2025 | 2026

ACT® Practice Test 2

A Message to Students

The practice test provided here is intended to help you do your best on the ACT to gain admission to colleges and universities. While this is a standalone practice test, ACT includes helpful hints and test-taking strategies, as well as an additional complete practice ACT in the document *Preparing for the ACT*. These practice tests include "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 test 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

The ACT® www.act.org

  QU00002-2.CJ22902

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.

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 54–61.
- 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 62.
- If you plan to take the ACT with writing, read the directions on the first page of the practice ACT writing test (page 50). 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 51. 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 67–69.
- A screen reader accessible practice test is available at https://practice.actdigitalservices.org/.

Practice Multiple Choice Test 2

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 25MC5

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.

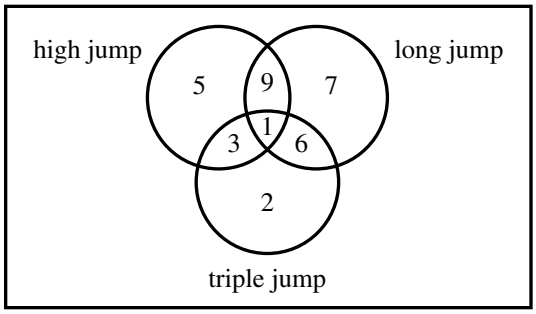
You are permitted to use a calculator on this test. You may use your calculator for any problems you choose, but some of the problems may best be done without using a calculator.

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. At a college track meet, there are 3 jumping events: high jump, long jump, and triple jump. The Venn diagram below shows the distribution of the number of athletes competing in each jumping event. How many athletes are competing in both high jump and triple jump but **not** long jump?



A. 3
B. 4
C. 10
D. 19

2. A function, f, is defined by the equation $f(x) = x^2 + 5$. What is $f(3) + 1$?

F. 9
G. 11
H. 12
J. 15

3. Given $b = 40$ and $c = -16$, $b + c$ is equal to the product of -4 and what number?

A. -14
B. -6
C. 6
D. 14

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

4. It takes Collin 24 minutes to walk to school in the morning. What fraction of his 24-hour day is spent walking to school in the morning?

F. $\frac{1}{1{,}440}$

G. $\frac{1}{60}$

H. $\frac{1}{24}$

J. $\frac{1}{12}$

5. A certain triangle has interior angle measures of $(6x)°$, $(2x)°$, and $x°$. What is the value of x?

A. 9
B. 12
C. 20
D. 57

6. Which of the following matrices is equal to $6\begin{bmatrix} -5 & 3 \\ 0 & -4 \end{bmatrix}$?

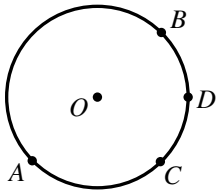
F. $[-30 \quad -6]$

G. $\begin{bmatrix} 1 & 9 \\ 6 & 2 \end{bmatrix}$

H. $\begin{bmatrix} -\frac{5}{6} & \frac{1}{2} \\ 0 & -\frac{2}{3} \end{bmatrix}$

J. $\begin{bmatrix} -30 & 18 \\ 0 & -24 \end{bmatrix}$

7. For circle O shown, A, B, C, and D are on circle O; A and B are as far apart as possible; C is halfway between A and B along circle O; and D is halfway between C and B along circle O. What percent of the area enclosed by circle O is enclosed by $\overline{OC}$, $\overline{OD}$, and minor arc $\overset{\frown}{CD}$?



A. 12.5%
B. 25%
C. 50%
D. 100%

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

8. 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?

F. 44.1
G. 100.9
H. 145
J. 189.1

9. Given the function $f(x) = 4x^2 - 14x + 12$, which of the following expressions is equivalent to $f(x)$?

A. $(-2x + 4)(2x + 3)$
B. $(2x - 4)(2x - 3)$
C. $(2x - 4)(2x + 3)$
D. $(2x - 3)(2x + 4)$

10. Which of the following is equivalent to $(6x + 3y) - (y - 2x)$?

F. $4x + 2y$
G. $5x + y$
H. $5x + 5y$
J. $8x + 2y$

11. Bryce owns an apartment building. He charges \$325 per month for each 1-bedroom apartment and \$410 per month for each 2-bedroom apartment. Bryce charged a total of \$4,905 in rent for 13 apartments this month. How many 1-bedroom apartments did Bryce charge for this month?

A. 5
B. 6
C. 7
D. 8

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

12. A restaurant surveyed its customers to determine whether or not they like hamburgers and whether or not they like turkey burgers. The table shows the results of the survey.

	Like hamburgers	Do **not** like hamburgers	Total
Like turkey burgers	97	39	136
Do **not** like turkey burgers	98	78	176
Total	195	117	312

To the nearest 1%, what percent of the customers who responded to the survey like hamburgers?

F. 31%
G. 50%
H. 63%
J. 71%

13. For what value of n does the quadratic equation $x^2 - 4x + n = 0$ have solutions of $x = 7$ and $x = -3$?

A. -21
B. -4
C. 4
D. 10

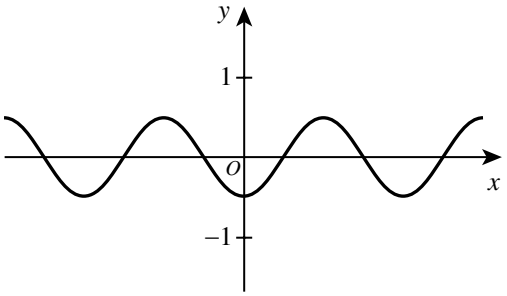
14. The lengths of corresponding sides of 2 similar right triangles are in the ratio 4:5. The hypotenuse of the smaller triangle is 20 inches long. How many inches long is the hypotenuse of the larger triangle?

F. 9
G. 20
H. 21
J. 25

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

15. What is the amplitude of the graph of function $f(x) = \frac{1}{2}\cos(3x + \pi)$, shown in the standard (x,y) coordinate plane?



A. $\frac{1}{3}$

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

C. 2

D. 3

16. A circle in the standard (x,y) coordinate plane has its center at $(3,-4)$ and passes through $(0,0)$. Which of the following is an equation for that circle?

F. $x^2 + y^2 = 5$

G. $(x - 3)^2 + (y + 4)^2 = 25$

H. $(x + 3)^2 + (y - 4)^2 = 7$

J. $(x + 3)^2 + (y - 4)^2 = 25$

17. $\sqrt{112} + \sqrt{63} + \sqrt{175} = ?$

A. $7\sqrt{12}$

B. $7\sqrt{50}$

C. $12\sqrt{7}$

D. $60\sqrt{7}$

18. 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

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

19. Jeremy reaches into a box in the closet. The box contains 10 gloves that make up 5 matching pairs. He picks 1 glove at random and puts it on. Then he picks another glove at random. What is the probability that he has picked a matching pair?

A. $\frac{1}{9}$

B. $\frac{1}{5}$

C. $\frac{4}{9}$

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

20. During an event, a store gave a free T-shirt to every 24th customer that entered the store and a free gift certificate to every 60th customer that entered the store. Given that 500 customers entered the store during the event, how many customers received both a free T-shirt **and** a free gift certificate?

F. 2
G. 4
H. 12
J. 24

21. Cameron's bookshelf has 3 books with a rating of 10, 5 books with a rating of 100, and 2 books with a rating of 70. There are no other books on the bookshelf. What is the expected value, to the nearest whole number, of the rating of a book randomly selected from Cameron's bookshelf?

A. 18
B. 60
C. 67
D. 85

22. The 1st term of a certain sequence is −10, and the 2nd term is 1. Each subsequent term is obtained by adding the 2 immediately preceding terms. What is the 5th term of this sequence?

F. −23
G. −17
H. 19
J. 34

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

23. Which of the following values is the y-value of the solution to the given system of equations?

$$-4y - 3 = x$$
$$2x - 22 = 6y$$

A. $y = -2\frac{1}{2}$

B. $y = -2$

C. $y = -\frac{3}{4}$

D. $y = 5$

24. Some values of the function g are given in the table. One of the following equations defines g. Which one?

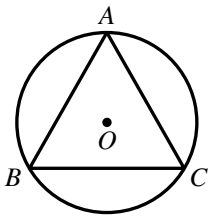
x	-2	0	1	2	3
$g(x)$	0	-8	-6	0	10

F. $g(x) = -2x - 8$
G. $g(x) = -x - 8$
H. $g(x) = x^2 + 2$
J. $g(x) = 2x^2 - 8$

25. The vertex angle of an isosceles triangle is 40°. What is the measure of a base angle?

A. 40°
B. 70°
C. 100°
D. 140°

26. Equilateral triangle $\triangle ABC$ is inscribed in circle O, as shown. What is the degree measure of minor arc $\overset{\frown}{BC}$?



F. 60°
G. 90°
H. 120°
J. 180°

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

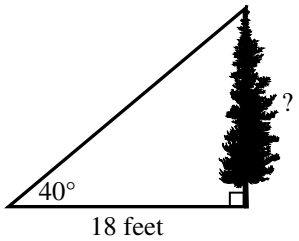
27. A scale model, where 1 coordinate unit represents 1 mile, is drawn in the standard (x,y) coordinate plane. Angelo's house is at (4,–3), Ella's house is at (4,7), Troy's house is at (–2,7), and Yoko's house is at (–2,–3). Which of the following is closest to the area, in square miles, of the rectangle whose vertices are the **real** locations of the 4 houses?

A. 32
B. 36
C. 60
D. 100

28. 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:

F. shifted downward 4 coordinate units.
G. shifted left 4 coordinate units.
H. stretched horizontally by a factor of 4.
J. stretched vertically by a factor of 4.

29. Which of the following expressions equals the height, in feet, of the tree shown?



A. 18 tan 40°

B. 18 sin 40°

C. 18 cos 40°

D. $\frac{\tan 40°}{18}$

30. As shown, the number line between 0 and 8 is divided into 6 segments of equal length by points A through E. Which of the following statements about $\sqrt{8}$ is true?

F. $\sqrt{8}$ is at C.
G. $\sqrt{8}$ is at D.
H. $\sqrt{8}$ is between A and B.
J. $\sqrt{8}$ is between B and C.

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

31. Deon often flies his kite. He can only fly his kite on days with wind. He does not fly his kite on every day with wind. For any given day, let Event A be that there is wind and let Event B be that Deon flies his kite. Which of the following values can $P(A \text{ and } B)$ be?

A. 0
B. 0.5
C. 1
D. 1.5

32. Whenever $\frac{-3x^3 + 12x}{x^3 - x^2 - 6x}$ is defined, it is equivalent to:

F. -2

G. $\frac{1}{x+3}$

H. $\frac{6-3x}{x+3}$

J. $\frac{6-3x}{x-3}$

33. The roots of a polynomial equation are 0, 2, and -5. Which of the following is a factored form of the equation?

A. $(x-2)(x+5)=0$
B. $x(x-2)(x+5)=0$
C. $x(x+2)(x-5)=0$
D. $(x-2)(x+5)=x$

34. If $\frac{3x-y}{x+y} = \frac{5}{8}$, then $\frac{x}{y} = ?$

F. $\frac{2}{19}$

G. $\frac{13}{19}$

H. $\frac{5}{8}$

J. $\frac{13}{7}$

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

35. Let the slope of $3x + 2y = 5$ be m_1, and the slope of $6x + 4y = 7$ be m_2. Which of the following is true?

A. $m_1 = m_2$
B. $m_1 = 2m_2$
C. $2m_1 = m_2$
D. $7m_1 = 5m_2$

36. The piecewise functions f and g are given.

$$f(x) = \begin{cases} -x^2 & \text{for } x < 0 \\ 1 - x & \text{for } x \geq 0 \end{cases}$$

$$g(x) = \begin{cases} |x| + 7 & \text{for } x \leq -1 \\ x - 3 & \text{for } x > -1 \end{cases}$$

What is the value of $f(g(-1))$?

F. -16
G. -7
H. -5
J. -1

37. Let f be defined by $f(x) = 4x + 7$. Let g be defined by $g(x) = -2x^2 + 11x + 1$. The graphs of $y = f(x)$ and $y = g(x)$ intersect at one of the following (x,y) points. Which one?

A. $(-2,-1)$
B. $\left(1\frac{1}{2},13\right)$
C. $\left(2,1\frac{1}{2}\right)$
D. $(13,-1)$

38. 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

F. 0.8
G. 2
H. 2.4
J. 3

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

39. Given that i is the imaginary unit, which of the following numbers is equal to $(7 + 4i)^2$?

A. 33
B. 65
C. $14 + 8i$
D. $33 + 56i$

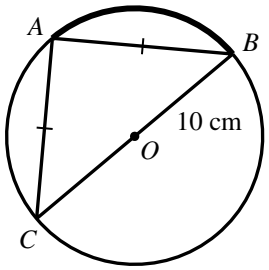
40. The product of 2 complex numbers, x and y, is a real number that is irrational. Which of the following statements **cannot** be true?

F. Both x and y are rational.
G. Both x and y are imaginary.
H. The product of x and y is $\sqrt{2}$.
J. The product of x and y is negative.

41. The real solution of the equation $3e^x = 12$ is:

A. $\ln 4$
B. $3 \ln 12$
C. 4^e
D. $\frac{\ln 12}{3}$

42. The figure shows $\triangle ABC$, a right isosceles triangle, inscribed in a circle with center O and radius 10 cm. What is the length, in centimeters, of arc $\overset{\frown}{AB}$ shown as the thick curved line?



F. 20π
G. 15π
H. 10π
J. 5π

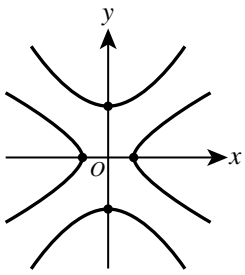
43. It took Sam x minutes to bike the d miles from home to work. Returning home on the same route, it took Sam y minutes. On the way home his average speed was 2 times his average speed on the way to work. Which of the following equations gives y in terms of x?

A. $y = \frac{x}{2}$
B. $y = x - 2$
C. $y = x + 2$
D. $y = 2x$

GO ON TO THE NEXT PAGE.

DO YOUR FIGURING HERE.

44. The hyperbolas $\frac{x^2}{9} - \frac{y^2}{4} = 1$ and $\frac{y^2}{36} - \frac{x^2}{25} = 1$ are graphed in the standard (x,y) coordinate plane. Which of the following equations is an ellipse that intersects all 4 vertices of the hyperbolas?



F. $\frac{x^2}{9} + \frac{y^2}{36} = 1$

G. $\frac{x^2}{25} + \frac{y^2}{4} = 1$

H. $\frac{x^2}{25} + \frac{y^2}{9} = 1$

J. $(x - 9)^2 + (y - 36)^2 = 1$

45. Given that $f(x) = \sqrt[3]{2x - 1}$, which of the following expressions is the inverse function, $f^{-1}(x)$?

A. $\frac{1}{\sqrt[3]{2x - 1}}$

B. $\sqrt[3]{\frac{x + 1}{2}}$

C. $\frac{x^3 + 1}{2}$

D. $(2x - 1)^3$

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 2

Your Signature: _____
(Do not print.)

Print Your Name Here: _____

Your Date of Birth:

		–			–				
Month			Day			Year		

Form 2AG

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

Work Ethic

For many people, a willingness to work hard is one of the most desirable qualities. A strong work ethic, it is said, is a reflection of good character and is the primary driver in personal success and societal prosperity. But is it possible to work too hard or too much? Does everyone need to have a strong work ethic? Can hard work come into conflict with other important priorities? Given its strong societal emphasis, it is worth examining the role of hard work in the lives of individuals.

Read and carefully consider these perspectives. Each suggests a particular way of thinking about the role of hard work in the lives of individuals.

Perspective One

Hard work is the key to reaching our personal goals. We all need time to unwind, relax, and recharge, but work must always come before play.

Perspective Two

The ethic of hard work is promoted mostly by people who benefit from the hard work of others: business and industry owners. It has little to offer ordinary people.

Perspective Three

All work need not be *hard* work. When we put our efforts toward the things we truly love to do, the difference between work and play dissolves.

Essay Task

Write a unified, coherent essay about the role of hard work in the lives of individuals. 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?

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

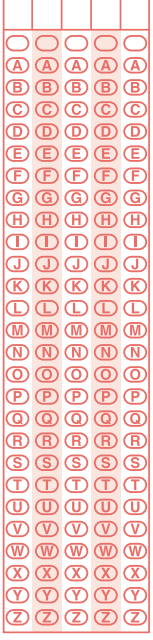
( ) / Area Code | Number | Country

ACT Education Corp.—Confidential Restricted when data present

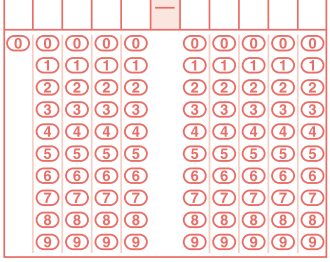
ALL examinees must complete block A – please print.

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 67.

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

English Reporting Categories

(Capture raw scores/correct answers.)

Production of Writing (POW) = ____ of 17

Knowledge of Language (KLA) = ____ of 7

Conventions of Standard English (CSE) = ____ of 16

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	34
36	32
35	30
34	28
33	27
32	26
31	25
30	24
29	23
28	23
27	22
26	21
25	21
24	20
23	20
22	19
21	18
20	17

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

English Scale Score = ____

Mathematics Scoring Key

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

Mathematics Reporting Categories

(Capture raw scores/correct answers.)

Preparing for Higher Math (PHM)
(A + F + G + N + S) = ____ of 33

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

Integrating Essential Skills (IES) = ____of 8

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

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

Mathematics Scale Score = ____

Reading Scoring Key

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

Reading Reporting Categories

(Capture raw scores/correct answers.)

Key Ideas & Details (KID) = ____ of 13

Craft & Structure (CS) = ____ of 8

Integration of Knowledge & Ideas (IKI) = ____ of 6

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

Science Reporting Categories

(Capture raw scores/correct answers.)

Interpretation of Data (IOD) = ____ of 13

Scientific Investigation (SIN) = ____ of 10

Evaluation of Models, Inferences & Experimental Results (EMI) = ____ of 11

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	32
30	30
29	28
28	27
27	26
26	26
25	25
24	24
23	24
22	23
21	23
20	22
19	21
18	21
17	20

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

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)