

## TAKING TESTS (ACT version)

---

### Lesson Descriptions

#### **Taking Tests 1: Introduction to ACT**

*Why should I take a college entrance exam (ACT), and how can I prepare?*

**NOTE:** This lesson requires coordination with your school counselor.

*It also requires making arrangements to use the computer lab.*

#### **Taking Tests 2: ACT Practice Questions**

*What kinds of questions will be on the ACT?*

#### **Taking Tests 3: ACT Registration**

*How do I register for the ACT? What do I need to know for the test day?*

**NOTE:** This lesson requires coordination with your school counselor.

*It also requires making arrangements to use the computer lab.*

#### **Taking Tests 4: Workforce and Adult Education Tests**

*What kinds of tests might I face when applying for jobs, the military, or vocational training?*

# PLANNING PYRAMID

## GRADE 11, Unit 2, Taking Tests (ACT version)



### Some Students Will:

- Prepare to take the ACT using resources identified in class.

### Most Students Will:

- Identify strategies for approaching ACT questions.
- Register to take the ACT.
- Decide whether or not to take the writing portion of the ACT.
- Understand the mechanics of preparing for test day (for example, make sure your calculator has fresh batteries) and know what to do after arriving at the testing site.

### All Students Will:

- Understand the purpose of the ACT.
- Understand the types of questions included on the ACT.
- Recognize that since there is no penalty for guessing on the ACT, it's in their best interest to answer every question.
- Understand how employers and other organizations use standardized tests.

# ROADS to SUCCESS

Grade 11

Taking Tests

Family Newsletter

**Roads to Success** is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: [www.roadstosuccess.org](http://www.roadstosuccess.org).

## Grade by Grade

Roads to Success introduces all 11th-graders to the ACT, SAT, and a few tests they might encounter after high school. We walk students through the registration process for the ACT or SAT, depending on which test is most often taken by students in your area. Students who register online will need a parent's credit card information. Students who mail in their registrations will need to include a check or money order (or fee waiver).

## Test Prep

Is your student thinking about applying to college? The application process varies from school to school. Some community colleges require only a high school diploma or GED. More competitive colleges require more.

Many colleges will want to know your son or daughter's GPA (grade point average) or class rank (how her grades compare to her classmates). Many colleges also require a score from a standardized test that helps them compare students from different schools.

Your student can take one of two tests used to compare students applying to college – the ACT or the SAT. Most schools accept either test. Visit test websites for more info.

- ACT: [www.actstudent.org](http://www.actstudent.org)
- SAT: [www.collegeboard.com](http://www.collegeboard.com)

### When and where are these tests given?

Students can take the ACT or SAT in 11th or 12th grade, starting in the fall of junior year. Experts recommend taking either test during the 11th grade, when subjects like algebra and geometry will be fresh in students' minds. This option also gives students a chance to re-take the test in 12th grade, if needed.

Test dates and locations are available from your school counselor, or on the ACT and SAT websites listed below.



### How does my student sign up?

Both the ACT and SAT offer two ways to register. Online registration requires a credit card and an e-mail address. It's easier for students to update and confirm information if they register online.

Students may also register by mail, where they can pay by check or money order. The school counselor can provide mail-in registration forms.

**How much does the test cost?** As of 2012-2013, the ACT costs \$35, plus an extra \$15.50 for students taking the writing test. The SAT costs \$50. (SAT Subject Tests cost extra.) Check the websites for yearly updates. Students who cannot afford to pay may be excused from these fees. They should see their school counselor for details.

### How do scores get reported to colleges?

While registering, students can choose up to four colleges to receive their test scores. Later on, they may request more score reports. Extra reports cost \$11.00 per college for the ACT, and \$11.00 per college for the SAT (as of 2012-2013).

### How can my student prepare for these tests?

The ACT and the SAT aren't the kind of tests students can cram for, but it helps to understand the rules and know what kinds of questions will be asked. Practice tests are available on the websites below. It's well worth your student's time to try at least one practice test – start to finish – before the actual test day.

### Where can I go for more information?

RUReadyND.com offers an online test prep service for all North Dakota students.

[RUReadyND.com](http://RUReadyND.com)



## Introduction to ACT

### The **BIG** Idea

- Why should I take a college entrance exam, the ACT, and how can I prepare?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Re/ACT! (5 minutes)
- II. Why and Why Now? (5 minutes)
- III. Sizing up the Heavyweights: ACT vs SAT (5 minutes)
- IV. Getting into the Act, with ACT (20 minutes)
- V. Wrap Up: Plan of Action (10 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 45, Re/ACT!
- Student Handbook page 46, Why and Why Now?
- Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT
- Student Handbook pages 48-49, Getting into the Act, with ACT
- Student Handbook pages 50-51, Plan of Action

- Handout with local ACT test dates, locations, and education codes. (See **PREPARATION.**)

### OBJECTIVES

During this lesson, the student(s) will:

- Learn that colleges require entrance exams, and the reasons that they do.
- List good reasons to take the ACT or SAT in 11th grade.
- Become familiar with the basic content of the ACT.
- Gather the practical information they need to register for the ACT.

## OVERVIEW .....

By 11<sup>th</sup> grade, most students know that high school will not last forever, and that one option after they graduate is to go to college. They may not know, however, that planning ahead is necessary, and that many colleges require applicants to take either the ACT or SAT college entrance exam. This four-lesson unit will help students get ready to take the ACT as well as other tests they may encounter after high school.

The first lesson introduces students to both the SAT and ACT, explains why colleges require an entrance exam, cites reasons to take one of the two tests this year, provides basic information about the content, and articulates what students need to know before signing up for the ACT.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 46, Why and Why Now?**
  - **Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT**
  - **Student Handbook pages 48-49, Getting into the Act, with ACT**
- For **Activity II, Why and Why Now?**, make a t-chart on chart paper. On the left column write, "Why do colleges require entrance exams?" and on the right column write, "Why should I take a college entrance exam in 11<sup>th</sup> grade?" This chart will be used to record students' predictions before looking at **Student Handbook page 46, Why and Why Now?**
- For **Activity IV, Getting into the Act, with ACT**, research upcoming ACT test dates, locations and location codes (available on the ACT website, [www.act.org](http://www.act.org)), as well as registration deadlines. Please note that the registration deadlines are about six weeks in advance of the test. Be sure to select test dates for which your class will have enough time to register when you go online together in two weeks (lesson 3).
  - Create a handout with this information, and make enough copies for each student. Include the website name and URL.
  - List local test prep courses on this handout.
  - Check for current information on the cost of the test. (Students will need to enter these amounts on **Student Handbook page 48 and 51.**)
- For **Activity IV, Getting into the Act, with ACT**, talk to the school counselor:
  - Find out about local test prep options.

- Obtain “Preparing for the ACT” booklets to give out to students, or download and print these from the web: <http://www.actstudent.org/testprep/>
  - Make sure the office has enough ACT registration packets for your students who may end up filling out the paper forms. These can be ordered in quantity, on the ACT website: <http://www.act.org/aap/forms/counsel.html>
  - Discuss where to direct students who have questions about the test, or want to request fee waivers.
  - Discuss enlisting the counselor and/or host teacher’s help for lesson 3 (in two weeks), when students register for the ACT in class.
  - Discuss how to handle special education classes.
- Obtain permission from your school administrator to register students for the ACT in class. This will involve two options:**
- Online registration (much preferred), for which students are encouraged to bring in credit card information; or
  - Filling out and mailing the registration packet, for which students are encouraged to bring in a check or money order, made out to “ACT Registration.”
  - Discuss the possibility of offering a Saturday practice test at your school.
- Discuss procedures for obtaining parental permissions for bringing in social security numbers, as well as credit card information. (NOTE: To avoid identity theft or unauthorized purchases, students should NOT share credit card information with anyone. If students or family members are concerned about these issues, they may complete the online registration in class, and fill in the credit card information at home.)**
- Decide how to handle students who are reluctant to register for the ACT. Even if they aren’t planning to attend college, it’s recommended that they create an ACT online account and follow instructions so they’re familiar with the process if they change their minds later.

## BACKGROUND INFORMATION .....

It’s critical that students know by fall of junior year that they will be required to take the SAT or ACT entrance exam in order to apply to college. Students who aren’t sure of their plans should also be strongly encouraged to take the test. And though most students will be familiar with the notion of a “standardized test,” many (especially if their parents didn’t attend college) won’t know that taking the SAT or ACT is different – you don’t just show up and wing it. Students need

to learn that they must prepare for this test well in advance, logistically as well as academically. They'll have registration deadlines to meet, fee waivers to apply for (if eligible), decisions to make about which tests and test options to choose. Plus, they need to recognize it's a huge advantage to be familiar with the test, and to be armed with appropriate test-taking strategies.

To point students in the right direction, you should motivate them to become proactive about taking the ACT. Give out test dates and locations, recommend helpful websites that post practice tests, and inform students about community test-prep resources.

## IMPLEMENTATION OPTIONS .....

For **Activity II, Why and Why Now?** you could structure this as a discussion, and then just point students to the **Student Handbook page 46, Why and Why Now?** for reference.

Another option for **Activity II** is to ham it up a bit, by turning this into a role-playing exercise. You would assume the role of a college admissions officer (donning a bowtie, letter sweater, or college cap) and let students ask you questions about "Why and Why Now?" Then, point them to **Student Handbook page 46, Why and Why Now?** as a summary of your answers.

For **Activity III, Sizing up the Heavyweights: ACT vs SAT**, you may choose to turn this activity into a competition. Allow students to scan **Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT**, for one minute, then ask students questions that are addressed in the handbook page. You may wish to give prizes to students who correctly answer a question.

For **Activity IV, Getting into the Act, with ACT**, you might suggest your students take notes and circle information they'll want to complete outside of class.



## ACTIVITY STEPS

### I. WARM UP: Re/ACT! (5 minutes)

1. Direct students, as they come in, to **Student Handbook page 45, Re/ACT!** Give them three minutes to complete their responses.
2. **SAY SOMETHING LIKE:** Today we start a new unit about something very important – test preparation. Specifically, the next three lessons will focus on preparing you for a college entrance exam – a *big* test you have to take if you want to get into college. Some colleges don't require it, but many do. So even if you're not sure you want to go to college, or where you're applying, it's to your advantage to take this test. (For those of you who are thinking about going to work after you graduate from high school, the fourth lesson in this unit focuses on standardized tests used in the workplace.)

There are two college entrance exams you can take: the SAT or the ACT. How many of you have heard of these tests? [Students respond.]

How many of you felt nervous when I mentioned them? [Students respond, probably most will nod, say "me!"]

I don't blame you. Most of us don't like taking tests, and we get especially nervous when we know a test will have a big impact on our future. But, just like anything scary that you haven't experienced before, the more you know, the less you fear. And when it comes to taking the SAT or ACT, the more you know, the better you'll do. So let's go over your answers on **Student Handbook page 45, Re/ACT!** to see what you know and how you feel.

Go over **Student Handbook page 45, Re/ACT!**, encouraging students to share what they know.

If the class has a large number of students who don't know anything about these tests, limit the discussion of question #6, "How do you feel about taking the SAT or ACT?", so students won't be scared off; but if most kids have friends or siblings who have taken the tests, let them express their anxiety.

### II. Why and Why Now? (5 minutes)

1. Display chart paper with t-chart (See **Preparation**). Call on a volunteer to read the first question (Why do colleges require entrance exams?) aloud, and then call on

volunteers to share their predictions. Record their answers on the chart paper. Repeat this procedure with the second question. (Why should I take a college entrance exam in the 11<sup>th</sup> grade?)

2. **SAY SOMETHING LIKE:** Most 11<sup>th</sup> graders across the country are feeling the same way you are about taking college entrance tests. But colleges have very good reasons for requiring these tests. And it makes good sense to take them this year. Let's see why.

Refer students to **Student Handbook page 46, Why and Why Now?** Put the transparency of this document on the overhead projector. Call on students to read each point aloud. Spend more time covering the "Why Now?" section, allowing for questions and discussion.

**SAY SOMETHING LIKE:** You can see why it's important for us to spend some class time preparing for the college entrance exam. You should also talk to your parents about taking the test, and it might be a good idea to include this list of **Why and Why Now?** as part of your discussion.

### III. Sizing up the Heavyweights: ACT vs. SAT (5 minutes)

1. **SAY SOMETHING LIKE:** As you know, there are two different standardized tests, both nationally administered, that you can take: the ACT and the SAT. Traditionally, students in the coast states like California and New York have taken the SAT, students in the middle of the country have taken the ACT. Colleges accept scores from either test and do not usually have a preference. But the tests are different. In general, the ACT questions are more direct and test you on the subjects you've learned in high school. The SAT is considered more abstract, focusing on problem solving, reasoning ability and critical thinking skills. Here's a brief look at how the two compare, so you will know your options.

Put the transparency you made of **Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT** onto the overhead projector. Give students one minute to scan the page and then read it aloud. (See **Implementation Options** for Suggestions.)

**SAY SOMETHING LIKE:** For future reference, you have the same information in **Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT**. And if you want to compare the two exams in further detail, you can find commentaries on how the tests compare online, by typing "SAT vs ACT" into your browser.

#### IV. Getting into the Act, with ACT (20 minutes)

1. **SAY SOMETHING LIKE:** Since most of you will take the ACT, for the rest of today's lesson, and for the next two lessons, we're going to focus on preparing you for that test. So, let's get into the act, with ACT!

Ask students to turn to **Student Handout pages 48-49, Getting into the Act, with ACT**, while you display this document on the overhead projector.

2. **Registration Dates**

**SAY SOMETHING LIKE:** Today we're going to make sure you have all the information you need to be ready to register, which we'll do together in class, two weeks from now. Of course, you can register at home with a parent, too, but you'll leave today knowing what to expect.

We'll start with the first thing you need to do in order to register, which is to select a date to take the test. I checked the ACT website, and created this handout listing upcoming test dates.

Hand out the information sheet you prepared with up-to-date information about when and where the ACT will be offered, and the registration deadline for each date. Read the dates out loud. Point out the difference between the registration deadline and the actual test date.

3. **Reporting scores to colleges**

**SAY SOMETHING LIKE:** Next on your list is to look up when each college or scholarship agency you're interested in applying to needs to have your ACT scores, so you can be sure to pick a test date that gives you time to meet their deadlines. But what if you don't know what schools you want to apply to? Or if you don't know which scholarships might be right for you? Are any of you thinking this now? [Students respond.]

**SAY SOMETHING LIKE:** This is perfectly fine; most 11<sup>th</sup> graders don't know these answers yet. So think about it a bit, and investigate some possibilities. If you decide to take this test during your senior year, you may want to think when your scores would be delivered. Visit some college websites, see when they want scores. Do the same with scholarship agencies. Your ACT scores are typically mailed four to five weeks after the exam, so get out a calendar and make sure the test you sign up for gives you *plenty* of time to meet any possible deadlines.

Another question you might have is: what if my scores are bad, and I don't want colleges to see my first try? Don't worry. With the ACT, you can choose to send scores for the test dates you want. You can sign up to send your scores to specific schools for free when you register, or you can send them later, for a fee.

### **Saturday testing**

One thing you should know is that the only acceptable reason NOT to take a test on a Saturday is for religious reasons. If that's the case for you, see the school counselor to investigate your options. If you work on Saturdays, you'll have to get permission to have this time off. You'll need about four to five hours on the test day, from the time you arrive to sign in, until you leave. Most bosses will understand how important it is for you to take the test. But if you need help convincing him/her, ask your parents, or school counselor, for help.

### **Disabilities**

If you have a diagnosed disability and qualify for extended time accommodations in school, you may be eligible for the same on the ACT. Check for the requirements and application process with your school counselor, or look in the ACT registration booklet. This information is also available on the ACT website: [www.actstudent.org](http://www.actstudent.org).

### **Writing Test**

Once you've chosen a test date, you'll have to decide which "Test Option" to check. The basic ACT test is the "ACT Assessment," and includes the four multiple choice tests: English, math, science, and reading. If you want to take the writing portion, you will choose the option called "ACT Assessment Plus Writing." This will give you two additional scores to report to colleges: a writing test score for your essay, and a combined English/writing score.

Let's talk for a minute about whether or not you should take the writing portion? Any ideas how to decide? [Students respond]

**SAY SOMETHING LIKE:** The basic advice on the ACT website is to check with your colleges to see if they require the writing test. Some do, others don't.

Checking requirements is usually simple. Go to an individual college's website, click on "Admissions." Or, sign in to [RUReadyND.com](http://RUReadyND.com), choose College Planning, and go to Explore Schools. Use any of the college search tools such as the School Finder or Find Schools by Alphabetical List. Click into the **School Profile**, and then click the link for

the school's official website and click on "Admissions." There should be a tab for something like "undergraduate admission requirements."

If for some reason you can't find the requirements on the web, you can always call the admissions office. A contact number will be on the website.

Another reason you might want to take the writing test is to show off your ability if you are a strong writer. Also, if you take the writing test, your scores might be used by colleges for course placement.

Please note, as you'll see on your handout, that the ACT Assessment Plus Writing takes longer to grade, so be sure to allow extra time for your scores to reach colleges that need them.

Next on your handout, you'll see the costs for the ACT. It's \$35 for the basic test, \$50.50 with the writing section [NOTE: These are prices for the year 2012-2013. Future prices may be subject to change.] Fee waivers are available if you're eligible; see your guidance counselor for the details. But don't wait until the last minute! You'll need this information to register in two weeks.

### Preparation

So, where can you go to get some good, solid preparation for the ACT? Several online options are listed on **Student Handout pages 48-49, Getting into the Act, with ACT**. Local test prep options are listed on the handout with local test dates. Definitely visit the ACT website. Download the "Preparing for the ACT" booklet, or ask your guidance counselor for a copy.

**SAY SOMETHING LIKE:** The more you look at ACT prep materials, the more you'll know what to expect. You'll be able to identify subjects you learned but need review again. And you'll be able to target areas you need to work on the most.

## V. WRAP UP: Plan of Action (10 minutes)

1. **SAY SOMETHING LIKE:** Congratulations! You are now well on your way to taking the ACT. Next week, we'll go over some sample questions from an ACT exam. And the following week, we'll go online to actually register for the test. So, you have a number of things to take care of between now and then, which are listed on **Student Handbook pages 50-51, Plan of Action**. [Tell students to turn to that page.]
  - Visit the website to get familiar with the ACT information ([www.actstudent.org](http://www.actstudent.org)).

- Select a test date and location.
- Decide if you're taking the ACT Assessment with or without the writing test.
- Get fee waiver information from the guidance counselor; if you're eligible for free or reduced lunch, you may be excused from paying this fee.
- Get credit card information from your parent or guardian, and plan to register online. If this is not an option, get a check or money order and plan to fill out the form in class.
- And last but not least – relax! By the time the test date arrives, you will be prepared and ready to give it your all.

Now, who has questions? I'll answer as best I can, and if there's something I don't know, we'll generate a list for the guidance counselor, and I'll report back to you on them next week.

[Field questions, and ask a student to write down unanswered questions. Bring the list of questions to your school counselor so that you can report back to the students next week.]

## Re/ACT!

**Directions:** Answer the questions below.

1. What is the purpose of the SAT or ACT?

---

---

---

2. What have you heard about these tests?

---

---

---

3. Did you take the ACT Plan? If so, how did you feel before you took it? After?

---

---

---

4. Do you have friends or siblings who have taken the SAT or ACT? If so, which test?

---

---

---

5. How do you feel about taking the SAT or ACT? Check off all that apply:

- Nervous
- Excited
- Clueless
- Worried
- Ready for the challenge
- Unsure what to expect
- Competitive
- Afraid
- Eager to prove yourself
- Like hiding

## Why and Why Now?

### Why do colleges require entrance exams?

- The tests show your mastery of the material colleges expect you to learn in high school.
- The tests help colleges compare students from different kinds of high schools.
- The tests show how well you analyze, reason, problem solve and communicate.
- The tests show your readiness for the demands of a specific college.

### Why should you take a college entrance exam in 11<sup>th</sup> grade?

- If you're in a college prep program in high school, much of the material you've been studying will correspond to the content and be fresh in your mind.
- Your test scores can help you decide what areas you need to strengthen.
- Your test scores can help you decide on coursework to take senior year, or during the summer.
- Some colleges are more difficult to get into than others. Knowing your score will help you find a college that's a good match.
- When considering where to apply, you'll be able to compare your test scores with those of typical students at the colleges you're considering. This will help you see if the school is a good choice for you. For example, in 2011 the North Dakota State University expected a minimum score of 23 on the ACT; whereas Williston State College in North Dakota expected between a 19 and 22.
- Colleges who get your test scores this year will be able to contact you about their academic programs, scholarships, special programs and/or visiting days. (You get to decide where to send your scores.)
- Some colleges and scholarships have application deadlines for which you might need scores soon, or in the early fall.
- You'll be able to take the test again next year if you feel you can do better.



## Sizing up the Heavyweights: ACT vs SAT

	ACT	SAT
<b>Subjects Tested</b>	Math, Science, English, Reading Writing is optional (though required by some colleges)	Math, Writing (includes an Essay), Critical Reading (Note: no science)
<b>Scores</b>	Each subject scored: 1-36 Composite score created (out of 36) Separate score for Writing: 1-12	Each section scored: 200-800
<b>Length of Test</b>	2 hours, 55 minutes Including Writing: 3 hours, 25 minutes	3 hours, 45 minutes
<b>Questions</b>	215, all multiple choice	Essay, plus multiple choice questions, some math requires showing work
<b>Math Content</b>	Pre-algebra, Elementary Algebra, Intermediate Algebra, Coordinate Geometry, Plane Geometry, Trigonometry	Algebra II, Basic Geometry
<b>Penalty for wrong answers</b>	None	$\frac{1}{4}$ point off for each wrong answer
<b>Score History</b>	You decide which to send (easier to hide bad scores)	Entire score history reported automatically, colleges generally consider the best score

## Getting into the Act, with ACT

### 1. Registering—Selecting a Test Date

- Find out when the test is being offered, and where. This information can be found on the ACT website ([www.actstudent.org](http://www.actstudent.org)).
- Look up when each college or scholarship agency you're interested in applying to needs to have your ACT scores. Scores are typically mailed three to eight weeks after the exam.
- If you need to take the test on a day other than a Saturday because of religious reasons, you'll have to pay special attention to the dates and locations (there are fewer options, but they do exist).
- If you have a diagnosed disability and documentation of extended time accommodations in school, you may be eligible to test on national test dates with extended time. Information is available on the website ([www.actstudent.org](http://www.actstudent.org)) or in the registration booklet located in your guidance office.

### 2. Registering: Selecting a Test Option

- Your options are: ACT Assessment (which includes the four multiple choice tests: English, Math, Science, Reading) or ACT Assessment Plus Writing (which provides you with two additional scores: a Writing test subscore and a combined English/Writing score).
- If you choose the ACT Assessment Plus Writing, be aware that the test results are mailed only after all the scores are released, so make sure you allow enough time to meet all your projected deadlines.
- Make your choice before actual registration (in class, two weeks from today).

### 3. Costs

- \$\_\_\_\_\_ without the Writing Assessment (includes reports for you, your high school, and up to four colleges requested as part of registration).
- \$\_\_\_\_\_ with the Writing Assessment (includes reports for you, your high school, and up to four colleges requested as part of registration). The \$\_\_\_\_\_ Writing Test fee is refundable, upon request, if you are absent on the test day or remove the Writing Test option before you begin the test.
- Fee waivers are available for certain students who are eligible for free or reduced lunches. See your guidance counselor and get a fee waiver number before actual registration (which will occur in class, two weeks from today).

#### 4. Test Prep Options

- Visit the ACT website: ([www.actstudent.org](http://www.actstudent.org)).
- RUReadyND.com has in-depth and free ACT test preparation.
- Ask your school counselor for a copy of **Preparing for the ACT**, a free booklet published by ACT. You can also download this free from the ACT website.
- Check your public or school library for information and practice tests.
- Once you know what to expect, review those content areas you have studied but need to review again.
- Identify areas you have not mastered, and seek materials and prep classes that will help you get ready.

## Plan of Action

**Things to do to get ready to sign up for the ACT on \_\_\_\_\_ (date).**

- Visit the ACT website ([www.actstudent.org](http://www.actstudent.org)).
- Select an ACT test date and location.
- Decide if you are taking the ACT Assessment with or without the Writing Test.
- If you are eligible for a free or reduced lunch, talk to your guidance counselor about fee waivers, and get a fee waiver number.
- Think about what colleges should receive your test scores. ACT will send your scores to four schools free if you list them on your registration; but you may prefer to decide later, once you see your scores. (Note: fees apply).
- Discuss with your parent or guardian whether or not you want to use your social security number when registering for the ACT. (Social security numbers are used to distinguish between students who have similar names.)

- ❑ Get credit card information from a parent, in order to register for the ACT in class. (**Note: You still sign up online in class and fill in credit card information later at home, on your own computer.**)

**WARNING:** To avoid identity theft or unauthorized purchases, please do NOT share this information with anyone.

**If you're concerned about these issues, you may complete everything but the credit card information in class, and log on to add this information at home.**

Type of credit card: \_\_\_\_\_

Credit card #: \_\_\_\_\_

Name of cardholder: \_\_\_\_\_

Expiration date: \_\_\_\_\_

Security code  
(last three digits located on the back of card where cardholder's signature is) \_\_\_\_\_

-----  
If you are going to use a credit card to register for the ACT, please have your parent or guardian complete the information below.

\_\_\_\_\_ (name of student) has my permission to use my credit card to register online for the ACT during his/her Roads to Success class. I understand that the following costs will be charged to my card:

\$\_\_\_\_\_ ACT registration fee

\$\_\_\_\_\_ Writing Test fee

\$\_\_\_\_\_ Total amount charged on card

\_\_\_\_\_  
(Signature of parent/guardian)

\_\_\_\_\_  
(Printed name of parent/guardian)

\_\_\_\_\_  
(Date)

**If you are bringing in a check or money order, make it out to "ACT Registration".**



## ACT PRACTICE QUESTIONS

### The **BIG** Idea

- What kinds of questions will be on the ACT?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Making the Write Decision (5 minutes)
- II. How to ACT (5 minutes)
- III. The Real Deal (30 minutes)
- IV. Wrap Up: Registration Clarification (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 52, Making the 'Write' Decision
- Student Handbook page 53, How to ACT
- Student Handbook pages 54-56, The Real Deal: ACT English Test Sample
- Student Handbook pages 57-58, The Real Deal: ACT Math Test Sample
- Student Handbook pages 59-61, The Real Deal: ACT Science Test Sample
- Student Handbook pages 62-63, The Real Deal: ACT Reading Test Sample

#### FACILITATOR PAGES:

- Facilitator Resource 1, The Real Deal Answer Key

- Timer
- Calculators (one class set)
- Chart paper
- Overhead or LCD projector
- highlighters

### OBJECTIVES

During this lesson, students will:

- Analyze whether to take the optional ACT Writing Test.
- Learn general ACT test-taking strategies.
- Get to know the structure and content of the ACT.
- Work through sample questions from each ACT section.

## OVERVIEW .....

Every website and test prep guide for students taking the ACT stresses the importance of practice tests. There is no substitute for being familiar with the format and types of questions asked, and there's no doubt that having prior experience tackling real "retired" ACT questions will help students better prepare for the test day. Also, students will do better if they approach the test armed with general ACT test-taking strategies. This lesson includes practice questions, strategies, and tips.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- For **Activity I, Warm Up**, visit a few college websites to see if they recommend taking the ACT Assessment Plus Writing. Jot down the answers so you can share them with the class. Try to find examples that might be familiar, such as a city college or state university, a popular college in town, or a desirable "reach" school in the region.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 53, How to ACT.**
  - **Facilitator Resource 1, The Real Deal Answer Key**
- Visit [www.actstudent.org](http://www.actstudent.org) for a complete discussion about preparing for the ACT, and also to review other test examples not included in this lesson.
- Print out extra copies of the checklist from last week's lesson (Grade 11, Test Prep 1, Introduction to ACT-SAT) **Student Handbook pages 50-51, Plan of Action for Activity IV, Wrap Up: Registration Clarification.** (**NOTE: Remind students that it is critical to keep this information confidential if parents decide to provide credit card information or social security information.**)

## BACKGROUND INFORMATION .....

Understanding what to expect and practicing sample questions will help students immensely when they take the ACT. Although there is no substitute for solid schoolwork as the best prepa-



ration for the ACT, familiarity and experience will go far in helping to boost confidence, and ultimately, scores. Many students from upper-middle class families take “prep courses” that give them this leg up; but test-taking tips and practice questions are free to students who look for them on the Internet, in school guidance offices, and at public libraries. This lesson should arm students with practical knowledge about the ACT, give them a sense of what to expect and how to approach it, and also motivate them to seek out more practice on their own.

## IMPLEMENTATION OPTIONS .....

In **Activity III, The Real Deal**, only go over as many answers as you have time for in each section – probably one or two. (Students who want to check the rest of their answers can do so on the ACT website, where these sample questions and answers were posted.) How much you cover may vary section to section. Also, it’s more valuable to focus on the strategies for each section, rather than on the explanation of any one answer.

If math isn’t your area of expertise, ask a star student to explain the math section answers, or refer students to their math teacher for help. **Again, the general test-taking strategies are more important than individual answers.**

## ACTIVITY STEPS

### I. WARM UP: Making the 'Write' Decision (5 minutes)

1. Direct students to **Student Handbook page 52, Making the 'Write' Decision**. Give students two minutes to complete it.
2. **SAY SOMETHING LIKE:** As you know, next week we'll register in class for the ACT, and you'll have to know if you're taking the ACT Assessment *Plus Writing*, which includes the essay. Let's talk a little about this decision. How many of you have thought about it?

[Wait for hands to go up, but don't call on anyone yet.]

OK. And how many of you have checked with schools you might consider applying to, to see if it's required?

[Again, wait for hands. If many go up, call on students to report their findings, and tell which schools did or didn't require it. Read the results of your own research, if no one covered them. If most hands did NOT go up, continue as follows.]

Is it fair to say that you're still unsure about what schools to apply to, so you're having trouble making this decision?

[Let kids nod, comment, express their anxiety.]

I know how you feel. But this is an important decision you need to make, and you need to do the right thing for *you*. So think about it carefully, talk to your parents, and check a few college websites to learn their requirements. I checked a few college websites at random and here's what I found. [Read your findings.]

So, as you can see, schools are all different, and you have to make your decision based on an educated guess of where you might apply. Even if you don't end up applying to those schools, it won't hurt to know their requirements, and it might help you decide about the writing test. Of course, if you are a strong writer you'll want to take it to demonstrate your strength in this area.

You can explore the writing test in further depth on the ACT website – [www.act.org](http://www.act.org). The address is on your **Student Handbook page 52, Making the ‘Write’ Decision**. You can also ask your school counselor for help.

## II. How To ACT (5 minutes)

1. **SAY SOMETHING LIKE:** It’s always smart to go into an exam as prepared as possible, and that includes knowing some strategies that will help with that particular test. You may have studied some last year, in preparation for the PSAT or the ACT PLAN, but the ACT is a little different. So, let’s quickly go over some test-taking tips suggested on the ACT website. Please turn to **Student Handbook page 53, How to ACT**.

Display **Student Handbook page 53, How to ACT**, on the overhead projector. Give each student a highlighter. Call on students to read each point aloud. Students should highlight important information as it is read aloud.

**SAY SOMETHING LIKE:** Knowing how to approach a test frees you up to focus on the content. It’s like knowing the rules when you play a sport. Once you have them down, you don’t have to think about them anymore. So you’re free to work on just being awesome! Likewise, if you learn these tips, you’ll walk into the ACT test, free to focus on the questions themselves.

## III. The Real Deal (30 minutes)

1. **SAY SOMETHING LIKE:** OK, here’s your chance to practice. You’re going to try some real questions from previous ACT tests, which have been “retired” and made available for practice. There are examples from each of the four sections of the basic ACT Assessment: English, math, science, and reading. Please turn to **Student Handbook page 54, The Real Deal: ACT English Test Sample**.

[Hand out calculators to any student who needs one. When everyone has turned to **Student Handbook page 54**, continue.]

You’ll have two minutes to answer questions in each section, and then we’ll discuss them. In addition to going over the answers, I’ll give you some helpful strategies you can use if you encounter a similar type of question on the real test.

Each section has more questions than you can finish in two minutes – you may have time to answer only one or two. Do as many as you can in the allotted time. How many you do is not important today; the goal is to try your hand at some real ACT content.

Keep working on each designated section until I call time. Don't flip forward, or turn back to other test sections, and stop working immediately when you hear me say, "stop." In the real test, you'll be disqualified if you don't put your pencil down when the proctor says "stop."

One other thing you should know: in the real test, you will have a standardized answer sheet with ovals to fill in; today, you will just circle the answer.

The first section is the **ACT English Test Sample**.

[Get your timer ready and announce, "Go." Give students two minutes to work.]

OK, STOP! Pencils down.

Spend five minutes discussing the answers, and going over the strategies listed on your **Facilitator Resource 1, The Real Deal Key**. Display these strategies on an overhead projector or chart paper. During your discussions, if your students provide the correct answers and seem to understand, skip the formal explanations and focus on the strategies. **If it seems unnecessary, do not go over the "wrong" answers.**

Tell students to write down at least two strategies on their page, as indicated. Then tell students to turn to the next page, and start the next section.

Continue in this manner, giving students two minutes to work, and five minutes to discuss, until you have covered the four sections of sample questions, explanations, and strategies.

### III. WRAP UP: Registration Clarification (5 minutes)

1. Write this web address on the board: <http://www.actstudent.org/testprep/index.html>

**SAY SOMETHING LIKE:** The more practice you get, the better prepared you'll be on test day. [Point to the web address on the board.] So do yourself a favor, and visit this website, where you can find many more practice questions, along with information and test-taking tips.

Take out the copies you made of Grade 11, Test Prep 1, Introduction to ACT-SAT, **Student Handbook pages 50-51, Plan of Action**, and hold them up in front of the class.

Remember that next week you'll register in class for the ACT exam. You will need to have completed everything on last week's checklist. I have copies here for anyone who needs one. Please raise your hands if you do.

[Give out the sheets, while going over the points out loud.]

For next week you need to:

- Select a test date and location.
- Decide if you are taking the writing test.
- Ask your guidance counselor for a fee waiver number if you need financial assistance with the registration fee.
- Bring in credit card information, and a permission note to use the credit card from your parent. You'll also need the name and address of the credit card holder (i.e. your parent), the credit card company name (Visa, American Express, Discover, etc.), the card number, the expiration date, and the three or four digit security code (located on the back of the card where the card holder's signature is).
- If you are planning on completing the paper registration, bring in a check or money order made out to "ACT Registration."

**WARNING: To avoid identity theft or unauthorized purchases, please do NOT share this information with anyone.**

**If you're concerned about these issues, you may complete everything but the credit card information in class, and log on to add this information at home.**

Any questions? [Field questions.] See you next week, on registration day.

## The Real Deal Answer Key

During your discussions, if your students provide the correct answers and seem to understand, skip the formal explanations and focus on the strategies. If it seems unnecessary, do not go over the “wrong” answers.

The layout of the test examples (in all sections except math) make it difficult to put the answers immediately after the questions. Therefore, the answers appear at the end of the test questions in this answer key, except for math.

Please note that all questions and answers have been excerpted from the ACT website: <http://www.actstudent.org/sampletest/>. Test-taking strategies have been also excerpted from this site. For more ACT practice questions and answers, please visit the website above.

### SAMPLE ENGLISH TEST

On the ACT English test, students have 45 minutes to read five passages and answer 75 multiple choice questions about them. In this sample, they must read a passage and choose which alternatives are the best replacement for underlined words and phrases. They are being judged on their ability to find the word or phrase most appropriate for standard written English, or most consistent with the style and tone of the passage as a whole. Your guide has answers for the first four questions, which should be more than enough to discuss in four minutes.

<b>Philosophy and Baseball</b> In the fall of 1967, the Boston Red Sox were playing in the World Series. I was a freshman at a													
<u>university that was located in the Midwest</u> at the time, enrolled in a philosophy course that met at two in the afternoon. The course was taught by a native Bostonian. He wanted to watch the games on television but he was too responsible to cancel class. So he conducted classes, those October afternoons, while actually listening to the games on a small transistor radio propped up inside his lectern, the volume turned down so that only he could hear.	<table border="1"><tr><td>1.</td><td>A.</td><td>NO CHANGE</td></tr><tr><td></td><td>B.</td><td>midwestern university then</td></tr><tr><td></td><td>C.</td><td>midwestern university</td></tr><tr><td></td><td>D.</td><td>university which was in the Midwest</td></tr></table>	1.	A.	NO CHANGE		B.	midwestern university then		C.	midwestern university		D.	university which was in the Midwest
1.	A.	NO CHANGE											
	B.	midwestern university then											
	C.	midwestern university											
	D.	university which was in the Midwest											

<p>2. Baseball is unique among</p>	<table border="1"> <tr> <td data-bbox="967 298 1036 533">2.</td> <td colspan="2" data-bbox="1042 298 1414 533"><b>Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?</b></td> </tr> <tr> <td data-bbox="967 541 1036 617"></td> <td data-bbox="1042 541 1084 617"><b>F.</b></td> <td data-bbox="1091 541 1414 617">Accounting for this kind of behavior is easy.</td> </tr> <tr> <td data-bbox="967 625 1036 730"></td> <td data-bbox="1042 625 1084 730"><b>G.</b></td> <td data-bbox="1091 625 1414 730">Most of the students in the class were not fond of this instructor.</td> </tr> <tr> <td data-bbox="967 739 1036 856"></td> <td data-bbox="1042 739 1084 856"><b>H.</b></td> <td data-bbox="1091 739 1414 856">Today, most World Series games are played in the evening.</td> </tr> <tr> <td data-bbox="967 865 1036 1003"></td> <td data-bbox="1042 865 1084 1003"><b>J.</b></td> <td data-bbox="1091 865 1414 1003">He did a remarkable job, considering how distracted he must have been.</td> </tr> </table>	2.	<b>Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?</b>			<b>F.</b>	Accounting for this kind of behavior is easy.		<b>G.</b>	Most of the students in the class were not fond of this instructor.		<b>H.</b>	Today, most World Series games are played in the evening.		<b>J.</b>	He did a remarkable job, considering how distracted he must have been.
2.	<b>Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?</b>															
	<b>F.</b>	Accounting for this kind of behavior is easy.														
	<b>G.</b>	Most of the students in the class were not fond of this instructor.														
	<b>H.</b>	Today, most World Series games are played in the evening.														
	<b>J.</b>	He did a remarkable job, considering how distracted he must have been.														
<p>American sports <u>by</u> its ability to appeal to a</p>	<table border="1"> <tr> <td data-bbox="967 1041 1036 1079">3.</td> <td data-bbox="1042 1041 1084 1079"><b>A.</b></td> <td data-bbox="1091 1041 1414 1079">NO CHANGE</td> </tr> <tr> <td data-bbox="967 1087 1036 1125"></td> <td data-bbox="1042 1087 1084 1125"><b>B.</b></td> <td data-bbox="1091 1087 1414 1125">as</td> </tr> <tr> <td data-bbox="967 1134 1036 1171"></td> <td data-bbox="1042 1134 1084 1171"><b>C.</b></td> <td data-bbox="1091 1134 1414 1171">in</td> </tr> <tr> <td data-bbox="967 1180 1036 1218"></td> <td data-bbox="1042 1180 1084 1218"><b>D.</b></td> <td data-bbox="1091 1180 1414 1218">because</td> </tr> </table>	3.	<b>A.</b>	NO CHANGE		<b>B.</b>	as		<b>C.</b>	in		<b>D.</b>	because			
3.	<b>A.</b>	NO CHANGE														
	<b>B.</b>	as														
	<b>C.</b>	in														
	<b>D.</b>	because														
<p><u>love resembling that of a child</u> of fable and legend.</p>	<table border="1"> <tr> <td data-bbox="967 1239 1036 1276">4.</td> <td data-bbox="1042 1239 1084 1276"><b>F.</b></td> <td data-bbox="1091 1239 1414 1276">NO CHANGE</td> </tr> <tr> <td data-bbox="967 1285 1036 1360"></td> <td data-bbox="1042 1285 1084 1360"><b>G.</b></td> <td data-bbox="1091 1285 1414 1360">love that seems to occur during childhood</td> </tr> <tr> <td data-bbox="967 1369 1036 1444"></td> <td data-bbox="1042 1369 1084 1444"><b>H.</b></td> <td data-bbox="1091 1369 1414 1444">love like that of children</td> </tr> <tr> <td data-bbox="967 1453 1036 1470"></td> <td data-bbox="1042 1453 1084 1470"><b>J.</b></td> <td data-bbox="1091 1453 1414 1470">childlike love</td> </tr> </table>	4.	<b>F.</b>	NO CHANGE		<b>G.</b>	love that seems to occur during childhood		<b>H.</b>	love like that of children		<b>J.</b>	childlike love			
4.	<b>F.</b>	NO CHANGE														
	<b>G.</b>	love that seems to occur during childhood														
	<b>H.</b>	love like that of children														
	<b>J.</b>	childlike love														

ENGLISH TEST ANSWERS:

- The best answer is C**, which concisely and clearly expresses the idea that the university the writer attended was in the Midwest. The other choices all contain defects of style. Choices A and D are both needlessly wordy; in addition, the confusing arrangement of relative clauses and prepositional phrases they contain oddly suggests that the university was “in the Midwest at the time” - but may later have moved. Choice B is pointlessly redundant, because the word *then* and the phrase “at the time” mean the same thing here.
- The best answer is F**, which is the only sentence to directly connect the topic of the first para-

graph (the professor's behavior) with the topic of the second paragraph (the hold that baseball has on people's imagination). The other choices add sentences that do not make that shift clear and that also do not serve as accurate introductions or signals to the topic of the second paragraph - something a good transition must do. The claim in choice G is unsupported by either paragraph and thus cannot link them. While choices H and J are logical offshoots of the first paragraph, they do not signal the shift in focus from the professor to the magic of baseball and, in fact, are unconnected to anything in the second paragraph. Therefore, they don't work as transitions.

3. **The best answer is C**, which is the most idiomatically standard usage. The other choices are nonstandard usage, and some create other grammatical problems as well. Choice A is nonstandard usage ("Baseball is unique . . . by its ability"). Choices B and D replace the preposition needed with a conjunction (*as* and *because*, respectively), an action which creates sentence fragments in addition to nonstandard usage.
4. **The best answer is J**, because it avoids unnecessary wordiness and because it logically and clearly places the noun *love* closest to the prepositional phrase "of fable and legend" that modifies it. Choices F, G, and H are excessively wordy and separate the noun from its prepositional phrase, which unnecessarily clouds the meaning of the sentence.

#### ENGLISH TEST STRATEGIES:

---

- Be aware of the writing style used in each passage.
- Consider the elements of writing that are included in each underlined part of the passage. 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.
- Be aware of questions with no underlined portions, that means you will be asked about a section of the passage or about the passage as a whole.
- Examine each answer choice and determine how it differs from the others. Many of the questions in the test will involve more than one aspect of writing.
- Read and consider all of the answer choices before you choose the one that best responds to the question.
- Determine the best answer.
- Reread the sentence, using your selected answer.

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>



## SAMPLE MATH TEST

Note: On the ACT Mathematics test, you have 60 minutes to answer 60 multiple-choice questions.

**DIRECTIONS:** Solve each problem, choose the correct answer, and circle it. 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 are best done without one.

**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.

### START

1. Which of the following is equivalent to  $(x)(x)(x)(x)$ , for all  $x$ ?

- A.  $4x$
- B.  $x^4$
- C.  $x + 4$
- D.  $4^x$
- E.  $2x^2$

**ANSWER:** The correct answer is B.

By definition,  $x^4$  means the product of 4 factors of  $x$  so  $x^4$  is equivalent to  $(x)(x)(x)(x)$ .

A.  $4x = x + x + x + x$ , which is not the same as the product of 4 factors of  $x$ .

C.  $x + 4$  is not the same as the product of 4 factors of  $x$ .

D.  $4^x$  is  $x$  factors of 4, which is not the same as the product of 4 factors of  $x$ .

E.  $2x^2$  is  $2 \cdot x \cdot x$ , which is not the same as the product of 4 factors of  $x$ .

2. A rectangle is twice as long as it is wide. If the width of the rectangle is 3 inches, what is the rectangle's area, in square inches?

- F. 6
- G. 9
- H. 12
- J. 15
- K. 18

**ANSWER:** The correct answer is K.

The rectangle is 3 inches by 6 inches, so the area is  $3(6) = 18$  square inches.

F. If the area were 6, then  $l = \frac{6}{3} = 2$ , but this length isn't twice the width.

G. If the area were 9, then  $l = \frac{9}{3} = 3$ , but this length isn't twice the width.

H. If the area were 12, then  $l = \frac{12}{3} = 4$ , but this length isn't twice the width.

J. If the area were 15, then  $l = \frac{15}{3} = 5$ , but this length isn't twice the width.

3. A vendor has 14 helium balloons for sale: 9 are yellow, 3 are red, and 2 are green. A balloon is selected at random and sold. If the balloon sold is yellow, what is the probability that the next balloon, selected at random, is also yellow?

- A.  $\frac{8}{13}$   
B.  $\frac{9}{13}$   
C.  $\frac{5}{14}$   
D.  $\frac{8}{14}$   
E.  $\frac{9}{14}$

4.  $3.3 \times 10^{-4} = ?$

- F. -30,000  
G. -120  
H. 0.00003  
J. 0.0003  
K. 0.12

**ANSWER:** The correct answer is A.

There are 14 balloons, of which 9 are yellow. If a yellow balloon is sold, there are 13 balloons left, of which 8 are yellow. The probability of selecting a yellow balloon is  $\frac{8}{13}$ .

B.  $\frac{9}{13}$  cannot be the probability of selecting a yellow balloon;  $\frac{9}{13} \neq \frac{8}{13}$  because  $9(13) \neq 8(13)$ .

C.  $\frac{5}{14}$  cannot be the probability of selecting a yellow balloon;  $\frac{5}{14} \neq \frac{8}{13}$  because  $5(13) = 65$ ,  $14(8) = 112$ , and  $65 \neq 112$ .

D.  $\frac{8}{14}$  cannot be the probability of selecting a yellow balloon;  $\frac{8}{14} \neq \frac{8}{13}$  because  $8(13) \neq 8(14)$ .

E.  $\frac{9}{14}$  cannot be the probability of selecting a yellow balloon;  $\frac{9}{14} \neq \frac{8}{13}$  because  $9(13) = 117$ ,  $14(8) = 112$ , and  $117 \neq 112$ .

**ANSWER:** The correct answer is J.

$$3.3 \times 10^{-4} = 3.3 \frac{1}{10^4} = 3.3 \frac{1}{1000} = 0.0003$$

F. -30,000 in scientific notation is  $-3.3 \times 10^4$ , not  $3.3 \times 10^{-4}$ .

G. -120 in scientific notation is  $-1.2 \times 10^2$ , not  $3.3 \times 10^{-4}$ .

H. 0.00003 in scientific notation is  $3.3 \times 10^{-5}$ , not  $3.3 \times 10^{-4}$ .

K. 0.12 in scientific notation is  $1.2 \times 10^{-1}$ , not  $3.3 \times 10^{-4}$ .

#### MATH TEST STRATEGIES:

---

- Read each question carefully to make sure you understand the type of answer required.
- If you use a calculator, be sure it is working on test day and has reliable batteries. Use your calculator wisely.
- Solve the problem.
- Locate your solution among the answer choices.
- Make sure you answer the question asked.
- Make sure your answer is reasonable.
- Check your work.

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

## SAMPLE SCIENCE TEST

*Note: On the ACT Science Test, you have 35 minutes to answer 40 multiple-choice questions.*

---

**DIRECTIONS:** The passage in this section is followed by several questions. After reading the passage, choose the best answer to each question and circle it. You may refer to the passage as often as necessary.

You are NOT permitted to use a calculator on this section.

---

---

## START

Measles is an extremely contagious viral infection spread by the respiratory route. **Figure 1** shows the course of measles from time of exposure to recovery from the infection.

After recovery from measles, the infected individual develops immunity or resistance to reinfection. Figure 1 shows the development of immunity indicated by the antibody level.

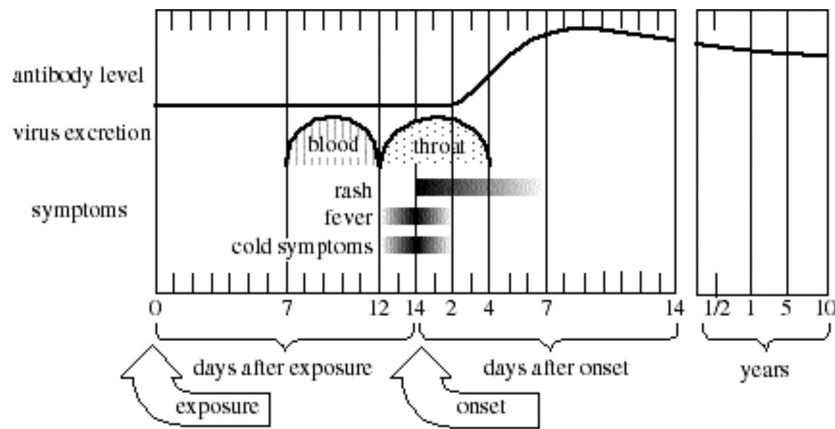


Figure 1 adapted from D. M. McLean, *Virology in Health Care*. ©1980 by Williams & Wilkins.

The number of reported cases of measles from 1950 through 1987 is depicted in **Figure 2**.

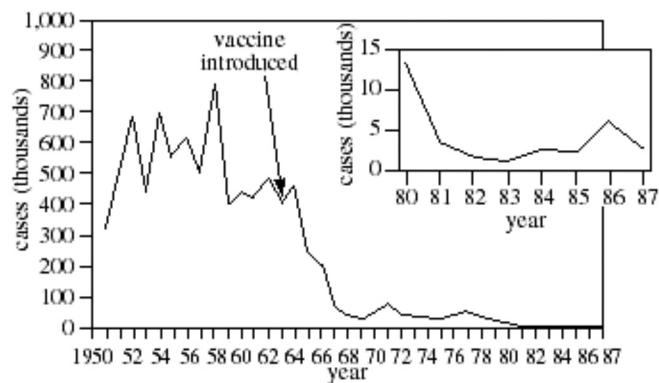


Figure 2

Figure 2 adapted from MMWR, "Summary of Notifiable Diseases." ©1986 Communicable Disease Center.

1. On day 10 after exposure to measles, one could conclude that the greatest concentration of the measles virus would most likely be found in which of the following locations?
  - A. Skin
  - B. Mouth
  - C. Blood
  - D. Throat
2. The introduction of the measles vaccine had which of the following effects, if any, on the occurrence of measles?
  - F. It completely eradicated measles after 1963.
  - G. It caused a decrease in the number of measles cases only during 1963.
  - H. It caused a gradual decrease from 400,000 measles cases in 1963 to approximately 1,500 in 1983.
  - J. The introduction of the measles vaccine had no effect on the occurrence of measles after 1963.
3. Based on the information presented in the passage and in figure 1, would it be possible to determine that a person had immunity against the measles virus six months after exposure?
  - A. Yes; the level of protective antibodies against measles would be elevated six months after exposure.
  - B. Yes; the virus would still be present in the respiratory tract to protect against reinfection.
  - C. No; the level of protective antibodies against measles would be undetectable six months after exposure.
  - D. No; the virus would no longer be present in the blood to protect against reinfection.
4. On the basis of figure 1, one can conclude that there is a rise in the antibody level when the:
  - F. fever vanishes.
  - G. rash first appears.
  - H. cold symptoms are most severe.
  - J. virus is present in the blood.

## SCIENCE TEST ANSWERS

---

1. The best answer is C.

**Figure 1** indicates where the virus excretion is found. Therefore, **Figure 1** should be used to answer this question.

A. *Skin*

Incorrect. **Figure 1** does not indicate an elevated concentration of measles in the skin. Thus there is no evidence to support the claim that on day 10, the greatest concentration of the measles virus would be on the skin.

B. *Mouth*

Incorrect. **Figure 1** does not indicate an elevated concentration of measles in the mouth. Thus there is no evidence to support the claim that on day 10, the greatest concentration of the measles virus would be in the mouth.

**C. Blood**

Correct. **Figure 1** indicates that virus excretion is present in the blood between day 7 and day 12 of exposure. **Figure 1** does not indicate that virus excretion is present in any other part of the body on day 10. Thus, C is correct.

**D. Throat**

Incorrect. **Figure 1** indicates that virus excretion is present in the throat on day 12 after exposure, but not before day 12. Thus, there is no indication of a high concentration of the measles virus in the throat on day 10.

**2. The best answer is H.**

**Figure 2** indicates that the measles vaccine was introduced during 1963. **Figure 2** also indicates the number of reported cases (in thousands) of measles from 1950 through 1987.

**F. It completely eradicated measles after 1963.**

Incorrect. **Figure 2** indicates that cases of measles were reported after 1963. Therefore, it is not correct to say that measles were eradicated after 1963.

**G. It caused a decrease in the number of measles cases only during 1963.**

Incorrect. **Figure 2** does show a slight dip in the number of measles cases during 1963; however, the figure also indicates that following the introduction of the measles vaccine, the number of reported cases continued to drop through 1967.

**H. It caused a gradual decrease from 400,000 measles cases in 1963 to approximately 1,500 in 1983.**

Correct. According to **Figure 2**, in 1963, there were approximately 400,000 measles cases reported. Following 1963, this number continued to drop, reaching approximately 1,500 in 1985. Thus, H is the correct answer.

**J. The introduction of the measles vaccine had no effect on the occurrence of measles after 1963.**

Incorrect. According to **Figure 2**, prior to the introduction of the measles vaccine, the number of reported cases of the measles never fell below 300,000. However, once the measles vaccine was introduced in 1963, the number of reported cases of measles gradually fell.

**3. The best answer is A.**

**Figure 1** depicts the progression of the measles from time of exposure until 10 years after exposure. **Figure 1** also indicates the antibody level in the body.

**EXPLANATION:**

**A. Yes; the level of protective antibodies against measles would be elevated 6 months after exposure.**

Correct. **Figure 1** indicates that six months after exposure, the antibody level is elevated. Since this level is not elevated prior to infection, it would be possible to determine that a person had immunity against the measles virus six months after exposure by measuring the antibody level and determining that it was elevated.

**B. Yes; the virus would still be present in the respiratory tract to protect against reinfection.**

Incorrect. Figure 1 indicates that the virus excretion is present in the throat two to three weeks after exposure. However, the virus excretion is not present in the throat after six months.

- C.** *No; the level of protective antibodies against measles would be undetectable six months after exposure.*

Incorrect. Figure 1 indicates that the antibody level remains elevated for at least 10 years. Thus, the protective antibodies against measles would be detectable six months after exposure, making C incorrect.

- D.** *No; the virus would no longer be present in the blood to protect against reinfection.*

Incorrect. Even if the virus was no longer present in the blood, other factors could be measured to determine that a person had immunity against the measles virus six months after exposure. For example, the antibody level remains elevated for at least 10 years.

- 4.** The best answer is E, fever vanishes.

Figure 1 indicates the change in antibody level. It also indicates the presence of a fever, the presence of a rash, the presence of cold symptoms, and when the virus is found in the blood. Therefore, Figure 1 should be used to answer this question.

- F.** *fever vanishes.*

Correct. The fever vanishes on day 2 of onset. This is also when the antibody level begins to increase. Therefore, one can conclude that there is a rise in the antibody level when the fever vanishes.

- G.** *rash first appears.*

Incorrect. The rash first appears on day 0 of onset. The antibody level remains constant until day 2 of onset. Thus, the antibody level does not rise when the rash first appears.

- H.** *cold symptoms are most severe.*

Incorrect. Cold symptoms are most severe on approximately day 0 of onset. The antibody level remains constant until day 2 of onset. Thus, the antibody level does not rise when cold symptoms are most severe.

- J.** *virus is present in the blood.*

Incorrect. Figure 1 indicates that the virus excretion is present in the blood between day 7 of exposure and day 12 of exposure. Day 12 of exposure is two days before onset and four days before the antibody level begins to rise.

#### SCIENCE TEST STRATEGIES:

---

- Read the passage carefully.
- Refer to the scientific information in the passage when answering the question.
- Read and consider all of the answer choices before you choose the one that best responds to the question.
- Note conflicting viewpoints in some passages.

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

## ACT READING TEST SAMPLE

Note: On the ACT Reading Test, you have 35 minutes to answer 40 questions – 10 questions about each of four passages.

---

**DIRECTIONS:** The passage in this test is followed by several questions. After reading the passage, choose the best answer to each question and circle it. You may refer to the passage as often as necessary.

---

**HUMANITIES:** This passage is adapted from the article “Japan’s Tansu: Cabinetry of the 18th and 19th Centuries” by Rosy Clarke (©1985 by W.R.C. Smith Publishing Company).

The Japanese, always pressed for room on their island empire, have long been masters at utilizing space. This is especially evident in the native handmade Japanese cabinetry known as *tansu*, produced from

**5** about 1750 to 1900. A prolific range of wooden *tansu* was created for a variety of needs, and a diverse group of pieces emerged, ranging from small, portable medicine chests to giant trunks on wheels.

Prior to Japan’s Edo Period (1603-1867), ownership of furniture was limited to the nobility. Primarily,

**10** these were black-and-gold lacquered pieces of Chinese inspiration. But with the demise of Japan’s feudal society and the rise of a moneyed merchant class by the mid-Edo Period, furniture in Japan took on its own

**15** personality, as craftsmen enjoyed the freedom to create original designs that combined function and beauty. Today, examples of these skillfully constructed chests tell us much about the lifestyle and accoutrements of people during the Edo Period and the Meiji Era

**20** (1868-1912).

The greatest demand was for clothing and merchants’ chests; within these two categories, hundreds of stylistic variations occurred. Most clothing *tansu* were constructed with four long drawers for kimono storage



- 25** and a small door compartment that opened to two or three tiny drawers for personal items. The chests were usually built in two pieces that stacked, a design that allowed for easy portability. A favorite wood used to build clothing tansu was paulownia, noted for its light weight and subtle, natural sheen. In the Edo Period, it was customary for Japanese fathers to plant a paulownia tree when a daughter was born. When she married, the tree was cut down and made into a trousseau chest.
- 30**
- 1.** According to the passage, the original popularity of tansu resulted primarily from the:
    - A.** desire to display clothing and other personal items.
    - B.** need to make good use of space.
    - C.** need to disguise a merchant’s wealth.
    - D.** desire to be different from the Chinese.
  - 2.** The author claims that by studying examples of handcrafted Japanese tansu that are still available today, scholars can learn about which of the following?
    - I.** How mass production first began in Japan
    - II.** How Japanese industrialists developed shortcuts in building furniture
    - III.** How the Japanese lived during the Edo Period and the Meiji Era
    - F.** II only
    - G.** III only
    - H.** I and II only
    - J.** I, II, and III

## STOP

### READING TEST ANSWERS:

---

- 1. The best answer is B.** Support for the answer is found in the first two lines of the passage.
- 2. The best answer is G.** Support for the answer exists in lines 17–20, where the passage states that tansu can “tell us much about the lifestyle and accoutrements of people during the Edo Period and the Meiji Era.”

### READING TEST STRATEGIES:

---

- Read the passage carefully.
- Read and consider all of the answer choices before you choose the one that best responds to the question.
- Refer to the passage when answering the questions.

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

## Making the 'Write' Decision

Next week we will be registering for the ACT assessment in class. You must decide before then if you are taking the "optional" writing portion. The following statements may help you decide. Read them, and then answer the question below.

### DID YOU KNOW ...

1. The word "optional" is tricky. The "option" really belongs to colleges; *they* have the option of requiring it. If you apply to schools that require it, you have to take it.
2. Not all schools require or recommend it. To be sure, you must check directly with the institutions you are considering.
3. Most colleges will accept scores from the writing test even if they don't require it.
4. It's scored separately. It won't affect your subject area scores.
5. The test is 30 minutes. You write one essay on a given topic. You are given two points of view on the topic; you can choose one of these to write on, or pick your own point of view on the same topic.
6. You can find more information and sample essays at <http://www.actstudent.org/sampletest/>.

**Are you planning to register for the writing portion of the ACT?**     yes     no

**Explain why.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## How to ACT

The ACT contains multiple-choice tests in four areas: *English, mathematics, reading, and science*. Each of these tests contains questions that offer either four or five answer choices from which you are to choose the correct, or best, answer. The following suggestions apply to all four tests:

- Carefully read the instructions on the cover of the test booklet.
- Read the directions for each test carefully. Note that the English, reading, and science tests ask for the “best” answer. The mathematics test asks for the “correct” answer. You should know these directions before the day of the test so that you won’t waste valuable time.
- Read each question carefully. Note that some questions may require you to go through several steps, others can be done more quickly.
- Pace yourself. Figure out approximately how much time you have for each question, and use it as a guideline. For example, in the math section, you have 60 minutes to answer 60 multiple-choice questions: that’s about one per minute. The reading test has 40 questions to answer in 35 minutes (a little under a minute.)
- Don’t spend too much time on any one answer. If you get stuck, go on to the other questions and come back if there is time.
- Pay attention to the announcement of five minutes remaining for each test section.
- Answer the easy questions first, then go back and answer the more difficult ones.
- On difficult questions, use logic to eliminate as many incorrect answers as you can. Then compare the remaining answer choices, and make an educated guess.
- Answer every question. Your scores on the multiple-choice tests are based on the number of questions you answer correctly. There is no penalty for guessing on the ACT.
- Review your work. If you finish a test before time is called, go back and check your work. Be sure that you marked only one answer to each question. However, do not go back to any other section! You may not return to a section after time has been called on it.

**Note: this is a compilation from the ACT website. Please visit this Internet address to find out more:** <http://www.actstudent.org/testprep/>.

## ACT ENGLISH TEST SAMPLE

*Note: On the ACT English Test, you have 45 minutes to read five passages and answer 75 multiple choice questions about them.*

---

**DIRECTIONS:** In the passage that follows, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part.

In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and circle it. Read the passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

---

Adapted from the ACT website: <http://www.actstudent.org/sampletest/>

## START

<p><b>Philosophy and Baseball</b></p> <p>In the fall of 1967, the Boston Red Sox were playing in the World Series. I was a freshman at a</p>																
<p><u>university that was located in the Midwest</u> at the time, enrolled in a philosophy course that met at two in the afternoon. The course was taught by a native Bostonian. He wanted to watch the games on television but he was too responsible to cancel class. So he conducted classes, those October afternoons, while actually listening to the games on a small transistor radio propped up inside his lectern, the volume turned down so that only he could hear.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><b>1.</b></td> <td style="width: 15%;"><b>A.</b></td> <td>NO CHANGE</td> </tr> <tr> <td></td> <td><b>B.</b></td> <td>midwestern university then</td> </tr> <tr> <td></td> <td><b>C.</b></td> <td>midwestern university</td> </tr> <tr> <td></td> <td><b>D.</b></td> <td>university which was in the Midwest</td> </tr> </table>	<b>1.</b>	<b>A.</b>	NO CHANGE		<b>B.</b>	midwestern university then		<b>C.</b>	midwestern university		<b>D.</b>	university which was in the Midwest			
<b>1.</b>	<b>A.</b>	NO CHANGE														
	<b>B.</b>	midwestern university then														
	<b>C.</b>	midwestern university														
	<b>D.</b>	university which was in the Midwest														
<p><b>2</b> Baseball is unique among</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><b>2.</b></td> <td colspan="2"><b>Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?</b></td> </tr> <tr> <td></td> <td><b>F.</b></td> <td>Accounting for this kind of behavior is easy.</td> </tr> <tr> <td></td> <td><b>G.</b></td> <td>Most of the students in the class were not fond of this instructor.</td> </tr> <tr> <td></td> <td><b>H.</b></td> <td>Today, most World Series games are played in the evening.</td> </tr> <tr> <td></td> <td><b>J.</b></td> <td>He did a remarkable job, considering how distracted he must have been.</td> </tr> </table>	<b>2.</b>	<b>Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?</b>			<b>F.</b>	Accounting for this kind of behavior is easy.		<b>G.</b>	Most of the students in the class were not fond of this instructor.		<b>H.</b>	Today, most World Series games are played in the evening.		<b>J.</b>	He did a remarkable job, considering how distracted he must have been.
<b>2.</b>	<b>Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?</b>															
	<b>F.</b>	Accounting for this kind of behavior is easy.														
	<b>G.</b>	Most of the students in the class were not fond of this instructor.														
	<b>H.</b>	Today, most World Series games are played in the evening.														
	<b>J.</b>	He did a remarkable job, considering how distracted he must have been.														
<p>American sports <u>by</u> its ability to appeal to a</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><b>3.</b></td> <td style="width: 15%;"><b>A.</b></td> <td>NO CHANGE</td> </tr> <tr> <td></td> <td><b>B.</b></td> <td>as</td> </tr> <tr> <td></td> <td><b>C.</b></td> <td>in</td> </tr> <tr> <td></td> <td><b>D.</b></td> <td>because</td> </tr> </table>	<b>3.</b>	<b>A.</b>	NO CHANGE		<b>B.</b>	as		<b>C.</b>	in		<b>D.</b>	because			
<b>3.</b>	<b>A.</b>	NO CHANGE														
	<b>B.</b>	as														
	<b>C.</b>	in														
	<b>D.</b>	because														

love resembling that of a child of fable and legend.	<b>4.</b>	<b>F.</b>	NO CHANGE
		<b>G.</b>	love that seems to occur during childhood
		<b>H.</b>	love like that of children
		<b>J.</b>	childlike love

## STOP

STRATEGIES FOR THE ENGLISH TEST:

- \_\_\_\_\_
- \_\_\_\_\_

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

## ACT MATH TEST SAMPLE

*Note: On the ACT Mathematics Test, you have 60 minutes to answer 60 multiple-choice questions.*

---

**DIRECTIONS:** Solve each problem, choose the correct answer, and circle it. 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 are best done without one.

**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.
- 

**START**

(on next page)

## START

- Which of the following is equivalent to  $(x)(x)(x)$ , for all  $x$ ?
  - $4x$
  - $x^4$
  - $x + 4$
  - $4^x$
  - $2x^2$
- A rectangle is twice as long as it is wide. If the width of the rectangle is 3 inches, what is the rectangle's area, in square inches?
  - 6
  - 9
  - 12
  - 15
  - 18
- A vendor has 14 helium balloons for sale: 9 are yellow, 3 are red, and 2 are green. A balloon is selected at random and sold. If the balloon sold is yellow, what is the probability that the next balloon, selected at random, is also yellow?
  - $\frac{8}{13}$
  - $\frac{9}{13}$
  - $\frac{5}{14}$
  - $\frac{8}{14}$
  - $\frac{9}{14}$
- $3 \times 10^{-4} = ?$ 
  - 30,000
  - 120
  - 0.00003
  - 0.0003
  - 0.12

## STOP

STRATEGIES FOR THE MATH TEST:

- \_\_\_\_\_
- \_\_\_\_\_

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>



## ACT SCIENCE TEST SAMPLE

*Note: On the ACT Science Test, you have 35 minutes to answer 40 multiple-choice questions.*

---

**DIRECTIONS:** The passage in this section is followed by several questions. After reading the passage, choose the best answer to each question and circle it. You may refer to the passage as often as necessary.

You are NOT permitted to use a calculator on this section.

---

## START

Measles is an extremely contagious viral infection spread by the respiratory route. **Figure 1** shows the course of measles from time of exposure to recovery from the infection.

After recovery from measles, the infected individual develops immunity or resistance to reinfection. Figure 1 shows the development of immunity indicated by the antibody level.

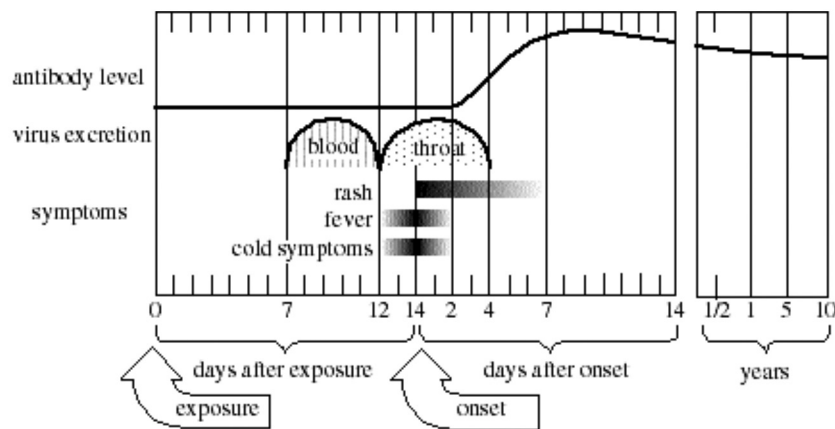


Figure 1 adapted from D. M. McLean, *Virology in Health Care*. ©1980 by Williams & Wilkins.

The number of reported cases of measles from 1950 through 1987 is depicted in **Figure 2**.

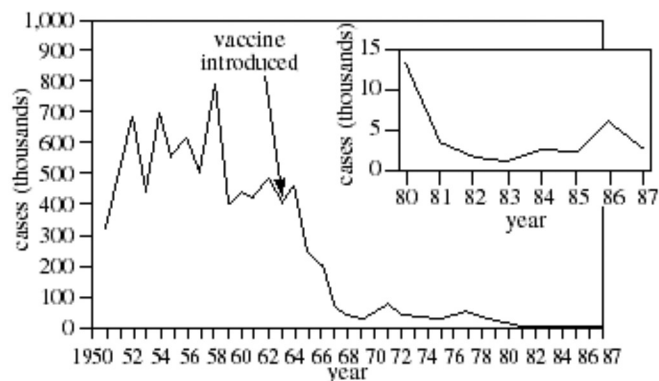


Figure 2

Figure 2 adapted from MMWR, "Summary of Notifiable Diseases." ©1986 Communicable Disease Center.

1. On day 10 after exposure to measles, one could conclude that the greatest concentration of the measles virus would most likely be found in which of the following locations?
  - A. Skin
  - B. Mouth
  - C. Blood
  - D. Throat
2. The introduction of the measles vaccine had which of the following effects, if any, on the occurrence of measles?
  - F. It completely eradicated measles after 1963.
  - G. It caused a decrease in the number of measles cases only during 1963.
  - H. It caused a gradual decrease from 400,000 measles cases in 1963 to approximately 1,500 in 1983.
  - J. The introduction of the measles vaccine had no effect on the occurrence of measles after 1963.
3. Based on the information presented in the passage and in figure 1, would it be possible to determine that a person had immunity against the measles virus six months after exposure?
  - A. Yes; the level of protective antibodies against measles would be elevated six months after exposure.
  - B. Yes; the virus would still be present in the respiratory tract to protect against reinfection.
  - C. No; the level of protective antibodies against measles would be undetectable six months after exposure.
  - D. No; the virus would no longer be present in the blood to protect against reinfection.
4. On the basis of figure 1, one can conclude that there is a rise in the antibody level when the:
  - F. fever vanishes.
  - G. rash first appears.
  - H. cold symptoms are most severe.
  - J. virus is present in the blood.

## STOP

### STRATEGIES FOR THE SCIENCE TEST:

- \_\_\_\_\_
- \_\_\_\_\_

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

## ACT READING TEST SAMPLE

Note: On the ACT Reading Test, you have 35 minutes to answer 40 questions – 10 questions about each of four passages.

---

**DIRECTIONS:** The passage in this test is followed by several questions. After reading the passage, choose the best answer to each question and circle it. You may refer to the passage as often as necessary.

---

**HUMANITIES:** This passage is adapted from the article “Japan’s Tansu: Cabinetry of the 18th and 19th Centuries” by Rosy Clarke (©1985 by W.R.C. Smith Publishing Company).

The Japanese, always pressed for room on their island empire, have long been masters at utilizing space. This is especially evident in the native handmade Japanese cabinetry known as *tansu*, produced from

**5** about 1750 to 1900. A prolific range of wooden *tansu* was created for a variety of needs, and a diverse group of pieces emerged, ranging from small, portable medicine chests to giant trunks on wheels.

Prior to Japan’s Edo Period (1603-1867), ownership of furniture was limited to the nobility. Primarily,

**10** these were black-and-gold lacquered pieces of Chinese inspiration. But with the demise of Japan’s feudal society and the rise of a moneyed merchant class by the mid-Edo Period, furniture in Japan took on its own

**15** personality, as craftsmen enjoyed the freedom to create original designs that combined function and beauty. Today, examples of these skillfully constructed chests tell us much about the lifestyle and accoutrements of people during the Edo Period and the Meiji Era

**20** (1868-1912).

The greatest demand was for clothing and merchants’ chests; within these two categories, hundreds of stylistic variations occurred. Most clothing *tansu* were constructed with four long drawers for kimono storage

- 25** and a small door compartment that opened to two or three tiny drawers for personal items. The chests were usually built in two pieces that stacked, a design that allowed for easy portability. A favorite wood used to build clothing tansu was paulownia, noted for its light weight and subtle, natural sheen. In the Edo Period, it was customary for Japanese fathers to plant a paulownia tree when a daughter was born. When she married, the tree was cut down and made into a trousseau chest.
- 30**

- 1.** According to the passage, the original popularity of tansu resulted primarily from the:
  - A.** desire to display clothing and other personal items.
  - B.** need to make good use of space.
  - C.** need to disguise a merchant's wealth.
  - D.** desire to be different from the Chinese.
- 2.** The author claims that by studying examples of handcrafted Japanese tansu that are still available today, scholars can learn about which of the following?
  - I.** How mass production first began in Japan
  - II.** How Japanese industrialists developed shortcuts in building furniture
  - III.** How the Japanese lived during the Edo Period and the Meiji Era
  - F.** II only
  - G.** III only
  - H.** I and II only
  - J.** I, II, and III

## STOP

STRATEGIES FOR THE READING TEST:

- \_\_\_\_\_
- \_\_\_\_\_

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>



## ACT Registration

### The **BIG** Idea

- How do I register for the ACT? What do I need to know for the test day?

### AGENDA

Approx. 45 minutes

- I. Warm Up: ACTing Ahead (5 minutes)
- II. ACT Registration (30 minutes)
- III. Test Day the Right Way (5 minutes)
- IV. Wrap Up: Looking Ahead (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 64, ACTing Ahead
- Student Handbook page 65, Test Day the Right Way

#### FACILITATOR PAGES:

- Facilitator Resource 1, ACT Registration Notes (completed necessary test day information)

#2 pencils (class set)

Chart paper

### OBJECTIVES

During this lesson, students will:

- Identify tasks to do before the test day.
- Register for the ACT college entrance exam.
- Understand test day procedures.

## OVERVIEW

The New York State lottery slogan, “You’ve got to be in it to win it” – can be paraphrased for the ACT college entrance exam: “You’ve got to be registered to take it.” Therefore, during this lesson, students will register for the test. You will help the class navigate the process, identifying what’s required and important to fill out now, and what can be addressed later when students have more time.

Students who have credit card information or a fee waiver #, plus a valid e-mail address registered online, can print out their tickets (printing can also be done later, at home, once the student has established an online account). **Note: Online registration is the preferred way to sign up for this test.** All other students will fill out paper forms, which must be obtained from the guidance counselor.

Students who bring checks or money orders will put them with their finished paper forms into the ACT registration packet envelopes (provided with the application), and give them to you to be mailed (\*requires three first-class stamps). The other students will take home their finished paper copies to mail along with payment.

## PREPARATION

- Make arrangements for the computer lab.
- Determine how many students will not be registering online (i.e., students who will bring in checks or money orders, or students who will need to take them home to send in later with payment). Contact the school counselor to obtain ACT registration packets for each of these students. **Note:** Registration packets can also be ordered online and mailed to individual students; or quantities can be ordered by school counselors and mailed to the school. Registration packets CANNOT be downloaded and printed out from the website.
- Obtain your high school code number from the school counselor.
- Enlist the help of the guidance counselor, and/or host teacher for this lesson. They can circulate and help students who have questions during the process. If both are able to co-facilitate this lesson, assign one to help students registering online, the other for students filling out paper forms. **Note: the online and paper forms do not match, so providing instructions to both groups simultaneously will be challenging.**



- ❑ To familiarize yourself with the ACT online registration , go online to [www.actstudent.org/regist/index.html](http://www.actstudent.org/regist/index.html) and follow the process to register for the ACT online, so you will be familiar with it. Create your own web account – you can use your own name and information or make this up – and continue through the application until the last page, when you will be asked for payment. You can exit at this point.
- ❑ Look through an ACT registration packet and review the instructions, which may change from year to year. Note that each packet has ACT TEST DATE LABELS to affix to the front of the envelope, and a bubble sheet that students will use to fill in their information. The pamphlet has a lot of valuable information about registering, making changes, planning for test day, etc., that you may find useful.
- ❑ Note the amount of postage required for mailing paper forms, and purchase stamps. Note that students will use the envelope containing their materials to mail in the bubble form.
- ❑ Find out when and where the ACT will be given near your students' school. This information is available at <http://www.actstudent.org/regist/centers/>. (**Note:** This should be the same information you provided in **Lesson 1, Activity IV: Getting into the Act, with ACT**). You may want to do several different “city” searches, plugging in the names of neighboring towns. Some locations are very limited in how often they offer the test, whereas other test sites have many more test dates. Jot down the test dates, locations, and code numbers for each test center.
- ❑ For each school, make a copy of **Facilitator Resource #1, ACT Registration Notes**, and fill in the following information:
  - Test dates (from website)
  - Locations (from website)
  - Site codes (from website)
  - High school code (from guidance counselor)

Make enough copies of this sheet to give to every student as a handout.
- ❑ Be thoughtful about how to address students who are not planning to attend college. The recommendation is that they create an ACT online account and follow the instructions anyway, so they are familiar with the process if they change their minds later.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Make sure all information on **Student Handbook pages 50-51, Plan of Action** is filled out (exception: if students are choosing to leave out credit card and social security information, and fill out later with family members.) **REMINDER: To avoid identity theft or unauthorized purchases, remind students to NEVER share credit card information with anyone.**

## BACKGROUND INFORMATION .....

Filling out registration forms can be daunting for anyone, especially teens. Helping students navigate through this process will help ensure that they sign up for the ACT college entrance exam. There are many details that need to be handled correctly, like filling in the appropriate information while registering, remembering to bring your ticket and identification on test day, turning off your cell phone, etc. Hearing the information in advance, and having a checklist to take home, will help.

Students should be urged to establish ACT online accounts, and complete the sign up online. There are many advantages to having an online account for making changes, adding additional information, sending scores to colleges, etc. Students who have Internet access at home, but did not bring credit card information to class, can complete all but the credit card information, then add this last piece of the application at home. They can then print out the ticket on their own. **Students who fill out and mail paper registration forms should also be encouraged to create online accounts as soon as their paper packets have been processed (two to four weeks) and they receive an admission ticket in the mail with their ID number.**

## IMPLEMENTATION OPTIONS .....

If you feel you'll be pressed for time, you can skip **Activity I, Warm Up: ACTing Ahead**.

If you find you're out of class time after the registration process, have students bring **Student Handbook page 65, Test Day the Right Way**, home so they can read it on their own.

## ACTIVITY STEPS

### I. Warm Up: ACTing Ahead (5 minutes)

1. Write “Today: ACT Registration. [www.actstudent.org](http://www.actstudent.org)” on the board, and remind students, as they enter, that you are registering for the ACT in class today. Direct students to **Student Handbook page 64, ACTing Ahead**. Give them two minutes to fill in the page.
2. **SAY SOMETHING LIKE:** As you know, today we’re going to register for the ACT. We’ll also cover some of the basics you need to know in order to be ready for the exam. The practice questions we did last week will help prepare you for the test itself. But there are other details you can take care of in advance to get ready for test day. So let’s take a look at **Student Handbook page 64, ACTing Ahead** to see if you agree, or disagree, with Jasmine’s list of “To Do’s.”

Read aloud the list from **Student Handbook page 64, ACTing Ahead**, asking for a show of hands as to who agreed or disagreed with each item. Don’t comment until you reach the end.

**SAY SOMETHING LIKE:** The truth is, every one of Jasmine’s concerns is valid, and your “To Do” list should look like hers! Most of the reasons should be self-evident, but if you’re wondering why you should consider, for example, what to wear, it’s not because you should look good that day; you won’t be graded on style. It’s because test centers may not traditionally be open on Saturdays, so the rooms may be colder or hotter than during the week, and you want to be comfortable during testing. So it’s smart to think ahead and be prepared.

### II. ACT Registration (30 minutes)

#### 1. Getting started:

**SAY SOMETHING LIKE:** Now we’re going to register for the ACT. We’re doing this together in class so I can help guide you through the process. I will direct you to skip some of the less-important questions now, which you can come back to and fill in when you have more time.

[Hand out the copies you made of **Facilitator Resource 1, ACT Registration Notes**.]

2. **SAY SOMETHING LIKE:** This handout will help you keep track of your registration

information. You'll fill it in as you go along, and bring it home for safekeeping.

By a show of hands, how many of you plan to register online, and have credit card information? [Students respond.]

How many of you plan to register online today, but pay at home, later, with credit card information? [Students respond.]

How many of you brought checks or money orders, and plan to register with a mail-in packet? [Students respond. If, at this point, everyone in the class is covered, hand out packets to the mail-in students, and ask the others to log onto the website on the board: [www.actstudent.org](http://www.actstudent.org). If there are students who haven't answered, remind them they are going to follow the process, anyway, using the method they prefer.]

[**Note:** Directions for online registration are underlined below.]

- SAY SOMETHING LIKE:** For those of you registering online for the ACT, click on "SIGN UP/LOG IN", then go to "Create Account." Follow the prompts and answer the questions to the end of the page asking for your date of birth, social security number and e-mail address. If you don't have a social security number with you, or prefer not to use it, you may leave this blank. Then stop and wait so we can all move forward together. Students doing the mail-ins, open your packets and take out the registration folder, the sheet with the bubbles. Make sure you use a number two pencil—I have extras for anyone who needs one, and fill in sections A, B, C and D. Then everyone wait before moving on.

[Walk around and check to see that everyone is following along. The online process is easier than the written, so you might want to pay more attention to the writers until they're comfortable filling in the bubbles.]

**SAY SOMETHING LIKE:** Online users will be assigned an ACT ID# on the next screen. You can go back and fill in your social security number later, at home, by accessing your account online and updating your information.

Mail-in students, you can also leave your social security number blank, if you prefer. In a few weeks, when you receive your admission ticket in the mail, you can – and should, create an online ACT account using the ID# you will receive on the ticket. All the information you put on this mail-in sheet today will be online waiting for you; they will scan

it into the ACT computer as part of the registration process. Then, when you create an account, your name will automatically link to your information. However, it's important to know that it will only link if you use the exact same identifying information. For example, if you use "Daniel" today, you can't go online and use "Dan."

[Refer students to the transparency of **Facilitator Resource 1, ACT Registration Notes.**]

That's why it's important to fill out this sheet to keep track of what you do here today. You will bring this home with you, to use later, as a record. Obviously you can't fill in the online information yet if you're doing a mail-in packet, but do record the rest so you can match your information later when you do create an online account.

[See if everyone is ready. Field questions if students have them.]

**SAY SOMETHING LIKE:** Let's keep going. Online students, continue to the next screen, and create your user ID and password. Also record this information on your handout. Fill in your information. Continue until the page that says "Register Now!" Click this button, and you'll see a page with a beige box at the bottom. If you want to receive college and scholarship info, check the box next to this direction. If you don't, make sure to un-check the box.

Mail-in students, continue through the letter "O" on your bubble sheet. You will find your high school code on the top of your **ACT Registration Notes** handout. Please note that this is not the code for colleges you want your scores sent to; it is your high school code. Fill this in where it should go. [Direct students.]

Continue, choosing your Test Option – that means you're taking the ACT with or without the writing test - and also, your test date.

[Circulate, making sure everyone is keeping up and completing it correctly.]

**SAY SOMETHING LIKE:** When you reach the option to select colleges, fill it in if you want your scores sent to prospective colleges. You can find the college codes in your pamphlet. However, if you don't want to fill this in now, you can fill in this information online later. In order to send your scores without an extra charge, you must enter your college codes by noon on Thursday, following the Saturday you take the test. Or, you can send your scores after you get your results to whomever you want for a fee per school. [NOTE: Check the ACT website for current information regarding fees.]

You will note that the sections in the online process are not in the same order as the paper version, which is why your mail-in students are choosing colleges to report scores to now, and the online registrants haven't reached this choice yet. If you prefer, you can ask your mail-in students to skip this now and return to it with the rest of the class; just remember to come back to it.

**4. Sections to Skip:**

**SAY SOMETHING LIKE:** We are going to skip some parts of this registration form that do not need to be filled in today. The ACT application asks you for a lot of personal information, about things like your high school. This information is designed to help you think about your educational future. ACT also gives this information to colleges so they can send you information if they think you are a potential candidate for them. However, it is time consuming and can be answered later.

For now, we'll skip it. We'll also skip the section called "Your Interest Inventory." If you're online, go straight to the section called "Select Where to Test," click on "US," and continue to Registration Information.

[**Note:** Mail-in students should also skip the information described above.] Mail-in students, open your registration pamphlet to page 10.

**5. Prohibited Behavior at the Test Center**

**SAY SOMETHING LIKE:** Online students, scroll down and click on the link for "Prohibited Behavior at the Test Center." Mail-in students, you'll see the same information on page 10. Everyone, take a moment to read this information.

[Give the students a minute to read the rules. You will note that the order the rules are presented is different online than it is in the pamphlet, so you cannot read it aloud together.]

**SAY SOMETHING LIKE:** Online students, when you're done reading, click the "I understand" box, and continue on to the next screen, where you will select your test date and test option. Test dates are on your ACT registration notes. Then, continue on until you reach the section called "Your High School Courses and Grades." Stop there and wait.

**6. High School Courses**

**SAY SOMETHING LIKE:** Mail-in students, go back to page 2, where it says "High School Course/Grade Information." When everyone is on this page, we'll continue.

[There may be confusion here, since the mail-in students may think they were supposed to “skip” this section. But, in fact, they need to do it now. The flipping back and forth was to compensate for the online process having a different order, where returning to a section is harder than flipping back to a page.]

Everyone should now fill in your high school course grade information. This is required. You can always return to it, and make changes online when you have the correct information. But to register, you need to fill it in, to the best of your ability.

[Give students a minute or two to fill in this section.]

## 7. Finishing Registration

**SAY SOMETHING LIKE:** Mail-in students, whenever you’re ready, turn to page 4, and fill in everything else. This should be self-explanatory, but if you have questions, give me a moment and I’ll get to you.

Online students, continue on to the next screen. Choose “Your Score Report and College Choices.” If you definitely know you want your scores reported, select schools using the “add a choice” button. This will direct you to a search engine to find the schools’ codes. The first four are free; charges apply after that.

Please note that you do not have to list schools now. If you are planning to take the exam again, you may want to wait. This information can also be added later, for free, until 12 noon on the Thursday immediately following your Saturday test date, or for a fee after that time.

If you have a fee waiver, you should know that the waivers apply only to the registration fee. So if you put schools on your application now, your scores will be sent at no extra charge. However, if you decide to wait to send your scores until you know how you did, you will need to pay a fee for each school. But if you want to wait to see how you do, and take the test again, you will be eligible for one more fee waiver. You would have the option of adding colleges then, taking advantage of the four free choices at that time.

[Depending on who’s where in the process now, you may have to adjust your directions to accommodate both the online and mail-in students. If online students have the time, they should fill in, to the best of their knowledge, “Your Plans for the Future.” If there isn’t time while the mail-in students complete their final page, tell students to return and fill it in later.]

**SAY SOMETHING LIKE:** Online students, continue clicking through screens, so you can fill in the correct test code center, based on the information on your handout. Stop when you reach the “Review Your Information” page.

[Wait for everyone to reach this point.]

## 8. Review and Payment

**SAY SOMETHING LIKE:** Now, please review all your information, and check it carefully. Make sure it matches what you recorded on your handout!

When you're ready, click "Continue." Online students with credit card information should type it in, and check it twice. When you're ready, click "Submit." You should know that once you submit you cannot cancel and most fees are non-refundable.

**[To avoid identity theft or unauthorized purchases, remind students to NEVER share credit card information with anyone. If students' family members are concerned about these issues, students may complete everything but the credit card information in class, and add this information at home.]**

Judge if your online students have time in class now to print out their admission tickets. If you all share one printer, this may not be possible, and you should advise them to print it out at home, which they can do by accessing their ACT web account. If there is time, however, let them print out their tickets and take them home.

**SAY SOMETHING LIKE:** If you have mail-in forms, double check your information, and put the bubble sheet in the ACT registration envelope. Affix the correct ACT TEST DATE LABEL to the front of the envelope where indicated. If you're not eligible for a fee waiver, make sure to enclose your check or money order.

Hand out three first-class stamps to each mail-in student and have them put them on their envelopes. Collect the envelopes of all students who've completed their registration; students who have not completed their packets will mail theirs from home.

**SAY SOMETHING LIKE:** Mail-in students, put your ACT registration pamphlet and the handout with all your information from today's sign-up in a safe place. You can refer to it for information about test day procedures, how to make changes, etc.



Online students, if you printed out tickets, put them with your handout, bring them home, and keep them in a safe place. However, if you do lose a ticket, you can print out a replacement from your web account. Likewise, for mail-in students, look for your admission ticket in two to four weeks. Or, if you establish an ACT online account, you can print it out from there. Further information about lost or missing tickets, and how to make changes to your registration information, can be found on the ACT website.

For those of you mailing your packets from home, make sure you check the *registration* deadline and send the packet at least a week in advance of that date. Also remember that the envelope is oversized, and requires extra postage.

### III. Test Day the Right Way (5 minutes)

1. **SAY SOMETHING LIKE:** All right, good work! Put your registration materials in a safe place to take home. Then, turn to **Student Handbook page 65, Test Day the Right Way**. It is a list of test-day suggestions. Let's read through them together.

[Call on students to read each suggestion aloud, if there is time. If not, suggest they read this on their own.]

### V. Wrap Up: Looking Ahead (5 minutes)

1. **SAY SOMETHING LIKE:** Congratulations to you all! You are now registered, or close to being registered, for the ACT entrance exam. You are on the right path toward planning your future, and taking a big step toward reaching your goals.

Here are some last-minute things to remember:

- If you are mailing your registration from home, or completing your online application at home, do it by the deadline.
- If you filled out a paper application, look for your ticket in the mail. If it doesn't arrive in two to four weeks, call the ACT office telephone number which you'll find online, or in your pamphlet (Contact#: 319-337-1270).
- Online students: log onto the ACT website and finish the application sections we skipped. Mail-in students, you will do this when you receive your ticket and open an online account using the ID# on your ticket.
- Visit the ACT website to take more practice tests.
- Revisit Jasmine's "To Do" list and start making one of your own.

OK, that's it for today. But remember you still have things to do! I'll see you next week.

## ACT Registration Notes

MY HIGH SCHOOL CODE # is \_\_\_\_\_

Upcoming ACT Test Date, Location, Site Code: \_\_\_\_\_

Upcoming ACT Test Date, Location, Site Code: \_\_\_\_\_

*(circle the date you chose on your registration form)*

Registration deadline for my chosen date: \_\_\_\_\_

Date I complete or mail in registration: \_\_\_\_\_

My name as spelled on form: \_\_\_\_\_

My address as spelled on form: \_\_\_\_\_

\_\_\_\_\_

ACT ID# (if not using SS#): \_\_\_\_\_

E-mail address used on form: \_\_\_\_\_

Username for ACT account: \_\_\_\_\_

Password for ACT account: \_\_\_\_\_

Additional info needed to complete registration: \_\_\_\_\_

Deadline for this info: \_\_\_\_\_

## ACTing Ahead

Jasmine is an 11<sup>th</sup> grader who wants to take the ACT college entrance exam. She made this list of things she thinks are important to do before test day.

Write “A” if you agree, or “D” if you disagree, in each blank.

1. Go online to the ACT website and read about the test. \_\_\_\_\_
2. See when the test is offered near my house. \_\_\_\_\_
3. Sign up! \_\_\_\_\_
4. Set up a ride to and from the test site. \_\_\_\_\_
5. Make sure whoever’s driving knows how long it takes to get there (or, do a trial run). \_\_\_\_\_
6. Decide what to wear. \_\_\_\_\_
7. Check if I should bring a calculator. If yes, put in new batteries. \_\_\_\_\_
8. Think about breakfast that day. What will I eat? \_\_\_\_\_
9. Do practice questions for each ACT test subject. \_\_\_\_\_
10. Decide what time to leave that morning so I won’t be late. \_\_\_\_\_
11. Plan how to calm down if I feel stressed during the test. \_\_\_\_\_

## Test Day the Right Way

- Check your ticket for test option (ACT, or ACT PLUS with writing), test location, and reporting time.
- Bring admission ticket with you.
- Bring acceptable official photo identification (see ACT website, [www.act.org](http://www.act.org), for what's OK.)
- Bring several sharpened #2 pencils with good erasers.
- Bring an acceptable calculator ((see ACT website, [www.act.org](http://www.act.org), for what's OK.)
- Make sure calculator works and put in fresh batteries.
- Bring a watch so you can pace yourself.
- Bring your glasses if you need them.
- Arrive at the time indicated on your ticket (usually by 8:00 a.m., 7:45 recommended.)
- Expect to be processed for check-in before going to your assigned room.
- Turn OFF your cell phone and/or pager. ***If it goes off during testing, you will be dismissed and your test will not be scored.***

## Workforce and Adult Education Tests

### The **BIG** Idea

- What kinds of tests might I face when applying for jobs, the military, or vocational training?

### AGENDA

- Approx. 45 minutes
- I. Warm Up: Real World Challenge (5 minutes)
  - II. No school, No tests? No chance! (5 minutes)
  - III. Testing the Basics, and Beyond (15 minutes)
  - IV. Sharing and Comparing (20 minutes)

### MATERIALS

- ☐ **STUDENT HANDBOOK PAGES:**
  - Student Handbook pages 66-67, Real World Challenge
  - Student Handbook page 68, Adult Education Tests
  - Student Handbook pages 75-82, Testing the Basics and Beyond
  - Student Handbook page 83, Organizer
  - Student Handbook page 84, Notes
- ☐ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Real World Challenge Answer Key

### OBJECTIVES

- During this lesson, students will:
- Examine standardized tests given outside the high school environment.
  - Learn what workforce, vocational, and military entrance exams evaluate.
  - Sample the types of questions asked.
  - Understand how employers and other organizations use the results of these tests.

## OVERVIEW

Students take many paths when they leave high school, and those not immediately heading for college need information about workforce options, including standardized tests they will likely face when applying for jobs, the military, apprenticeships, or vocational studies. Even students attending college next year may someday face these evaluations, so it will be helpful for everyone to explore them. This lesson plan will look at three frequently used assessments: the ASVAB (Armed Services Vocational Aptitude Battery), the ACT WorkKeys Foundational, and the ACT WorkKeys Personal Assessments.

## PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Peruse the ACT WorkKeys website, <http://www.act.org/products/workforce-act-workkeys/#.UGW73ZjA-TM>, to become familiar with a common range of workplace, job analysis and training tests, and some of the reasons why employers give them.
- Make an overhead transparency of the following handouts:
  - **Facilitator Resource 2, Adult Education Tests**
  - **Student Handbook page 83, Organizer**
- Divide the class into groups of four to work together on **Activity III, Testing the Basics, and Beyond**, and **Activity IV, Sharing and Comparing**. Try to balance the groups so each has a mix of students headed for college as well as students considering vocations.

## BACKGROUND INFORMATION

The workplace and adult world is rife with tests and evaluations to measure candidates for jobs, training programs, and sometimes, state and federal aid. Some assessments help place applicants in jobs requiring specific skills, and some are simply used to weed people out, and streamline the hiring process. Students should know that test taking doesn't end with high school graduation. It's also important to know what to expect on tests that probe personality attributes and workplace traits.

## IMPLEMENTATION OPTIONS .....

If you think you will be short on time, skip **Activity II, No school, No tests? No chance!**, and use it as a reference.

For **Activity III and IV**, you may wish to assign more than one group to a test, or assign portions of the ACT WorkKeys to different student groups as follows:

### **ACT WORKKEYS FOUNDATIONAL:**

- Communication
- Problem Solving
- Interpersonal

### **ACT WORKKEYS PERSONAL SKILLS**

- Performance
- Talent
- Fit

## ACTIVITY STEPS

### I. Warm Up: Real World Challenge (5 minutes)

1. Direct students to the “Do Now,” **Student Handbook pages 66-67, Real World Challenge**. Give them two minutes to read the scenarios and answer the questions.

**SAY SOMETHING LIKE:** When you’re watching a movie, and the characters at a job have a workplace dilemma, or are so totally clueless how to do their jobs that they end up messing everything up, it’s usually funny. In real life, it’s not. It means the work doesn’t get done, which is a problem for the boss. So before hiring people, many employers give applicants written tests to evaluate their ability to perform in the workplace. Sometimes these tests measure basic education skills. Many others, like the one you’ve just taken, judge personality traits, like how you’ll react to workplace conflicts. Let’s talk about the scenarios you just read. Raise your hand if you read and answered the level #3 scenario. [Students raise hands.]

OK, tell me which answer you picked. Remember, the question asks how the goal for the team might be best met – because that’s what the employer cares about, and wants to know you’ll keep in mind if you’re hired.

[Take answers. Most students will probably pick the right answer. If you feel the class needs more explanation, point out that the situation requires recognition and acceptance of the team goal, and the job requires the painter to set aside her immediate task to help in the problem area.]

OK, that scenario was pretty straightforward. And we’re all familiar with the concept of teamwork. The level #5 question is more complex. Anyone tackle that one? What answers did you get? [Allow students to respond.]

This scenario is pretty complex. It’s really not clear how to accomplish the goal. But an employer would be looking for someone who has leadership skills to keep the discussion productive; who displays initiative by showing willingness to try new tasks; and who knows how to be assertive by voicing personal convictions.

So, as you can see, instead of saying goodbye to tests once you graduate high school, there are many other exams you’ll encounter. Some will test your teamwork abilities, some will test your educational abilities, and others will test skills you need to succeed at a specific job. Thinking about how to do well on such tests is a good idea. So, today



we'll take a look at a few tests you may meet in the outside world, and get acquainted with the most common ones.

## II. No school, No tests? No chance! (5 minutes)

1. [Put the transparency of **Facilitator Resource 2, Adult Education Tests**, on the overhead projector. Read each category heading, and then ask students to read the brief descriptions that follow. Before going on to the next category, ask for at least one reason why an employer or training program officer might find these tests helpful and necessary.

If, as suggested in the **IMPLEMENTATION OPTIONS** section, you are skipping this, advise students to take a look at it on their own.]

## III. Testing the Basics, and Beyond (15 minutes)

1. Write the following on the board:
  - Armed Services Vocational Aptitude Battery (ASVAB)
  - ACT WorkKeys Foundational Assessments
  - ACT WorkKeys Personal Assessments

**SAY SOMETHING LIKE:** Now we're going to take a more in-depth look at three of the most commonly used adult assessment tests: the ASVAB, or Armed Services Vocational Aptitude Battery, the ACT WorkKeys Foundational Assessments, and the ACT WorkKeys Personal Assessments.

In order to get to know these three “real world” tests, you'll work in groups of four, and each group will explore one test. You'll answer a questionnaire about it. Then, you'll share what you've learned, by giving a short presentation for the rest of the class.

Put the students into groups of four. Assign each group a test to study. Most likely, you will have more than one group per test. If this is the case, follow the suggestions in **IMPLEMENTATION OPTIONS**.

Place a transparency of **Student Handbook page 83, Organizer** on the overhead and give students instructions on completing it.

**SAY SOMETHING LIKE:** OK, now take five minutes to quietly read through the overview of the test your group has been assigned. I'll tell you when your time is up.

[Give the class five minutes to read. Then call “time.”]

**SAY SOMETHING LIKE:** Now, collaborate with your teammates to answer the questionnaire, and prepare a short presentation. You’ll have 10 minutes total, and I’ll let you know when five minutes are up, so if you haven’t started working on your presentation yet, you’ll know it’s time to kick into gear! A good way to organize is to choose one person to present each of the main categories on your “Organizer” sheet. OK, begin working.

Notify the students when five minutes has passed. Explain to students that they should begin preparing for the class presentation. Give them a one-minute warning before it’s time to wrap up, and move on to **Activity IV, Sharing and Comparing**.

#### **IV. Sharing and Comparing (20 minutes)**

1. **SAY SOMETHING LIKE:** Now let’s share what we’ve learned about workplace tests.

Call on each group to do its presentation. Depending on how many groups you have, assign them three to four minutes to speak. Tell the students who are listening that they should take notes on the presentations using **Student Handbook page 84, Notes**. Model how to do this, if needed.

When students have finished their presentations, congratulate them on learning about the many tests they will face after high school. Encourage them to keep learning, throughout high school and beyond, so that they can do well at the tests that will help them succeed in the paths they desire.

**SKILLS CHECKLIST**

Direct students' attention to **Portfolio page 24, Grade 11 Skills Checklist**. Have students complete the skills checklist questions for Test Prep skills.

**TAKING TESTS****I can...**

Describe the purpose of the ACT and SAT.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe the types of questions found on the ACT.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Register for the ACT.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Report my scores to colleges that require them.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Locate resources for further test preparation.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Take care of these test-taking details: admission ticket, when and where the test is held, transportation, and what to bring/not to bring.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Name a standardized test I might be required to take after high school graduation and describe its purpose.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

## Real World Challenge Answer Key

### From ACT WorkKeys Assessment, Level 3

#### Scenario:

A two-person painting and wallpapering crew is redecorating the first floor of a house for a family that has gone on vacation. The team has two days to finish the job. They have completed the dining room and family room. One team member is finishing the painting in the kitchen; the other has begun wallpapering the living room. The second team member finds that after the paste is applied, the wallpaper tears very easily when he is trying to adjust it on the wall and trim it to fit.

They discuss the situation. The one who is painting suggests that they both work on the wallpapering first, and then finish painting the kitchen. She explains that one of them can hold up the bottom of the wallpaper strip while the other one does the trimming. This might prevent the tearing by eliminating the extra weight on the paper.

**In this situation, the goal for the team can best be accomplished by:**

- A. asking for more time to complete the project.
- B. buying extra wallpaper to allow for torn pieces.
- C. continuing to work individually on each room.
- D. working together on the wallpapering and painting in both rooms.

#### ANSWER:

---

- A. This action is costly, could annoy the customer, and may be unnecessary.
- B. This is an unnecessary expense that can be eliminated if the team can avoid the tearing in the first place.
- C. This action ignores the problem with the wallpaper.
- D. This action contributes the most to task completion (finishing the job at the least cost) and also shows cooperative team relationships. Correct

SOURCE: <http://www.act.org/workkeys/assess/teamwork/sample3.html>

### From ACT WorkKeys Assessment, Level 5

#### Scenario:

A small health club employs a receptionist, four instructors, and a custodian. The club opens at 9:00 a.m. The instructors teach aerobics and weightlifting classes during the daytime and early

evening hours. The custodian cleans the facilities in the early morning hours before the club opens, and does odd jobs during the rest of the day.

One of the instructors is a young mother who took the job because she was told that she would be expected to work only during the hours that her children were in school. Another is a college student who takes classes in the mornings and teaches weightlifting classes in the late afternoons and evenings. The other two instructors work a variety of hours. One of these instructors doesn't want to work any additional hours. Although the other one likes earning the extra money, she has commented that the other three instructors take advantage of her willingness to work extra hours and pressure her to work whenever no one else wants to.

The club has received requests from several of its clients for an early morning aerobics class. The manager has told the team to discuss how such a class could be added without hiring any more instructors. At the meeting, several objections are raised. The custodian argues that a class early in the morning would interfere with cleaning the club. The instructor who has the young children says that there is no way she could teach the class because she needs to get her children ready for school at that time. She suggests that perhaps the instructor who is usually eager for extra work could teach the early class. That instructor groans, folds her arms, and does not reply or participate. The college student argues that, since the people requesting this class are already clients, the club will not really be gaining business by starting this class. The receptionist counters that there have been some calls from others about such a class. The fourth instructor is concerned that those clients who have requested this class may go elsewhere if it isn't offered.

**As a member of this team, the instructor who usually works the extra hours should:**

- A. suggest that the fairest solution would be for the team to vote on who should teach the early class.
- B. suggest that the team tell the manager to forget about the early class; it isn't going to work.
- C. voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.
- D. walk out to protest her hours and let them find a solution without her help.

**ANSWER:**

---

- A. In this situation, a vote does not guarantee a "fair" solution. It does not encourage good decision-making skills.
- B. This action does not contribute to either team relationships or goal accomplishment.
- C. The instructor uses assertiveness to communicate her honest concerns, and still recognizes that the goal of providing the early class is important. **Correct**
- D. This action does not contribute to goal accomplishment.

SOURCE: <http://www.act.org/workkeys/assess/teamwork/sample5.html>

## Real World Challenge

These two scenarios are from the ACT WorkKeys Foundational Skills: Interpersonal Assessment. Read and answer the questions for one of the scenarios below. Level 5 is the more challenging scenario.

### Level 3 Scenario:

A two-person painting and wallpapering crew is redecorating the first floor of a house for a family that has gone on vacation. The team has two days to finish the job. They have completed the dining room and family room. One team member is finishing the painting in the kitchen; the other has begun wallpapering the living room. The second team member finds that after the paste is applied, the wallpaper tears very easily when he is trying to adjust it on the wall and trim it to fit.

They discuss the situation. The one who is painting suggests that they both work on the wallpapering first and then finish painting the kitchen. She explains that one of them can hold up the bottom of the wallpaper strip while the other one does the trimming. This might prevent the tearing by eliminating the extra weight on the paper.

**In this situation, the goal for the team can best be accomplished by:**

- a. asking for more time to complete the project.
- b. buying extra wallpaper to allow for torn pieces.
- c. continuing to work individually on each room.
- d. working together on the wallpapering and painting in both rooms.

SOURCE: <http://www.act.org/workkeys/assess/teamwork/sample3.html>

## Level 5 Scenario:

A small health club employs a receptionist, four instructors, and a custodian. The club opens at 9:00 a.m. The instructors teach aerobics and weightlifting classes during the daytime and early evening hours. The custodian cleans the facilities in the early morning hours before the club opens, and does odd jobs during the rest of the day. One of the instructors is a young mother who took the job because she was told that she would be expected to work only during the hours that her children were in school. Another is a college student who takes classes in the mornings and teaches weightlifting classes in the late afternoons and evenings. The other two instructors work a variety of hours. One of these instructors doesn't want to work any additional hours. Although the other one likes earning the extra money, she has commented that the other three instructors take advantage of her willingness to work extra hours and pressure her to work whenever no one else wants to.

The club has received requests from several of its clients for an early morning aerobics class. The manager has told the team to discuss how such a class could be added without hiring any more instructors. At the meeting, several objections are raised. The custodian argues that a class early in the morning would interfere with cleaning the club. The instructor who has the young children says that there is no way she could teach the class because she needs to get her children ready for school at that time. She suggests that perhaps the instructor who is usually eager for extra work could teach the early class. That instructor groans, folds her arms, and does not reply or participate. The college student argues that, since the people requesting this class are already clients, the club will not really be gaining business by starting this class. The receptionist counters that there have been some calls from others about such a class. The fourth instructor is concerned that those clients who have requested this class may go elsewhere if it isn't offered.

### **As a member of this team, the instructor who usually works the extra hours should:**

- a. Suggest that the fairest solution would be for the team to vote on who should teach the early class.
- b. Suggest that the team tell the manager to forget about the early class; it isn't going to work.
- c. Voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.
- d. Walk out to protest her hours and let them find a solution without her help.

SOURCE: <http://www.act.org/workkeys/assess/teamwork/sample5.html>

## Adult Education Tests

### 1. Tests that evaluate core academic mastery:

- **ABT: Ability-to-Benefit tests.** Taken to qualify for some state and federal aid programs, or to pursue a college education, if a high school diploma has not been achieved (or a student who has low grades and/or college entrance test scores). The tests evaluate language, reading, and math to see if you have the basics needed to benefit from further study.
- **GED: General Educational Development.** Measures high school level skills and knowledge, if high school diploma has not been achieved. Tests language arts/reading, social studies, science, language arts/writing, and mathematics. Credentials awarded by home state department of education.

### 2. Tests that evaluate basic skills PLUS skills required for specific jobs:

- **ACT WorkKeys Foundational Skills.** Measures different applied job skills in the areas of communication, problem solving, and interpersonal skills.
- **Civil Service Exams.** Required for specific careers, such as law enforcement, clerical, air traffic controllers, majority of postal worker jobs (about 80%), and government jobs.
- **Apprenticeship exams.** Evaluates readiness to learn specific skilled trades, like plumbing, construction, and electrical work.

### 3. Tests that evaluate personality traits and people skills:

- **ACT WorkKeys Personal Skills.** Designed to predict job behavior and measure an individual's potential.
- Various job and career questionnaires, career aptitude tests, integrity surveys, personality tests.

**Note:** many employers also require urine tests to make sure employees are drug free.



This page intentionally left blank.

This page intentionally left blank.

This page intentionally left blank.

This page intentionally left blank.

This page intentionally left blank.

This page intentionally left blank.

## I. ASVAB (Armed Services Vocational Aptitude Battery)

The ASVAB is one of the most widely used, multiple-aptitude tests in the world, developed and maintained by the Department of Defense. Over half of all high schools nationwide administer the ASVAB test to students in Grades 10, 11, and 12 (sophomores cannot use their scores for enlistment eligibility). Students may also take the test at another school or through a recruiter, and may retake the test at any time.

The ASVAB consists of the following eight individual tests:

### **General Science**

A 25-item test measuring knowledge of life science, earth and space science, and physical science.

### **Arithmetic Reasoning**

A 30-item test measuring ability to solve basic arithmetic word problems.

### **Word Knowledge**

A 35-item test measuring ability to understand the meaning of words through synonyms.

### **Paragraph Comprehension**

A 15-item test measuring ability to obtain information from written material.

### **Mathematics Knowledge**

A 25-item test measuring knowledge of mathematical concepts and applications.

### **Electronics Information**

A 20-item test measuring knowledge of electrical current, circuits, devices, and electronic systems.

### **Auto and Shop Information**

A 25-item test measuring knowledge of automotive maintenance and repair, and wood and metal shop practices.

### **Mechanical Comprehension**

A 25-item test measuring knowledge of the principles of mechanical devices, structural support, and properties of materials.

Students are provided with scores on each of these individual tests and three career exploration score composites: verbal skills, math skills, and science and technical skills. The battery takes approximately three hours to complete and test results are returned to schools in about two weeks.

The military uses students' ASVAB scores to identify the occupations that best suit their abilities. Junior, senior, and postsecondary school students can use their ASVAB scores for enlistment for up to two years after taking the test.

## Sample ASVAB Questions:

---

### General Science:

An eclipse of the sun throws the shadow of the

- A. moon on the sun.
- B. moon on the earth.
- C. earth on the sun.
- D. earth on the moon.

### Math:

If  $X + 6 = 7$ , then  $X$  is equal to

- A. -1
- B. 0
- C. 1
- D.  $7/6$

### Electronics Information:

Which of the following has the least resistance?

- A. wood
- B. iron
- C. rubber
- D. silver

### Auto and Shop:

A car uses too much oil when which of the following parts are worn?

- A. pistons
- B. piston rings
- C. main bearings
- D. connecting rods

(answers: B,C,D,B)

(sources: <http://www.todaysmilitary.com/before-serving-in-the-military/asvab-test/asvab-test-sample-questions>, <http://www.asvabprogram.com/>)



## II. ACT WorkKeys Foundational Assessment

The ACT WorkKeys Foundational Skills Assessments measure different applied job skills in the areas of communication, problem solving, and interpersonal skills. In particular, it measures cognitive abilities such as applied math, reading for information and locating information.

### Communication:

#### 1. Business Writing

The WorkKeys *Business Writing* test measures the skills individuals possess when they write an original response to a work-related situation. Components of the Business Writing tests include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

#### 2. Listening

The *Listening* portion of the WorkKeys *Listening and Writing* test measures the skill that people use when they receive verbal information in the workplace and relay it to another person. The test is administered via an audiotape that contains all directions and messages.

#### 3. Reading for Information

The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.

#### 4. Writing

The *Writing* portion of the WorkKeys *Listening and Writing* test measures the skill individuals use when they write messages that relay workplace information between people.

### Problem Solving:

#### 1. Applied Technology

The WorkKeys *Applied Technology* test measures the skill people use when they solve problems with machines and equipment found in the workplace. Specifically, the test assesses ability to: analyze a problem by identifying the problem and its parts, decide which parts of a problem are important, decide on the order to follow when dealing with the parts of the problem, apply existing tools, materials, or methods to new situations.

#### 2. Applied Math

This assessment measures the skills people possess when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems, and do the types of calculations, that actually occur in the workplace.

#### 3. Locating Information

The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

#### 4. Observation

The WorkKeys *Observation* test measures the skill people use when they pay attention to and remember work-related instructions, demonstrations, and procedures.

### Interpersonal Skills:

#### 1. Teamwork

The WorkKeys *Teamwork* test measures the skill people use for choosing behaviors that both lead toward the accomplishment of work tasks and support the relationships between team members. A team is defined as any workplace group with a common goal and shared responsibility in achieving that goal.

### ACT WorkKeys Foundational Assessment Sample Questions:

#### 1. Communication: Reading for Information

Goldberg's Auto Parts is served by more than 50 different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.

Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item's stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer's reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company's acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company's corporate address.

According to the policy shown, what should you do if you lose an authorization sticker?

1. Send a request for a return authorization along with the rejected part directly to the manufacturer's shipping address.
2. Send a request for return authorization along with the rejected part directly to the manufacturer's corporate address.
3. Repeat the standard procedure to obtain a new letter, authorization, sticker, and closing date.
4. Use a sticker from another company's folder.
5. Send the rejected part to your sales representative.

## 2. Problem Solving: Applied Math

Quik Call charges 18¢ per minute for long-distance calls. Econo Phone totals your phone usage each month and rounds the number of minutes up to the nearest 15 minutes. It then charges \$7.90 per hour of phone usage, dividing this charge into 15-minute segments if you used less than a full hour. If your office makes 5 hours 3 minutes worth of calls this month using the company with the lower price, how much will these calls cost?

1. \$39.50
2. \$41.48
3. \$41.87
4. \$54.00
5. \$54.54

## 3. Interpersonal Skills: Teamwork

*Scenario:* A daily newspaper is changing from an afternoon to a morning delivery schedule. This change affects every employee, from the editor to the delivery people. The paper will have a 10:00 p.m. press deadline, and the reporters will be unable to write complete stories for many evening sports events, cultural events, and community meetings. The editor has told the team of five reporters to propose a revised schedule of assignments. This schedule should take into account each reporter's area of expertise and still ensure that all important stories are covered by the deadline.

When the team meets to discuss this schedule, a major concern is how to make the evening stories as timely as possible within the new time constraints. Team members offer several suggestions regarding how to shift assignments around to accommodate the deadline. One of the reporters insists on covering only the political stories, which are his particular interest. Another reporter argues that the political reporter should help out the sports writer by preparing background material in the afternoon for the evening's sports stories. The political reporter refuses, saying that he wasn't hired to work on sports and doesn't know anything about them. The sports writer complains that the change to a morning edition is the whole problem, that coverage of evening sports events is going to be ruined, and that management doesn't know what they are doing. The cultural reporter agrees and adds that he is thinking about finding a job elsewhere. The society reporter retorts that he should do just that; she hates doing the society stories and would take the cultural assignment in a minute.

As a member of this team, the sportswriter can best support the team and accomplish the task by:

1. suggesting that all of the reporters work on background for all types of stories so that each can do final details and editing in his or her area of expertise.
2. suggesting the editor hire several part-time reporters to help cover sports stories.
3. suggesting they keep their current assignments and accept a one-day delay in coverage of all evening stories.
4. volunteering to tell management that the morning edition change is a mistake and should be withdrawn.

SOURCE: <http://www.act.org/workkeys/assess/sample.html#.UGXLc5jA-TO>

### III. ACT WorkKeys Personal Skills Assessments

The ACT WorkKeys Personal Skills Assessments are designed to predict job behavior and measure an individual's potential. There are assessments to measure "Performance," "Talent," and "Fit."

The Performance Assessment is a prescreening tool to measure a job applicant's tendency toward unsafe behaviors and attitudes toward work. The Talent Assessment predicts characteristics such as cooperation, discipline, influence, and stability. The Fit Assessment helps discover a job applicant's interests and values in order to determine the fit between a candidate and occupations in an organization.

#### 1. Performance Assessment

This test measures "General Work Attitudes," related to issues like prevalence of theft, productivity, absenteeism, resilience to work-related stress, team orientation, and employee work satisfaction. It also measures "Risk Reduction" to evaluate the likelihood of work-related accidents, unnecessary risk-taking in a work environment, and organizational conduct that may impact the individual or others (like working under the influence of alcohol or drugs, outbursts of physical or verbal aggression).

#### 2. Talent Assessment

The Talent Assessment is designed to measure the following characteristics:

*Carefulness:* tendency to think and plan carefully before acting or speaking.

*Cooperation:* tendency to be likable and cordial in interpersonal situations.

*Creativity:* tendency to be imaginative and to think "outside the box."

*Discipline:* tendency to be responsible, dependable, and follow through with tasks without becoming distracted or bored.

*Goodwill:* tendency to be forgiving and to believe that others are well intentioned.

*Influence:* tendency to affect and dominate social situations by speaking without hesitation and often becoming a group leader.

*Optimism:* tendency toward having a positive outlook and confidence in successful outcomes.

*Order:* tendency to be neat and well organized.

*Savvy:* tendency to read other people's motives, understand office politics, and anticipate the needs and intentions of others.

*Sociability:* tendency to enjoy being in other people's company and to work with others.

*Stability:* tendency to maintain composure and rationality in situations of actual or perceived stress.

*Striving:* tendency to have high aspiration levels and to work hard to achieve goals.

### 3. Fit Assessment

The Fit Assessment consists of two different inventories that match individual interests and values to the work environment, providing information that can help determine how well a candidate matches up with occupations in an organization. It assesses work-related interests and a broad range of work-related values, such as autonomy, physical activity, influencing others, and precision.

Here are some target areas assessed:

<i>Administration &amp; Sales:</i>	Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management.
<i>Business Operations:</i>	Developing and/or maintaining accurate and orderly files, records, accounts, etc.; designing and/or following systematic procedures for performing business activities.
<i>Technical:</i>	Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery, as well as raising crops/animals.
<i>Science &amp; Technology:</i>	Investigating and attempting to understand phenomena in the natural sciences through reading and research.
<i>Arts:</i>	Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities.
<i>Social Service:</i>	Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, engaging in social/political studies.
<i>Public Contact:</i>	Interacting with external customers or the public in general.
<i>Autonomy:</i>	Making one's own plans and decisions at work.
<i>Influencing Others:</i>	Convincing or advising people to do things, even in non-supervisory roles.
<i>Order:</i>	Putting things in order for others; using a system or rules to arrange things.
<i>Intellectual Stimulation:</i>	Thinking about difficult concepts and working to solve complex problems.
<i>Precision:</i>	Being exact or very accurate in one's work.
<i>Creativity:</i>	Creating something new or finding new ways of doing things; original thinking.

## ACT WorkKeys Personal Skills Assessments Sample Questions

### Work Values Inventory

**Instructions:** Indicate how important each of the following work values is to you. Choose your answer from the scale below.

NI – Not important at all

SI – Slightly important

I – Important

VI – Very important

EI – Extremely important

NI	SI	I	VI	EI	Work Values	Descriptions
					Authority	Telling people what to do; controlling the behaviors of others
					Helping People	Improving the lives of others by activities such as teaching, physically assisting, or mentoring.
					Creativity	Creating something new or finding new ways of doing things; original thinking.
					Order	Putting things in order for others; using a system or rules to arrange things.
					Physical Activity	Moving around in my work by walking, bending, lifting, etc.

SOURCE: <http://www.act.org/workkeys/assess/fit/sample.html#.UGXNe5jA-TM>

## ORGANIZER

Check yes or no to show whether this test evaluates each of the following skills or traits. Then answer the three questions below. Use the back of this page if you need more room.

**Name of Test:** \_\_\_\_\_

Does it evaluate this skill or trait?	Yes	No
Math		
Reading		
Science		
Language		
Following Directions		
Work Ethic		
Work Attitude		
Interests		
People Skills		
Leadership Ability		
Management Potential		
Problem Solving Skills		
Technical Skills		
Performance Tendencies (toward safe/unsafe behavior)		
Talent Characteristics (such as cooperation, discipline, stability)		
Interests and Values		
Listening		
Writing		
Locating Information		
Observation		
Teamwork		

1. Who might take this test? What does it tell an employer/evaluator? \_\_\_\_\_

\_\_\_\_\_

2. What types of questions are on this test? Give examples. \_\_\_\_\_

\_\_\_\_\_

3. How might you prepare for this test? \_\_\_\_\_

\_\_\_\_\_

## NOTES

Use this page to record information about each test.

**1) Name of Test:** \_\_\_\_\_

What does it test? \_\_\_\_\_

\_\_\_\_\_

Why might I take it? \_\_\_\_\_

\_\_\_\_\_

Types of questions: \_\_\_\_\_

\_\_\_\_\_

How to prepare: \_\_\_\_\_

\_\_\_\_\_

**2) Name of Test:** \_\_\_\_\_

What does it test? \_\_\_\_\_

\_\_\_\_\_

Why might I take it? \_\_\_\_\_

\_\_\_\_\_

Types of questions: \_\_\_\_\_

\_\_\_\_\_

How to prepare: \_\_\_\_\_

\_\_\_\_\_

**3) Name of Test:** \_\_\_\_\_

What does it test? \_\_\_\_\_

\_\_\_\_\_

Why might I take it? \_\_\_\_\_

\_\_\_\_\_

Types of questions: \_\_\_\_\_

\_\_\_\_\_

How to prepare: \_\_\_\_\_

\_\_\_\_\_