Note

ACT recommends that this script be used to read test questions in a separate room for the one student to whom it is assigned. (If exact English signing of test questions has been authorized by ACT, the same restriction applies.)

Use of this script for group testing is not recommended.
Notice to the Reader

ACT has prepared this script for readers to use in administering PLAN to students who have been approved to have the test questions read to them. The tests must be read verbatim by a member of the school staff who meets the same qualifications specified by ACT for the accommodated testing room supervisor (see the Supervisor’s Manual).

As the reader, you are required to review and comply with the “General Remarks to the Reader of the PLAN Test Reader’s Script” printed on the next page of this booklet and the procedures documented in the Supervisor’s Manual.

The examinee may ask you to re-read any portion of a test as often as necessary within the time allowed for that test. Each time you read them, you must read the test directions, test passages, and test questions exactly as they are presented, with no explanation and no additional information provided to the examinee through the reading.

All PLAN questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect that which the tests are designed to measure.

If ACT determines that any explanation or additional information has been provided to an examinee, that any test materials were not read verbatim, or that the reader did not meet ACT’s qualifications for an accommodated testing room supervisor, the examinee’s scores will be cancelled.
General Remarks to the Reader of the PLAN Test Reader’s Script

(This page will assist you in reading the test and is **NOT** to be read to the examinee.)

1. Pause after reading the question number, and before reading the question itself.
2. Emphasize words or phrases that are underlined, italicized, or entirely capitalized.
3. Read and give appropriate voice intonation to punctuation that is spelled out and inserted parenthetically into the text (quotes, commas, periods, colons, parentheses, etc.).
4. The word “Alternative” need be read only in reference to the first foil (Alternative A). The remaining foils can be read simply with the letter (e.g., saying “B”, not “Alternative B”).
5. Pronounce most acronyms by voicing the initial letters (N-E-A, U-N, A-F-T), but pronounce such acronyms as UNESCO as words.
6. Read the English test passages and Reading test passages with attention to detail. When punctuation is not spelled, it should be noted by a pause, a change in inflection, or in the tone of voice. When punctuation is spelled, the indicated punctuation should additionally be noted by a pause, a change in inflection, or in the tone of voice. A parenthetical phrase should be read as an aside.
7. Read the English test passages, questions, and question alternatives precisely as they are presented, which often means reading phrases and sentences that are intentionally grammatically incorrect. These incorrect phrases and sentences must be read smoothly as if they are correct, so the student is not given any aid in determining what is correct or incorrect.
8. In the English test, some questions require that you spell certain words in the text to enable the student to differentiate between words that are phonetically identical.
9. In the Mathematics test, hyphenated phrases should be read as a unit, in an even cadence and with a shorter pause between words than normal.
10. In the Mathematics test, zeros and fractions are spelled, as well as all algebraic expressions. All other numerals in the Mathematics test and most numerals in the other tests are left as figures in the script. Read these figures as full numbers (e.g., read “108” as “one hundred, eight” and not “one-oh-eight”; read “2,334” as “two thousand, three hundred, thirty-four” and not “twenty-three hundred and thirty-four.” Figures indicating dates should, of course, be read in the customary manner (e.g., “1046” as “ten, forty-six” and “1840s” as “eighteen-forties”).
11. In the Mathematics test and in the Science test, some questions refer to the alphabetical capital letter “O”, **NOT** the number “zero”. The number “zero” is always spelled.
12. In the Science test, some chemical symbols include, and must be read as, the alphabetical letter “lowercase-l”, and **NOT** as the number “one”.

Refer to the **Supervisor’s Manual** for spoken instructions to students before, during, and after the test.
Introduction to the PLAN Tests

I will provide you with a test booklet that you may refer to as often as necessary to help you answer the questions on the test you are working on. Look at the cover of the test booklet and find the following statement, which I will read to you: By opening this test booklet, I agree to the terms and conditions communicated to me prior to this examination, including the rules regarding prohibited behavior and proper testing conduct for examinees. I understand that ACT owns the test questions and responses and affirm that I will not share any test questions or responses with anyone by any form of communication.

On the cover of the test booklet, copy the Certification that I will now read to you, using your normal handwriting on the lines provided:
Certification: I agree to the Statement above and certify that I am the person whose name appears on this form.

On the cover of the test booklet, on the lines provided, sign your name as you would any official document and enter today’s date.

Each test begins with a set of instructions for that test. You may ask me to re-read any portion of the test you are working on as often as necessary within the time allowed for each test.

Guidelines for Taking the PLAN Tests

The following are recommended guidelines for taking this version of the PLAN tests. They are designed to help you to do your best on the PLAN tests.

Listen carefully to all directions. Please ask your test administrator any questions if you do not understand what you are to do.

Listen to each question carefully. Note such qualifying words in the questions as not, except, most, least, and greatest. They are crucial in determining the best answer.

When you are unsure of the best answer, first eliminate every wrong answer you can. Each wrong answer eliminated improves your chances of selecting the best answer.

Do not spend too much time on one question. If a question is too difficult for you, choose a reasonable answer and go on to the next question.

Answer every question. You are not penalized for guessing.