raw Score from the previous table to find the scale score you could expect if you got that number correct on test day.

Science Raw Score	Science Scale Score
34	36
33	35
32	34
31	33
30	32
29	31
28	30
27	29
26	28
25	27
24	26
23	25
22	25
21	24
20	23
19	23
18	22

Science Raw Score	Science Scale Score
17	21
16	20
15	19
14	18
13	18
12	17
11	16
10	15
9	14
8	12
7	12
6	11
5	10
4	9
3	7
2	6
1	3
0	1

Science Scale Score = ____

Calculating a Composite Score

An ACT test generates a single Composite score of 1–36. Compute the Composite score by averaging the three scale scores:

1. Add your English, Mathematics, and Reading scale scores. Enter this sum in the blanks below.
2. Divide the sum by 3. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half, except for averages lower than one; round up any fraction that is one-half or more. Also round up averages that are less than one.)
3. Enter this number in the blank below. This is your Composite score.

Composite of scale scores:

English Scale Score	= ____
Mathematics Scale Score	= ____
Reading Scale Score	= ____
Sum of Scale Scores	**= ____**
Composite score (sum ÷ 3)	**= ____**

Note: *If you left a test section completely blank and marked no items, do not list a scale score for that section and do not calculate a Composite score.*

Scoring the Practice Writing Test

It's difficult to be objective about your own work. However, it's to your advantage to read your own writing critically, as doing so can help you grow as a writer and as a reader. It may also be helpful for you to give your practice essay to another reader, such as a classmate, parent, or teacher. To rate your essay, you and your reader(s) should review the guidelines and sample essays at http://www.actstudent.org and then use The ACT Writing Test Scoring Rubric, starting on the next page to assign your practice essay a score of 1 (low) through 6 (high) in each of the four writing domains (Ideas & Analysis, Development & Support, Organization, and Language Use).

Scoring Rubric

The rubric presents the standards by which your essay will be evaluated. Readers will use this rubric to assign your essay four unique scores, one per writing domain. These are the six possible rubric scores:

Score 6: Responses demonstrate effective skill in writing an argumentative essay.

Score 5: Responses demonstrate well-developed skill in writing an argumentative essay.

Score 4: Responses demonstrate adequate skill in writing an argumentative essay.

Score 3: Responses demonstrate some developing skill in writing an argumentative essay.

Score 2: Responses demonstrate weak or inconsistent skill in writing an argumentative essay.

Score 1: Responses demonstrate little or no skill in writing an argumentative essay.

Because each domain receives its own score, the four scores you assign need not be identical. For example, you may find that your essay exhibits stronger skill in organization than in the development of ideas. In this case, you may determine that your essay should receive a higher score in Organization than in Development & Support.

Calculating Your Writing Score

The writing test section generates a single score of 2–12. Complete these steps to calculate your writing score:

1. Determine which score (range 1–6) in each of the four domains best describes the features of your writing.
2. Multiply each rubric score by 2 to get a score for each domain (range 2–12).
3. Add your four writing domain scores. Enter this sum of domain scores in the blank below (range 8–48).
4. Divide the sum by 4. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.)

Writing test rubric and domain scores:

Ideas & Analysis = ____ x 2 = ____

Development & Support = ____ x 2 = ____

Organization = ____ x 2 = ____

Language Use = ____ x 2 = ____

Sum of domain scores = ____

Writing subject score (sum ÷ 4) = ____

The ACT Writing Test Scoring Rubric

Ideas & Analysis Domain

Rubric Score	Ideas & Analysis Scoring Standards
6	The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities, tensions, and/or underlying values and assumptions.
5	The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities, tensions and/or underlying values and assumptions.
4	The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities, tensions, and/or underlying values and assumptions.
3	The writer generates an argument that responds to multiple perspectives on the given issue. The argument's thesis reflects some clarity in thought and purpose. The argument establishes a limited or tangential context for analysis of the issue and its perspectives. Analysis is simplistic or somewhat unclear.
2	The writer generates an argument that weakly responds to multiple perspectives on the given issue. The argument's thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issue and its perspectives.
1	The writer fails to generate an argument that responds intelligibly to the task. The writer's intentions are difficult to discern. Attempts at analysis are unclear or irrelevant

Development & Support Domain

Rubric Score	Development & Support Scoring Standards
6	Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.
5	Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.
4	Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.
3	Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the argument but may be somewhat repetitious or imprecise.
2	Development of ideas and support for claims are weak, confused, or disjointed. Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.
1	Ideas lack development and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.

Organization Domain

Rubric Score	Organization Scoring Standards
6	The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.
5	The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.
4	The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.
3	The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.
2	The response exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.
1	The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.

Language Use Domain

Rubric Score	Language Use Scoring Standards
6	The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
5	The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
4	The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.
3	The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.
2	The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.
1	The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.

Next Steps

Your practice test score is an estimate of the score that you would receive during an actual administration of the ACT test. Reflecting on your practice experience can be useful as you continue to prepare for test day.

Consider the following as you review your scores as part of your general test performance:

- **Pacing:** Did you run out of time? Reread the information in this booklet on pacing yourself. You may need to adjust the way you use your time in responding to the questions.
- **Directions:** Did you spend too much time trying to understand the directions for the test sections? Make sure you understand them before test day.
- **Misses:** Review the questions that you missed. Did you select a response that was an incomplete answer or that did not directly respond to the question being asked? Try to figure out what you overlooked in answering the questions.
- **Types:** Did a particular type of question confuse you? In reviewing your responses, check to see whether a particular type of question was more difficult for you.

ACT is committed to representing the diversity of society in all its aspects, including race, ethnicity, and gender. Questions, passages, and writing prompts are chosen to reflect a range of cultures and are written to not disadvantage any particular group of examinees. ACT employs extensive reviews and statistical procedures to ensure the fairness of test materials.

ACT conducts research and periodically updates tests to provide test content that reflects classroom instruction and continues to be a relevant predictor of college and career readiness. There may be subtle differences between the ACT practice test in this booklet and the test students take on test day.

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code. You may locate copies of these Codes through the following organizations:

- Code of Fair Testing Practices in Education: American Psychological Association (https://www.apa.org/science/programs/testing/fair-testing.pdf)
- Code of Professional Responsibilities in Educational Measurement: National Council on Measurement in Education (https://www.ncme.org/resources-publications/professional-learning/library)