

ACT Test Dates and Test Information

2008–2009

Test Date	Registration Deadline	(Late Fee Required)
June 14, 2008	May 9, 2008	May 10–23, 2008
September 13, 2008*	August 12, 2008	August 13 – 22, 2008
October 25, 2008	September 19, 2008	September 20 – October 3, 2008
December 13, 2008	November 7, 2008	November 8 – 20, 2008
February 7, 2009**	January 6, 2009	January 7 – 16, 2009
April 4, 2009	February 27, 2009	February 28 – March 13, 2009
June 13, 2009	May 8, 2009	May 9 – 22, 2009



**TAKE
NOTE**

2008–2009 ACT Fees (All fees are nonrefundable unless otherwise noted)

Basic registration fee (determined by the test option selected)

ACT (No Writing)	\$30.00
Includes reports for you, your high school, and up to four colleges requested as part of registration.	
ACT Plus Writing	\$44.50
Includes reports for you, your high school, and up to four colleges requested as part of registration. The \$14.50 Writing Test fee is refundable, upon request, if you are absent on test day or you remove the Writing Test option before you begin testing.	
5th and 6th college choices	add \$8.50 each
Requested online before the test date; refundable upon request, if you do not test.	
Telephone re-registration for repeat testers	add \$12.00
Late fee (U.S. or Canada)	add \$19.00
For registration or test date change submitted during the late period for a national test date.	
Standby testing on test day (U.S. or Canada)	add \$39.50
Test date change	add \$20.50
For different date if absent on original date. If you request a test date change after the regular deadline for the new date, you must also add a late fee.	
Test center change	add \$20.50
For the same test date.	

Viewing scores online	FREE
Test information release service	add \$16.00
On selected national test dates; refundable if not available.	

Standby Testing

You can try to test standby if you've missed the deadline for late registration for a test center in the United States, U.S. territories, Puerto Rico, or Canada.

Standby testing—what you need to know:

- Because advance arrangements are required, students requiring [accommodations due to a disability](#) cannot test as standbys.
- Testing as a standby costs \$39.50 **in addition** to the basic fee for your test option.
- You are **not** guaranteed a seat or test booklet.
- Test centers admit standbys on a first-come, first-served basis and **only** if there are enough seats, materials, and staff remaining after admission of all registered students.
- Do **not** try to make arrangements with a test center supervisor or contact ACT to find out if a particular test center will have room on test day. The supervisor will not know if any standbys can be admitted until all registered examinees have been seated on test day. You may be turned away.



Standby testing—what you need to do:

- Prior to test day, get a registration packet from the guidance office at your high school.
- Test center schedules are subject to change. To find out which test centers are currently scheduled to test on your test date.
- Arrive at the test center **before** 8:00 a.m. even though you **may not** be admitted.
- Bring your completed registration folder. Make sure it is sealed in the registration envelope with your name and address clearly printed in the return address box (do **not** bring cash). If you do not turn in a sealed registration envelope that includes your completed registration folder and your fee payment at the test center, you will **not** receive test scores. (This is true even if you are inadvertently admitted and allowed to test.)
- Your fee payment must include at least the basic fee plus the \$39.50 standby fee (Total: ACT [No Writing] = \$69.50, ACT Plus Writing = \$84.00).
- Bring [acceptable identification](#). You will not be admitted without it.
- If you are trying to test standby for a Sunday or Monday test center, you must bring a letter from your cleric or a notarized statement to verify your religious beliefs prohibit Saturday testing. You will not be admitted without it.

- Because the standby registration folder is processed after the test date, you will **not** be able to change college codes or cancel reports after the test date.

How ACT figures the multiple-choice tests and composite scores

1. First we count the number of questions on each test that you answered correctly. We do not deduct any points for incorrect answers.
2. Then we convert your raw scores (number of correct answers) to "scale scores." Scale scores have the same meaning for all the different versions of the ACT Assessment offered on different test dates.
3. Your **Composite Score** and each **Test Score** (English, Math, Reading, Science) range from 1 (low) to 36 (high). The Composite Score is the average of your four Test Scores, rounded to the nearest whole number.
4. We compute your seven **Subscores** (Usage/Mechanics, Rhetorical Skills, etc.) in the same way, but subscores range from 1 (low) to 18 (high). There is no direct, arithmetic relationship between subscores and test score—this means your subscores usually won't add up to your test score.

Relationship Between the Tests, Questions, and Subscores

Test	No. of Questions	Subscore(s)
English Test	75	Usage/Mechanics (40 questions) Rhetorical Skills (35 questions)
Reading Test	40	Social Studies/Sciences reading skills (20 social studies & natural sciences questions) Arts/Literature reading skills (20 prose fiction & humanities questions)
Mathematics Test	60	Pre-Algebra/Elementary Algebra (24 questions) Intermediate Algebra/Coordinate Geometry (18 questions) Plane Geometry/Trigonometry based (18 questions)
Science Test	40	None, the total test score is based on all 40 questions.

What are National Ranks?

To encourage you not to overinterpret ACT scores, the printed Student Report gives the ranks of your scores as dashed lines ("bands") that roughly indicate the amount of measurement error involved. As your report explains, the ranks show the percent of recent high school graduates who took the ACT and scored at or below each of your scores.

You can use the ranks to get a sense of your strengths and weaknesses in the four broad areas represented by the test scores and in the seven specific areas represented by the subscores. A high rank in a content area may suggest a good chance of success in related college majors and careers. A low rank may indicate that you need to develop your skills more in that area. If you haven't yet read the part of your report that explains the ranks of your scores, do so now.

Your grades are another way to identify your academic strengths and weaknesses. When you registered for the ACT, you reported your grades in up to 30 specific courses. The average of those grades (on a 4-point scale) is reported below your scores on your Student Report. Test scores and high school grades together are usually better indicators of future academic success than either is alone.

If you want to know more about what your test scores can tell you about the skills you are likely to know and what you are likely to be able to do in each content area measured by the ACT Assessment

How Colleges Use ACT Results

Admission decisions

ACT test results, high school grades, academic preparation, out-of-class accomplishments, special interests, and future plans—these and other kinds of information help admission officials identify applicants who can benefit most from their programs.

Course placement

Colleges usually try to take into account individual strengths and weaknesses as they place students in freshman-year courses. For example, a college may offer three sections of a subject—developmental, regular, and advanced. A student's ACT results, academic background, and high school grades might be used to determine which section would be most appropriate.

Academic advising

College academic advisers may consider ACT results, high school academic program, high school grades, college grade estimates, planned extracurricular activities, areas in which there is a need for help, and part-time employment plans to help a student tailor an appropriate program of study.

Scholarships and loans

Some scholarship and loan agencies may use ACT test results and grade predictions, with other information such as high school grades, to identify qualified candidates. However, the agencies may not look only at academic potential. The ACT score report provides information about a student's educational needs, extracurricular achievements, and educational plans. This information, along with high school grades and test scores, helps the agencies evaluate applications for scholarships, loans, and other financial assistance.

Description of the ACT

The ACT is a set of four multiple-choice tests which cover English, mathematics, reading, and science. Beginning in February 2005, ACT will start offering an optional Writing Test.

Test	# Questions	Time Limit	Content
English	75 questions	45 minutes	Standard written English and rhetorical skills.
Mathematics	60 questions	60 minutes	Mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.
Reading	40 questions	35 minutes	Measures reading comprehension.
Science	40 questions	35 minutes	Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.
Optional Writing Test	1 prompt	30 minutes	Measures writing skills emphasized in high school English classes and in entry-level college composition courses.

Tips for Taking the ACT

- Carefully read the instructions on the cover of the test booklet.
- Read the directions for each section carefully.
- Read each question carefully.
- Pace yourself—don't spend too much time on a single passage or question.
- Use a soft lead (No. 2) pencil with a good eraser; do not use a mechanical pencil.
- Answer the easy questions first, then go back and answer the more difficult ones.
- On difficult questions, eliminate as many incorrect answers as you can, then make an educated guess among those remaining.
- 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.
- Review your work. If you finish a test before time is up, go back and check your work.
- Mark your answers neatly. If you erase, erase completely.
- Do not mark or alter any ovals on a test or continue writing on the Writing Test after time has been called or you will be disqualified from the exam.

Test day tips

- Get plenty of rest the night before the test.
- Dress comfortably. Some test centers are warmer or cooler on weekends than during the week. Consider dressing in layers, so you'll be comfortable no matter what the room conditions.
- Check your admission ticket for your test option (ACT or ACT Plus Writing) and the location of the test center you have been assigned to.
- If you're unsure where your test center is located, do a practice run to see how to get there and what time you'll have to leave home to arrive by 8:00 a.m.
- Plan to arrive by the time indicated on your admission ticket, normally at 8:00 a.m. If you arrive earlier than 7:45 a.m., you might have to wait outside.

- Make sure you have acceptable identification. You will not be admitted without proper ID!
- Be ready to start after everyone has been checked in.

Tips for the multiple-choice tests on the ACT

English

- 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 some questions 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.

Math

- 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.

Reading

- 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.

Science

- Read the passage carefully.
- Read and consider all of the answer choices before you choose the one that best responds to the question.
- Note different viewpoints in passages.

Tips for the Writing Test

You'll have 30 minutes to read and think about the issue in the prompt, and to plan and write your essay. Here are some quick tips to help you use your time effectively.

- Carefully read the instructions on the cover of the test booklet.
- Do some planning before writing the essay—You will be instructed to do your prewriting in your Writing Test booklet. You can refer to these notes as you write the essay on the lined pages in your answer folder.
- **Carefully consider the prompt** and make sure you understand it—reread it if you aren't sure.
- **Decide how you want to answer** the question in the prompt.
- **Then jot down your ideas** on the topic: this might simply be a list of ideas, reasons, and examples that you will use to explain your point of view on the issue.
- **Write down what you think** others might say in opposition to your point of view and think about how you would refute their arguments.
- **Think of how best to organize** the ideas in your essay.
- At the beginning of your essay, make sure readers will see that you understand the issue.
- Explain your point of view in a clear and logical way.
- If possible, discuss the issue in a broader context or evaluate the implications or complications of the issue.
- Address what others might say to refute your point of view and present a counter-argument.
- Use specific examples.
- Vary the structure of your sentences, and use varied and precise word choices.
- Make logical relationships clear by using transitional words and phrases.
- Do not wander off the topic.
- End with a strong conclusion that summarizes or reinforces your position.
- If there is time, do a final check of the essay when it is finished.
- Correct any mistakes in grammar, usage, punctuation, and spelling.
- If you find any words that are hard to read, recopy them so your readers can read them easily.
- Make any corrections and revisions neatly, between the lines (but not in the margins).

Why should I take the ACT?

There are at least four good reasons to take the ACT:

1. **The ACT Assessment tests are universally accepted for college admission.** The ACT Assessment is now accepted by virtually all colleges and universities in the U.S., including all of the Ivy League schools.
2. **The ACT Assessment tests are curriculum based.** The ACT Assessment is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what you have learned in your high school courses in English, mathematics, and science. Because the ACT tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT than they are with the traditional aptitude tests or tests with narrower content.
3. **The ACT Assessment is more than a test.** In addition to the four tests, the ACT also provides test takers with a unique interest inventory that provides valuable information

for career and educational planning and a student profile section that provides a comprehensive profile of your work in high school and your future plans.

4. **The ACT Assessment is a good value.** As a private, not-for-profit organization governed by educators, ACT is committed to providing services at the lowest possible cost. Accordingly, the ACT Assessment provides a comprehensive package of educational assessment and career planning services for college-bound students at a modest fee that is lower than the fee for the competing admission test.

How often can I take the ACT Assessment?

You may take the ACT Assessment as often as you wish. Many students take the test twice, once as a junior and again as a senior.

There are no limitations on how many times you can take the ACT, but there are some restrictions on how often you can test. For example, you can test only once per national or state test date.

You should definitely consider retesting if you had any problems during the test, such as misunderstanding the directions or not feeling physically well. You may also want to consider retesting if you are not satisfied that your scores accurately represent your abilities in the areas tested.

If you see a discrepancy between your ACT scores and your high school grades, or if you subsequently complete coursework or an intensive review in the areas covered by the ACT Assessment, retesting may be beneficial.

How will you do on a retest?

ACT research shows that of the students who took the ACT more than once:

- 55% increased their composite score on the retest
- 22% had no change in their composite score on the retest
- 23% decreased their composite score on the retest

If you take the test more than once, you control what scores are sent to colleges or scholarship programs.

How soon they're ready

Most scores are available online within **2 1/2 weeks after each national test date**. Your scores are ***not reported any faster*** if you view them online. Score reports are usually mailed to your home within 4 to 7 weeks after each test date. If you took Writing, your score report will be mailed only after your Writing scores are available.

ACT keeps all of your test information confidential! We cannot give scores to anyone by phone, email, or fax.