



ACT English Test

67C



ENGLISH TEST

45 Minutes—75 Questions

DIRECTIONS: In the five passages that follow, 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 fill in the corresponding oval on your answer document. Read each 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.

PASSAGE I

Dragonfly

The nature trail is six feet wide and seven miles long. It slithers through the forest like a snake curving, and bending along the banks of the river.

The county cleared this path and paved it with packed

gravel, so they would have a peaceful place to hike and bike.

I ride this trail nearly every day—not on a bike, but on “Luigi.” That’s the nickname I gave my

motorized wheelchair. 5 Today, Luigi’s battery

1. A. NO CHANGE
B. snake, curving and bending
C. snake curving and bending,
D. snake, curving, and bending,
2. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. path, paving
G. path and then paved
H. path before paving
J. path paved
3. A. NO CHANGE
B. knowing they
C. that they
D. people
4. F. NO CHANGE
G. day; not on a bike
H. day not on a bike
J. day, not on a bike;
5. If the writer were to delete the preceding sentence, the essay would primarily lose:
A. a reason why the narrator is in the forest.
B. a detail important for understanding the essay.
C. a contrast to the lighthearted tone of the essay.
D. nothing at all; this information is irrelevant to the essay.



is fully charged, I know I can go all the way to the end
₆
of the trail and back. But I always carry a cell phone on
me just in case.

Luigi's motor moves slowly as we venture along
₇
the trail. I can hear the gravel quietly crunching beneath

Luigi's rubber wheels. I hear the songs of cardinals in the
₈
trees and the clamor of crickets in the grasses. I hear the
murmur of water slipping over time-smoothed rocks. It is
₉
September, and some of the trees are starting to blush red
and orange at their tips. The wind ruffles my hair and
chills my face as I bounce gently, along in my padded
₁₀
chair.

Bicyclists streak past in a blur of color and a cloud of
₁₁

dust I don't understand their hurry. Luigi can go fast, but I
₁₂
like to ride slowly, to see like a hovering dragonfly. I want
to see everything that has changed, grown, bloomed, or
died since yesterday. Today I notice that a spider has
woven a web between some honeysuckle bushes by the
bridge. I see that the bank of vibrant yellow black-eyed
Susans by the barbed wire fence is starting to dry and fade
away. I spend an hour; looking and listening and learning.
₁₃

6. F. NO CHANGE
G. charged, because of that,
H. charged, this means that
J. charged, so
7. Which choice would most logically and effectively emphasize the positive, friendly attitude the narrator has toward Luigi?
A. NO CHANGE
B. travels safely
C. proceeds carefully
D. purrs softly
8. F. NO CHANGE
G. You can hear
H. One can even hear
J. While hearing
9. A. NO CHANGE
B. Due to the fact that it is
C. It turns into the month of
D. Because it has turned into
10. F. NO CHANGE
G. gentle, along
H. gently along
J. gentle along,
11. Which choice most effectively leads into the new subject of this paragraph?
A. NO CHANGE
B. The sun begins to set
C. Nature always impresses me
D. Days can go by quickly
12. F. NO CHANGE
G. dust, however,
H. dust.
J. dust,
13. A. NO CHANGE
B. hour, looking,
C. hour looking;
D. hour looking



And now my ride is finished for today. I leave the trail and come out into the open, manicured park at the trails end. There, my older brother helps me out of my ¹⁴ chair and into his waiting van. He puts Luigi in the back, and I return to the world of pavement, streetlights, and traffic. But in my mind, I am still gliding through the forest. I am like the water, flowing over ancient stones. Inside, I am still a dragonfly.

14. **F.** NO CHANGE
G. trail's
H. trails'
J. trails's

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer's goal had been to write an essay illustrating the pleasure that people can take in nature. Would this essay accomplish that goal?
- A.** Yes, because it focuses on a variety of wildflowers that the narrator enjoys.
B. Yes, because it focuses on the narrator's joy at having access to nature.
C. No, because it describes the world of the city as being more important to the narrator.
D. No, because it focuses primarily on the functioning of the narrator's motorized wheelchair.

PASSAGE II

Beneath the Streets of New York

At 2 p.m., on October 27, 1904; thousands of ¹⁶ New York City residents poured into the streets of Manhattan. Their cheers competed with the blare of ferryboat horns and the whistle of power plants. The city was celebrating an incredible engineering feat; the ¹⁷ completion of the first section of the New York City

Subway. 18

16. **F.** NO CHANGE
G. 2 p.m. on October 27, 1904, thousands
H. 2 p.m., on October 27, 1904; thousands,
J. 2 p.m. on October 27, 1904, thousands,
17. **A.** NO CHANGE
B. feat, over
C. feat:
D. feat
18. The writer is concerned about the level of detail in the preceding sentence and is considering deleting the phrase "the first section of" from it. If the writer were to make this deletion, the paragraph would primarily lose information that:
- F.** reveals how expansive the New York City Subway would become.
G. clarifies that only part of the subway system had been completed by October 27, 1904.
H. makes clear that by October 27, 1904, construction of the second section of the subway was already underway.
J. provides evidence that New York City residents at this celebration believed the entire subway system was complete.



The original subway line was 9.1 miles long and had twenty-eight stations. [A] The first train took twenty-six minutes to complete the route, which ran from City Hall to West 145th Street in under a half an hour. Tens of thousands of New Yorkers could now avoid traffic jams

by traveling underneath the streets. [B]

As early as 1865, there had been proposals for a New York subway, but that took decades to resolve the many political, financial, and technical challenges. The engineer, William Barclay Parsons accepted responsibility for overseeing this project.

Parsons decided that most of the subway tunnel would be constructed using an innovation engineering method known as “cut and cover.” [C] First, workers used picks and shovels to remove roads and dig a deep trench. After installing wooden braces to hold back the earth, workers built a concrete floor. Tunnel walls were

created: with layers of brick, ceramic blocks, tar-soaked felt for waterproofing, and concrete. The roof was made from arch-shaped wooden molds also covered with concrete. Next, track beds were filled with crushed stone, and rails were secured to wooden ties. Finally, the roof was covered with tar-soaked felt, and the roads were rebuilt.

19. A. NO CHANGE
B. in the completion of its route.
C. in twenty-six minutes.
D. DELETE the underlined portion and end the sentence with a period.
20. Which choice would most effectively conclude the sentence by indicating clearly how the subway system could address the problem described in the first part of the sentence?
F. NO CHANGE
G. traveling more effectively.
H. trying something new.
J. using a system.
21. A. NO CHANGE
B. it
C. those
D. DELETE the underlined portion.
22. F. NO CHANGE
G. engineer—William Barclay Parsons
H. engineer William Barclay Parsons,
J. engineer William Barclay Parsons
23. A. NO CHANGE
B. innovate engineer
C. innovative engineering
D. innovate engineering
24. F. NO CHANGE
G. into the ground deeply under where the roads had previously been removed by them.
H. a trench far down below since it was necessary to shovel deep into the earth in this method known as “cut and cover.”
J. DELETE the underlined portion and end the sentence with a period.
25. A. NO CHANGE
B. created, with
C. created with
D. created with:



Brightly lit stations welcomed the public, many
of them were skeptical of traveling underground. [D] It
26

didn't take long for New Yorkers to adapt, however. The
day after the subway opened, one newspaper reported that
27
the riders were emerging from underground "having
finished what will be to them the daily routine of the
rest of their lives." 28

26. **F.** NO CHANGE
G. of whom
H. of who
J. DELETE the underlined portion.
27. **A.** NO CHANGE
B. therefore.
C. for instance.
D. that is.
28. The writer wishes to add a sentence that describes the magnitude and expansiveness of the New York City Subway system today. Given that all the following statements are true, which one, if added here, would most clearly and effectively accomplish the writer's goal?
- F.** Even today, for many New Yorkers that newspaper's account is right!
G. Today, riding a portion of the New York City Subway's 656 miles of mainline track is a daily routine for more than 4 million people.
H. Today, the New York City Transit Authority continuously maintains two separate fleets of subway cars.
J. Now, a typical New York City Subway waiting platform ranges from 400 to 700 feet.

Question 29 asks about the preceding passage as a whole.

29. Upon reviewing the essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:
- This technique, also known as "open excavation," became the standard for subway tunneling for nearly sixty years.
- If the writer were to add this sentence to the essay, the sentence would most logically be placed at Point:
- A.** A.
B. B.
C. C.
D. D.



PASSAGE III

Diego Rivera: The People's Painter

In the 1920s, Mexican artist Diego Rivera (1886–1957) practiced the art of painting frescoes, large murals done on fresh plaster. Rivera's frescoes appeared on the outside walls of buildings in Mexico City, in plain sight of any passerby. This brought art out of the elite galleries by catering to the upper class and literally to the public.

Rivera attracted for his belief controversy that the working class should wield more political power. His

dominant artistic subject in his art was as expansive than his frescoes: the role played by laborers in the past, present, and future of humanity. One of his frescoes depict a progression through time and can be read as time lines from left to right. For example, on the left side of a fresco, there might be field workers hunched over in fatigue and surrounded by the tools of their trade. On the right side, after they have moved through history. The same workers stand tall, radiating strength and confidence. Such empowerment of the worker were to be the bright future Rivera envisioned for all the workers of the world.

30. The writer wants to suggest that the art of the fresco had been in decline previous to Rivera. Which choice best accomplishes that goal?
- F. NO CHANGE
G. engaged in
H. influenced
J. revived
31. A. NO CHANGE
B. that catered
C. while catering
D. and catered
32. F. NO CHANGE
G. Rivera should wield more political power for his belief that controversy attracted the working class.
H. Rivera for his controversy attracted belief that the working class should wield more political power.
J. Rivera attracted controversy for his belief that the working class should wield more political power.
33. A. NO CHANGE
B. that he was interested in
C. that he focused on
D. DELETE the underlined portion.
34. F. NO CHANGE
G. then
H. as
J. if
35. A. NO CHANGE
B. Many
C. Each
D. Any one
36. F. NO CHANGE
G. history; the
H. history, the
J. history—the
37. A. NO CHANGE
B. if it were
C. was
D. if it was



Rivera received various prestigious commissions while he was in the United States. In the 1930s, he was commissioned by the Ford Motor Company to paint a twenty-seven-panel fresco in the Detroit Institute of Arts. The fresco, *Detroit Industry*, portrays some of the varied groups that shaped American culture and constituted its workforce. The central panel on the north wall shows the manufacture of a 1932 Ford V-8 engine, when the central panel on the south wall shows the production of this same car's exterior. Smaller panels depicting workers in a variety of other Detroit industries. 42 The fresco is a dynamic work because, by capturing the energy, humanity, and collective achievement of the Detroit workers, celebrates all working men and women. However, Rivera considered it the greatest achievement of his career.

38. F. NO CHANGE
 G. various, prestigious,
 H. various, and prestigious
 J. various and prestigious,
39. If the underlined phrase were deleted, the sentence would primarily lose a detail that:
 A. repeats information found elsewhere in the sentence.
 B. is necessary for the sentence to be grammatically complete.
 C. provides new and relevant information to the sentence.
 D. is ambiguous and unnecessary to the sentence.
40. F. NO CHANGE
 G. since
 H. thus
 J. and
41. A. NO CHANGE
 B. depict
 C. depicting some
 D. had depicted
42. The writer is thinking of adding the following phrase to the end of the preceding sentence (changing the period after *industries* to a comma):
 such as medicine, pharmaceuticals, and chemicals.
 Should the writer make this addition there?
 F. Yes, because it offers relevant examples that help to specify a broad term.
 G. Yes, because it helps explain how the panels were physically constructed.
 H. No, because it provides a sampling of industries rather than a full listing.
 J. No, because it digresses from the main point of the sentence.
43. A. NO CHANGE
 B. that,
 C. while,
 D. that was,
44. F. NO CHANGE
 G. Despite this,
 H. Regardless,
 J. DELETE the underlined portion.



PASSAGE IV

After All These Years

[1]

[1] I met Joan, the person who would be my best friend for the next twenty years, the first morning I played outside my family's new California home. [2] I was five years old. [3] We became inseparable childhood friends, and we remained close, even though we attended different high schools and colleges.

[2]

Joan enjoyed jogging and painting cityscapes. I loved hiking trips and writing. We shared an appreciation of the outdoors and a passion for our creative work. More

importantly though we enjoyed being together. Through our history of shared experiences, we formed a rare understanding of each other.

[3]

[1] Last February, I had to travel to Fairbanks, Alaska, for my work. [2] Though we had rarely spoken to each other in fifteen years, when I called Joan to suggest a meeting, her voice sounded wonderfully familiar.

45. A. NO CHANGE
 B. close, yet even
 C. close; even
 D. close. Even

46. Which of the following alternatives to the underlined portion would NOT be acceptable?
 F. cityscapes, while I
 G. cityscapes; I
 H. cityscapes. I, on the other hand,
 J. cityscapes I

47. A. NO CHANGE
 B. important though
 C. importantly, though,
 D. important, though

48. Which choice would best express the narrator's positive reaction to speaking with Joan and the narrator's fondness for her friend?
 F. NO CHANGE
 G. she said that she would rearrange her schedule so that we could meet.
 H. she told me that she immediately recognized my voice.
 J. her quick words and the sound of her laugh surprised me.

[3] Through my parents, whom were still in touch with

49

Joan's father, I learned that Joan was currently living in

50

Fairbanks. 51

[4]

I parked my rental car in downtown Fairbanks, and to keep the battery from freezing, I plugged the engine into an electrical outlet in the parking lot so the battery would stay warm. It was twenty below

52

zero that afternoon, and the sky shone with a pale gray

53

light. 54 I called Joan from a pay phone. She soon met me on a street corner that was close to her art studio.

[5]

As we walked upstairs to her studio, we slipped into our familiar habits, talking about the people in our lives and our work. We talked just as easily as we had in the past, when we would sit in the field behind Joan's house atop the rabbit hutch and discuss our friends and our hopes for the future.

56

49. A. NO CHANGE
B. who
C. whose
D. which
50. F. NO CHANGE
G. we
H. they
J. he
51. Which of the following sequences of sentences makes Paragraph 3 most logical?
A. NO CHANGE
B. 1, 3, 2
C. 2, 1, 3
D. 3, 2, 1
52. F. NO CHANGE
G. located in the downtown area of the city.
H. so the battery would continue to work properly despite the cold weather.
J. DELETE the underlined portion and end the sentence with a period.
53. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. was glowing
B. glowed
C. shined
D. shoned
54. If the writer were to delete the preceding sentence, the essay would primarily lose:
F. an indication of the narrator's response to the weather conditions in Fairbanks.
G. a detailed analysis of why the narrator had to plug the car engine into an electrical outlet.
H. descriptive details that help set the scene of the narrator's meeting with Joan.
J. unnecessary details that repeat information given earlier in the paragraph.
55. A. NO CHANGE
B. fell upon
C. dropped by
D. returned with
56. F. NO CHANGE
G. in the field atop the rabbit hutch behind Joan's house
H. atop the rabbit hutch in the field behind Joan's house
J. behind Joan's house in the field atop the rabbit hutch



[6]

When I saw Joan's new paintings, I immediately remembered her distinct way of emphasizing shadows and light. I remembered everything about her: how she would get so absorbed in her work that she'd forget to eat, how
57

she disliked talking in the morning, how she was firm in
58

her decisions. The years of separation had not affected the
59
heart of our connection, our friendship.
59

57. Which of the following alternatives to the underlined portion would NOT be acceptable?
- A. engrossed in
 - B. acquired by
 - C. immersed in
 - D. engaged in
58. Which of the following alternatives to the underlined portion would NOT be acceptable?
- F. with
 - G. regarding
 - H. along
 - J. about
59. Given that all the choices are true, which one would best conclude this essay by effectively summarizing its main idea?
- A. NO CHANGE
 - B. Sadly, I realized that although we might be able to meet once a year, Joan and I would probably never again live in the same city.
 - C. Even though we had followed different interests, I was glad to know that both Joan and I had been able to devote time to our creative work.
 - D. As a result of the time we spent together when we were very young, I'll always remember Joan.

Question 60 asks about the preceding passage as a whole.

60. Upon reviewing the essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:
- Yet, despite such strong ties, we moved far apart as adults and lost touch.
- This sentence would most logically be placed:
- F. after Sentence 2 in Paragraph 1.
 - G. at the end of Paragraph 2.
 - H. at the end of Paragraph 4.
 - J. after the first sentence in Paragraph 6.



PASSAGE V

Three Stars, Many Stories

Many thousands of years ago, people around the world began attaching different stories to the stars in the

61

night sky. The Sun sets gradually the images of a winged horse, a drinking gourd, a heartbroken hero appear in lights overhead. In some cases, a pattern of stars may represent a simple object that has meaning in day-to-day life. In other cases, the pattern, or constellation, may be

63

a figure with a different kind of meaning.

64

Three bright stars that I've read about have acquired

65

significance for many viewers around the globe. In some

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agricultural parts of Japan, for instance, these three stars are commonly referred to as *Karasuki* and represent a

67

three-pronged plow. It's awesome that in other parts of Japan, the same three stars appear in a constellation

68

61. A. NO CHANGE
 B. stories, which they connected to
 C. stories, to which they related to
 D. stories because of
62. F. NO CHANGE
 G. sets, gradually,
 H. sets, and gradually
 J. setting gradually
63. A. NO CHANGE
 B. pattern, or constellation
 C. pattern or constellation,
 D. pattern or constellation:
64. Given that all the choices are true, which one ends this paragraph with the clearest allusion to *Orion*, as the constellation is described later in the essay?
 F. NO CHANGE
 G. that is interesting but hard to see without a telescope.
 H. who plays a dramatic role in a myth that has been told and retold for centuries.
 J. that is also represented in the night sky once the Sun has set and the stars emerge.
65. Given that all the choices are true, which one offers visual information about the stars as they appear in modern times?
 A. NO CHANGE
 B. have different names in different cultures
 C. formed long before any of us were born
 D. together roughly form a straight line
66. Which of the following alternatives to the underlined portion would NOT be acceptable?
 F. observers
 G. overseers
 H. night-sky watchers
 J. stargazers
67. Given that all the choices are true, which one provides a detail that has the most direct connection to the information that follows in this sentence?
 A. NO CHANGE
 B. distant
 C. populated
 D. historic
68. F. NO CHANGE
 G. You'll be amazed to learn that in
 H. Consider, if you will, the notion that in
 J. In



representing the floor-length sleeve of a woman's kimono.

In still other parts of Japan, this shining trio appears in the center of an hourglass-shaped drum, a *tsuzumi*.

On the other side of the world, the same three stars ⁶⁹has traditionally represented three zebras to the Namaqua people of South Africa. In

the mythology, of the Tswana people of South Africa, ⁷⁰these same stars represent three pigs. ⁷¹

[1] *Orion* is the name many Westerners use for a constellation that contains these three stars. [2] In Greek mythology, Orion is a mighty hunter. [3] In the night sky, he carries a bow and arrow and is accompanied by his loyal dogs, *Canis Major* and *Canis Minor*. [4] The three stars form the brilliant belt around the hunter's waist. [5] In the sky with Orion are the animals he used to hunt on Earth—from a small rabbit to a huge bull. [6] The scorpion that, according to myth, killed Orion inhabits the sky as well, but at such a distance because ⁷²it can never sting the hunter again. [7] Even in an age of big-screen televisions, their ⁷³is still no show on Earth as big as the night sky. [8] Stars up there play different roles around the world, ⁷⁴their dazzling careers span thousands of years. 75

69. A. NO CHANGE
B. In Japan's imagination, this
C. In Japan, this
D. This

70. F. NO CHANGE
G. have
H. could of
J. has been

71. A. NO CHANGE
B. mythology of the Tswana people, of South Africa
C. mythology, of the Tswana people, of South Africa
D. mythology of the Tswana people of South Africa,

72. F. NO CHANGE
G. so when
H. this means
J. that

73. A. NO CHANGE
B. they're
C. there
D. but there

74. F. NO CHANGE
G. world, and their
H. world, with
J. world,

75. The writer wants to divide the preceding paragraph into two to create a concluding paragraph that is free of direct references to a specific culture's view of the three stars. The best place to begin the new paragraph would be at the beginning of Sentence:

- A. 4.
B. 5.
C. 6.
D. 7.

END OF TEST 1

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

Scoring Keys for the ACT Practice Tests

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a "1" in the blank for each question you answered correctly. Add up the numbers in each subscore area and enter the total number correct for each subscore area in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each subscore area.

Test 1: English—Scoring Key

	Key	Subscore Area*			Key	Subscore Area*	
		UM	RH			UM	RH
1.	B	___		39.	C		___
2.	J	___		40.	J		___
3.	D		___	41.	B	___	
4.	F	___		42.	F		___
5.	B		___	43.	B	___	
6.	J	___		44.	J		___
7.	D		___	45.	A	___	
8.	F	___		46.	J	___	
9.	A		___	47.	C	___	
10.	H	___		48.	F		___
11.	A		___	49.	B	___	
12.	H	___		50.	F	___	
13.	D	___		51.	B		___
14.	G	___		52.	J		___
15.	B		___	53.	D	___	
16.	G	___		54.	H		___
17.	C	___		55.	A	___	
18.	G		___	56.	H	___	
19.	D		___	57.	B		___
20.	F		___	58.	H	___	
21.	B	___		59.	A		___
22.	J	___		60.	G		___
23.	C	___		61.	A	___	
24.	F		___	62.	H	___	
25.	C	___		63.	A	___	
26.	G	___		64.	H		___
27.	A		___	65.	D		___
28.	G		___	66.	G		___
29.	C		___	67.	A		___
30.	J		___	68.	J		___
31.	B		___	69.	A		___
32.	J		___	70.	G	___	
33.	D		___	71.	D	___	
34.	H	___		72.	J	___	
35.	B	___		73.	C	___	
36.	H	___		74.	G	___	
37.	C	___		75.	D		___
38.	F	___					

Number Correct (Raw Score) for:	
Usage/Mechanics (UM) Subscore Area	___ (40)
Rhetorical Skills (RH) Subscore Area	___ (35)
Total Number Correct for English Test (UM + RH)	___ (75)

*UM = Usage/Mechanics
RH = Rhetorical Skills

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Test 2: Mathematics—Scoring Key

	Key	Subscore Area*				Key	Subscore Area*		
		EA	AG	GT			EA	AG	GT
1.	A	___			35.	D			___
2.	F	___			36.	F			___
3.	E	___			37.	B			___
4.	J	___			38.	G			___
5.	C	___			39.	C			___
6.	K	___			40.	G			___
7.	E	___			41.	B			___
8.	H	___			42.	F			___
9.	A	___			43.	D	___		
10.	J			___	44.	H			___
11.	D			___	45.	A			___
12.	K	___			46.	J	___		
13.	B	___			47.	C			___
14.	F		___		48.	H			___
15.	C		___		49.	B			___
16.	J	___			50.	F			___
17.	B			___	51.	C	___		
18.	J			___	52.	J			___
19.	D	___			53.	E			___
20.	J			___	54.	K	___		
21.	E	___			55.	C	___		
22.	G			___	56.	J			___
23.	B	___			57.	E			___
24.	H		___		58.	G			___
25.	A		___		59.	C	___		
26.	G	___			60.	F			___
27.	B			___					
28.	H		___						
29.	E		___						
30.	K		___						
31.	E			___					
32.	G	___							
33.	D		___						
34.	F		___						

Number Correct (Raw Score) for:	
Pre-Alg./Elem. Alg. (EA) Subscore Area	___ (24)
Inter. Alg./Coord. Geo. (AG) Subscore Area	___ (18)
Plane Geo./Trig. (GT) Subscore Area	___ (18)
Total Number Correct for Math Test (EA + AG + GT)	___ (60)

*EA = Pre-Algebra/Elementary Algebra
AG = Intermediate Algebra/Coordinate Geometry
GT = Plane Geometry/Trigonometry

1267C

TABLE 1**Explanation of Procedures Used to Obtain Scale Scores from Raw Scores**

On each of the four multiple-choice tests on which you marked any responses, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale scores. For each test, locate and circle your raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale score that corresponds to that raw score. As you determine your scale scores, enter them in the blanks provided on the right. The highest possible scale score for each test is 36. The lowest possible scale score for any test on which you marked any responses is 1.

Next, compute the Composite score by averaging the four scale scores. To do this, add your four scale scores and divide the sum by 4. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.) Enter this number in the blank. This is your Composite score. The highest possible Composite score is 36. The lowest possible Composite score is 1.

ACT Test 67C	Your Scale Score
English	_____
Mathematics	_____
Reading	_____
Science	_____
Sum of scores	_____
Composite score (sum ÷ 4)	_____

NOTE: If you left a test completely blank and marked no items, do not list a scale score for that test. If any test was completely blank, do not calculate a Composite score.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	75	59-60	40	40	36
35	73-74	57-58	39	39	35
34	71-72	55-56	38	38	34
33	70	54	—	37	33
32	69	53	37	—	32
31	68	52	36	36	31
30	67	50-51	35	35	30
29	66	49	34	34	29
28	64-65	47-48	33	33	28
27	62-63	45-46	32	31-32	27
26	60-61	43-44	31	30	26
25	58-59	41-42	30	28-29	25
24	56-57	38-40	29	26-27	24
23	53-55	36-37	27-28	24-25	23
22	51-52	34-35	26	23	22
21	48-50	33	25	21-22	21
20	45-47	31-32	23-24	19-20	20
19	42-44	29-30	22	17-18	19
18	40-41	27-28	20-21	16	18
17	38-39	24-26	19	14-15	17
16	35-37	19-23	18	13	16
15	33-34	15-18	16-17	12	15
14	30-32	12-14	14-15	11	14
13	29	10-11	13	10	13
12	27-28	8-9	11-12	9	12
11	25-26	6-7	9-10	8	11
10	23-24	5	8	7	10
9	20-22	4	7	6	9
8	17-19	—	6	5	8
7	14-16	3	5	4	7
6	11-13	—	4	3	6
5	9-10	2	3	—	5
4	6-8	—	—	2	4
3	5	1	2	1	3
2	3-4	—	1	—	2
1	0-2	0	0	0	1