



Accessibility Supports Guide for the ACT—State and District Testing

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ABOUT THIS GUIDE

Accessibility supports refer to systems, tools, and accommodations that remove barriers for the entire testing population, including examinees identified as having disabilities and English learners (ELs), as well as examinees who do not have a disability. All examinees need to be able to communicate fairly and effectively what they know and can do when they take a test. ACT provides accessibility supports that include the following:

- Universal supports
- Designated supports
- English learner supports
- Accommodations

This guide helps educational teams select appropriate accessibility supports and accommodations for their students for use during the test.

Terms and Topics

You will encounter the following terms throughout this guide. Knowing how ACT defines these terms will help you understand how to select and implement appropriate supports for examinees. (See *Understanding Accessibility Supports Options* for definitions and examples of individual accessibility supports and accommodations, such as medical monitoring devices, screen reader compatibility, speech-to-text [STT] software, and others.)

Accessibility supports

Embedded features and locally provided adjustments to the standardized testing procedures that allow for inclusive, accessible, and fair testing for diverse populations of examinees. Available accessibility supports, including accommodations, are located in *Understanding Accessibility Supports Options*.

Accommodations

Adaptations to the standardized procedures available to examinees with a disability who use the same accessibility support to access instruction and assessment in their educational environment. Accommodations are intended to reduce and/or eliminate the effects of an individual examinee's disability. Accommodations must be requested and authorized for use by ACT prior to being used on the test.

Designated supports

Adjustments to standardized testing procedures that change the way an examinee accesses the test without changing the content being assessed. Designated supports are not requested via the Test Accessibility and Accommodations (TAA) system. They are available to any examinee for whom a need has been identified, as long as test security is not compromised and testing environment requirements are met. Typically, these are adjustments to the testing environment. Most require advance planning to deliver. Also known as *local arrangements*.

Disability	<p>As defined by the Americans with Disabilities Act (ADA), a physical or mental impairment that substantially limits a person's ability to perform one or more major life activities when compared to most people in the general population. The ADA defines a person with a disability as a person who has such an impairment, who has a history or record of such an impairment, or who is perceived by others as having such an impairment.</p>
Educational team	<p>A group of educators who work in collaboration with families and students to design and provide effective educational plans that provide access to the general curriculum for students with an identified need.</p>
English learner (EL)	<p>A student, enrolled in a school within the United States and its territories, who is linguistically diverse and who is identified (using their state-approved English language proficiency criteria) as having limited English proficiency. This includes students who comprehend, speak, read, or write some English, but whose predominant comprehension or speech is in a language other than English.</p>
Examinee with a disability	<p>An individual with a professionally diagnosed and documented disability that meets criteria defined in the Individuals with Disabilities Education Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, or the ADA. See also <i>Disability</i>.</p>
Formal educational plan	<p>A written document developed by an educational team that documents the student's qualification and need for accessibility supports and accommodations to access the general curriculum and clearly indicates how the accommodation will be implemented during instruction and assessment. The decision made regarding accommodations should be transparent. Students may fall into one of the following formal educational plan categories:</p> <ul style="list-style-type: none">• Students who are referred, evaluated, and determined to be eligible using established criteria to receive special education services under IDEA will have an Individualized Education Program (IEP) developed by an IEP team• Students who are served under Section 504 of the Rehabilitation Act of 1973 will have a Section 504 plan or Individual Accommodation Plan (IAP), as defined by local educational agency policy and procedure• Students who are identified with limited English proficiency as defined by state guidelines may have an English Language Acquisition (ELA) plan <p>If an examinee does not have a valid, current IEP or Section 504 plan, ACT requires additional documentation from a qualified professional to establish eligibility pursuant to ADA standards. See also <i>Disability</i>.</p>

Former EL

An individual who is no longer designated as an English learner, although progress will continue to be tracked for two years after they have achieved the standards of fluency as identified by an English language proficiency assessment. Former EL students are considered to be English proficient.

Universal supports

Supports embedded into standardized testing processes and procedures to support access to the test for all examinees.

EDUCATIONAL TEAM DECISION MAKING

Educational teams familiar with an individual student's needs should follow a systematic and data-based selection process for identifying required accessibility supports and accommodations. Educational teams should include educators, school staff, parents/guardians, and the student. These individuals combine their knowledge, experience, and commitment to design an educational program that allows the student to access the same curriculum and instruction as their peers without disabilities. The title, function, policies, and procedures of these educational teams are defined by the local educational agency and, for some students, in accordance with state and federal law.

Educational teams have the decision-making responsibility to select appropriate accessibility supports and accommodations for instruction and assessments based on evidence provided by educational, medical, and/or mental health professionals. Various types of teams may be assembled to consider a student's educational needs. All decisions will be made and documented in a formal educational plan according to applicable local, state, and federal guidelines.

GENERAL PRINCIPLES FOR ACCOMMODATIONS

All accommodations used for testing should be used routinely in instruction and evaluated periodically for effectiveness. To preserve test validity, not all instructional accommodations are allowable for use on the test.

To the extent possible, ACT authorizes accommodations that adhere to the following principles:

- Enable examinees to participate more fully and fairly in instruction and in taking tests to demonstrate their knowledge and skills
- Are based on an examinee's need rather than on the category of an examinee's disability
- Are based on a documented need in the instructional and assessment setting
- Are not provided for the purpose of giving the examinee an enhancement that could be viewed as an unfair advantage or to obtain a desired score
- Are described and documented in the appropriate and current formal educational plan
- Become part of the examinee's program of daily instructions as soon as possible after completion and approval of the formal educational plan
- Are not introduced for the first time during a test
- Are monitored for effectiveness during daily instruction
- Are based on individual needs

The following table provides examples of possible options for accessibility supports for examinees with different impairments and disabilities.

If an examinee has a...	Options for accessibility supports include, but are not limited to...
Visual impairment	<ul style="list-style-type: none"> • Human reader • Screen reader software for the visually impaired • Braille, braille response • Scribe to mark/enter responses • Time remaining indicator • Extra testing time • Accessible calculator
Hearing impairment	<ul style="list-style-type: none"> • Sign language interpreter • Printed copy of verbal instructions (for the examinee to read) • Preferential seating • Hearing assistive technology (audio amplification, FM/DM system) • Sign language interpreter for test items
Learning disability	<ul style="list-style-type: none"> • Human reader • Text-to-speech reader • Pre-recorded audio (url) • Extra testing time • Scribe to mark/enter responses
Physical disability	<ul style="list-style-type: none"> • Extra testing time • Breaks as needed (also known as stop-the-clock breaks) • Scribe to mark/enter responses • Medical monitoring device (not physically attached to the examinee) • Adaptive device/technology (e.g., adaptive seating)

TESTING WITH ACCESSIBILITY SUPPORTS

Accessibility supports apply to all examinees. Although we design the standardized testing experience to be the same for all examinees, ACT does provide accommodations for examinees with diagnosed, documented disabilities and language supports for English learner (EL) examinees (testing within the United States) to provide equitable access during the test without compromising the validity of test results. Accessibility supports emphasize an individualized approach to implementing assessment practices for examinees with diverse needs who participate in large-scale standardized testing.

ACT approves allowable accommodations in accordance with the ADA, IDEA, and Section 504 of the Rehabilitation Act of 1973.

For examinees who have a valid, current IDEA-compliant IEP or Section 504 plan that documents and authorizes allowable accommodations that have been requested for the ACT, a copy of the IEP or 504 plan will be sufficient to demonstrate eligibility and the need for the same allowable accommodation on the ACT test. All accommodations and certain EL supports must be requested and authorized by ACT prior to use on the test. Deadlines to request EL supports and accommodations for ACT State and District test events are available in the *Schedule of Events* available on your ACT-hosted State or District web page.

In the absence of a valid, current IEP or Section 504 plan, a testing coordinator must submit additional documentation to ACT to substantiate a disability (as defined by the ADA) and qualify a student for accommodations. Submitted documentation must include:

- A professionally diagnosed physical or mental impairment that substantially limits one or more major life activities
- An individualized accommodations plan or medical plan that documents the examinee's disability, the need for accommodations to access the general curriculum, and how the accommodation is currently implemented during instruction and assessment
- A history of using the accommodation in an academic setting

Examinees without a formal educational plan may submit an **Exceptions Statement Form** indicating why accommodations are needed at this time.

More information on documentation requirements can be found on your ACT-hosted State or District web page for **Accommodations and EL supports**.

Types of Accessibility Supports

Accessibility supports permitted during testing remove barriers and allow examinees access to the test while honoring the content the tests measure. It is important to abide by all outlined requirements for administering supports.

The available types of accessibility supports include the following:

- Universal supports
- Designated supports
- English learner (EL) supports
- Accommodations

Universal Supports

A universal support is an aid made available to all examinees to foster greater inclusion in the standardized test. Universal supports are embedded into testing practices.

Common universal supports appear in the tables found in Defining and Applying Accessibility Supports. Examples of universal supports include, but are not limited to, the following:

- Test booklet or student authorization ticket used as scratch paper
- Working on scratch (blank, lined, or graph) paper (provided in the testing room)
- Use of a calculator that meets the **ACT Calculator Policy** for the mathematics section
- Clarification or repetition of general administration directions, if requested
- Marking items for review
- Color contrast

When testing online through the TestNav delivery system, all students have access to built-in accessibility features, including the following:

- Answer masking/answer eliminator
- Color contrast adjustments
- Embedded calculator
- Full screen enlargement (zoom)
- Highlighter
- Indicator of time remaining
- Keyboard navigation

- Line reader/visual tracking support tool
- Marking items for review

Designated Supports

Designated supports, also known as local arrangements, are available to any examinee for whom a need has been identified and are approved by the test coordinator. Districts and schools have the authority to provide designated supports listed in this guide for any examinee without ACT approval if test security is not compromised and testing environment requirements are met. Generally, most examinees are tested with their peers; however, under certain circumstances, a change in testing conditions may be necessary for an examinee. Typically, these are adjustments to the testing environment. Most require advance planning to deliver.

Examinees with temporary conditions (typically lasting less than six months), such as a broken hand, may use designated supports to meet their temporary needs.

Examinees who use only universal and/or designated supports will test in a standard time room, using standard time testing materials.

All allowable designated supports appear in the tables found in *Defining and Applying Accessibility Supports*. Examples of designated supports include, but are not limited to, the following:

- Assistive devices/technology
- Food, drink, and medication for examinees with medical needs (does not include medical monitoring devices)
- Frequent breaks that do not stop the testing clock
- Noise buffers/ear plugs
- Permission to stand during testing
- Time remaining indicator
- Service animal
- Small group/one-to-one testing

Note: Designated supports are not recorded in the test administration platform.

English Learner Supports

English learner (EL) supports are available only for examinees who are not proficient in English and are enrolled in a school or homeschool within the United States or US territories. Educational teams that are responsible for selecting supports needed to access curriculum, instruction, and assessments due to limited English proficiency should identify needed EL supports. ACT must authorize requests for the use of one and one-half time as an EL support. Other supports listed below may be locally authorized.

Documentation requirements for one and one-half time as an EL support include the following:

- English language learner plan for the current school year
- English language proficiency assessment and some screener scores for the current school year
- Proof of participation in an English language acquisition program

For more detailed information on documentation requirements, see the **ACT English Learner web page**.

Examinees authorized by ACT to use one and one-half time must use the designated accommodations testing materials.

As an examinee receives exposure to and learns the English language, their level of English proficiency changes. English language proficiency assessments in the four language domains of reading, writing, speaking, and listening measure an individual's current level of English proficiency. EL supports requiring ACT authorization expire every two years on July 31 and

must be re-authorized after the expiration date noted on the decision notification by submitting updated EL documentation via the Test Accessibility and Accommodations (TAA) system.

EL supports appear in the tables found in Defining and Applying Accessibility Supports and are limited to the following provisions:

- ACT-authorized word-to-word **bilingual dictionary or glossary**
- **Translated test directions for online testing** (not available in every language), provided by ACT and printed locally
- **Translated test directions for paper testing** (not available in every language), provided by ACT and printed locally
- One and one-half time, single day

Note:

To request a review of a bilingual word-to-word dictionary not on the authorized list, send an email request to ACT at ACTStateAccoms@act.org. ACT will review the request and determine if the dictionary or glossary may be used. The requester will receive an email indicating if the requested book is authorized for use. Include the following information in the email:

- *Exact title of the dictionary/glossary*
- *ISBN identifier (both 10- and 13-digit number)*
- *Publisher*
- *Publication year*
- *Author, if applicable*

Accommodations

Accommodations are authorized adaptations to the standardized testing procedures intended to reduce and/or eliminate the effects of an examinee's disability. They should never reduce learning expectations by reducing the scope, complexity, or rigor of a test. Examinees testing with ACT-authorized accommodations must test in an accommodations testing room with accommodations testing materials, according to their allowable timing.

Accommodations are available only for examinees with disabilities as documented in an IEP, 504 plan, or similar accommodations plan and/or other documentation that substantiates a disability, as defined by the ADA. Accommodations provided for the test should be used regularly in the academic environment; they should not be introduced just prior to taking the test. Not all instructional accommodations are allowable for use on the test as they may change what the test is designed to measure. For example, ACT does not allow the use of a dictionary with definitions, as understanding vocabulary is part of the construct of the test. There are consequences for the use of non-allowable and/or non-authorized accommodations during the test.

Note: ACT may void a test if an examinee uses a non-authorized accommodation during testing.

Examples of accommodations include, but are not limited to, the following:

- Presentation and formats supports (e.g., alternate formats, auditory presentation)
- Response and navigation supports (e.g., assistive technology, speech-to-text for writing, scribe)
- Setting and location supports (e.g., background music/white noise machine, fidget device, medical monitoring device, personal aide)
- Timing supports (e.g., extra testing time, breaks as needed)

Note: Examinees with an impairment that generally lasts less than 6 months may be provided designated supports if a temporary need is identified.

AUTHORIZING ACCESSIBILITY SUPPORTS

Submitting Requests

The test coordinator is ultimately responsible for submitting accommodations and English learner (EL) supports requests. Anyone authorized to enter information into the Test Accessibility and Accommodations (TAA) system is referred to as a test accommodations coordinator (TAC). The same person may serve as both a test coordinator and test accommodations coordinator; however, ACT recommends all testing organizations identify two TACs. The TAC may assist with activities around administering test accessibility supports. The TAC completes the following tasks:

- Ensures a completed **Consent to Release Information to ACT** form for each examinee is on file at the school. This document is not provided to ACT.
Note: The Consent to Release Information to ACT form should be kept securely in the examinee's records for at least one year after the request is entered into the TAA system.
- Submits requests for ACT-authorized accommodations and EL supports in the TAA system, accessed at **success.act.org**
- Helps organize materials for any examinees testing with accommodations and/or supports
- Helps administer tests with accommodations and EL supports
- Coordinates with the test coordinator to have ACT email communications forwarded to appropriate individuals
- Associates future test administrations with the examinee's request in the TAA system. For the steps needed to associate future test administrations, see the **TAA User Guide** on your ACT-hosted State or District web page.

The TAC identifies and requests authorizations for examinees to test with the following:

- EL supports for one and one-half time based on limited English proficiency
- Accommodations based on the student's formal educational plan

Reviewing Requests

Authorization for accommodations and EL supports is under the purview of ACT. Once it receives a request for accommodations and EL supports, ACT takes the following steps:

- Reviews documentation provided in the TAA system
- Determines whether to authorize the requested accommodations and EL supports for use on the test
- Creates an individualized decision notification and provides it to the TAC via the TAA system, who is responsible for sharing it with the examinee

Requests for accommodations and EL supports must be submitted by the published deadline for your State or District contract. The deadline is available in your *Schedule of Events*, available on your ACT-hosted web page. Accommodation requests submitted after the published deadline will not be available for your state testing events.

An exception to the deadline is available in limited circumstances if, after the initial deadline, the student:

- Enrolls in your school
- Is identified as an English learner who is eligible for services
- Changes grade level
- Is identified with a new disability and a new or revised IEP or 504 Plan is implemented

Documentation to support the late submission must be included in the request.

*Note: ACT strictly enforces the deadlines for initial requests and subsequent reconsideration requests if a decision is contested and further documentation is provided to ACT. Refer to the **Qualified Exceptions to the Deadline (QED) form** (also found on your ACT-hosted web page) for more information. All deadlines are found in the Schedule of Events for your State or District contract.*

UNDERSTANDING ACCESSIBILITY SUPPORTS OPTIONS

ACT has developed a comprehensive list of available accessibility supports and accommodations designed to increase access to the test and still result in valid, comparable assessment scores.

This information provides helpful guidance for choosing appropriate accessibility supports, gives an at-a-glance comparison of available accommodations and supports, and allows you to quickly identify what needs to be authorized by ACT and what does not need to be authorized. Specifically, supports identified in the tables in Defining and Applying Accessibility Supports as **accommodations** or **EL supports** must be submitted for approval through the Test Accessibility and Accommodations (TAA) system. Supports identified as **designated supports** may be provided to any student who needs them without ACT's authorization, while **universal supports** are available to all students as part of standard testing practices.

Most materials needed for accessibility supports are provided locally or by the examinee. ACT provides the following:

- Paper braille test books and tactile graphics
- Large-print test booklets and answer documents
- Translations of test directions (which are printed locally)
- Pre-recorded audio (url)
- Reader's scripts

Defining and Applying Accessibility Supports

The following tables list accessibility supports and accommodations available for use on the test, describe what each support or accommodation is and who it's for, and provide notes on its application or use in the testing environment. The tables are grouped into the following four categories:

- Presentation and formats supports (e.g., alternate formats, auditory presentation), which address the way information is presented or formatted

- Response and navigation supports (e.g., assistive technology, speech-to-text, scribe), which address the way an examinee navigates the assessment or responds to test items
- Setting and location supports (e.g., background music/white noise machine, fidget device, medical monitoring device, personal aide), which address the characteristics of the setting or the location where the assessment is administered
- Timing supports (e.g., extra testing time, breaks as needed), which address the scheduling of and timing allowed for the test administration

English Learner Supports

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Bilingual word-to-word dictionary (ACT-authorized)	A reference source in print containing words in English and the equivalent word in another language	Examinees who are not proficient in English, but have sufficient English to use the support effectively	<p>If the examinee is not proficient in English, ACT recommends that the one and one-half time accommodation be requested to use with this support.</p> <p>Only an ACT-authorized bilingual dictionary may be used.</p>	<p>Paper: Designated Support</p> <p>Online: Designated Support</p>
One and one-half time, single day	Allowing examinees extra time to complete testing	Examinees who are not proficient in English and require extra testing time to translate the test	<p>One and one-half time, single day provides examinees 50% extra time in a single session.</p> <p>One and one-half time, single day is the only allowable timing support for English learners.</p> <p>This support expires every two years from the academic year it was requested and authorized in. Refer to the examinee-specific Decision Notification in Test Accessibility and Accommodations (TAA) to determine if the support is still authorized. If expired, a reconsideration with current documentation must be submitted.</p> <p>See Timing Guidelines for administration instructions.</p>	<p>Paper: EL support</p> <p>Online: EL support</p>
Translated test directions (ACT-authorized)	Copy of the test directions (the directions found in the test booklet that the examinee reads when taking the test), translated into a limited number of languages other than English	Examinees enrolled in school in the United States who are not proficient in English	<p>Only the ACT-authorized translated test directions may be used for test administration. A link to the printable <i>Translated Test Directions</i> can be found on your ACT-hosted web page.</p> <p>Securely destroy the ACT-authorized test directions within 72 hours after test completion.</p> <p>ACT provides translated test directions for printing locally in a limited number of languages.</p>	<p>Paper: Designated support</p> <p>Online: Designated support</p>

Presentation and Format Supports

Support Name	What It Is	Who It's For	Notes	Type
American Sign Language (ASL), for the entire test	Video of the test items in American Sign Language (ASL)	Examinees with a hearing impairment, in conjunction with a reading disability, who use sign language as their primary mode of communication	<p>For the entire test, the examinee uses video ASL.</p> <p>Online testing: Video ASL is embedded within the testing platform.</p> <p>Paper testing: Video ASL is made available through a secure internet link (url) from ACT to the established test coordinator at the organization.</p> <p>A reader's script is not provided with the use of video ASL.</p> <p>Video ASL provides a standardized translation of test items. ASL is not a direct transliteration, but rather an interpretation of the text. If there is a difference between the signed and written text, the written text supersedes the signed text.</p> <p>A local interpreter is needed for verbal instructions (optional). The interpreter must sign an agreement on test day.</p> <p>See Administration Instructions for Video American Sign Language for additional information.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Support Name	What It Is	Who It's For	Notes	Type
<p>Braille (see also tactile graphics, stand alone)</p>	<p>A form of written language in which characters are represented by patterns of raised dots that are felt with the fingertips</p> <p>UEB math/science: Literary portions of the test are in Unified English Braille with UEB's own technical notation system for math and science notations</p> <p>UEB with Nemeth: Literary portions of the test are in Unified English Braille with Nemeth code for math and science notation</p> <p><i>Note: Not supported for online testing</i></p>	<p>Examinees with visual impairments, including blindness, who are proficient in reading braille</p>	<p>The braille code read by the examinee must be indicated in the TAA system.</p> <p>ACT offers two contracted braille code options:</p> <ul style="list-style-type: none"> • UEB math/science • UEB with Nemeth <p>It is critical that the TAC requests the correct braille code for the examinee. Incorrect braille code tests will not allow the examinee to read the test.</p> <p>If multiple braille codes are selected in the TAA system, UEB math/science will be provided.</p> <p>Braille test books include embedded tactile graphics.</p> <p>Examinees authorized for braille are provided triple time.</p>	<p>Paper: Accommodation</p> <p>Online: Not applicable</p>
<p>Color overlay/color contrast</p>	<p>Ability to adjust the contrast between the background and text</p>	<p>Examinees with visual impairments</p> <p>Examinees who experience eye fatigue when reading black text on a white background</p>	<p>For paper testing, examinees may use color overlays to adjust the contrast in the test booklet.</p> <p>Overlays provided by the examinee must be inspected prior to and after testing to ensure there is no writing on the overlay.</p> <p>For online testing, examinees select from preset text and background combinations.</p>	<p>Paper: Designated support</p> <p>Online: Universal support</p>

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Support Name	What It Is	Who It's For	Notes	Type
Human reader who reads the entire test	The room supervisor for paper testing reads aloud to one examinee using the provided reader's script in English	Examinees with a learning disability in reading decoding or comprehension Examinees with visual impairments	<p>The entire test is read, rather than selected words or passages upon request.</p> <p>Examinees authorized for a human reader are also assigned triple time (extra testing time), as that is the length of time required to orally present the test.</p> <p>The human reader must sign an agreement on test day.</p> <p>One-to-one administration (individual test room) is required.</p> <p>See Administration Instructions for Human Reader for additional information.</p> <p>For online testing, text-to-speech is the corresponding accommodation.</p>	Paper: Accommodation Online: Not available
Large print	Test booklets and answer documents printed in 18-point font instead of the standard 10-point font	Examinees with visual impairments	<p>Responses on the large-print answer document must be transcribed by the TAC to a standard print answer document in the presence of the examinee, unless the examinee declines to be present.</p> <p>The large-print materials kit includes:</p> <ul style="list-style-type: none"> • Large-print test booklet • Regular-print answer document • Large-print answer document <p>For online testing, zoom is the corresponding support.</p>	Paper: Accommodation Online: Universal support

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Support Name	What It Is	Who It's For	Notes	Type
Magnification device/zoom	<p>Zoom: Enlarging the screen display using keyboard shortcuts (e.g., Ctrl +)</p> <p>Magnification: Enlarging a section of the screen using an embedded tool</p> <p>CCTV: Enlarging the test booklet using a closed-circuit TV/video magnifier</p> <p>Magnifier: Enlarging printed text and graphics using a hand-held device (e.g., a magnifying glass or full-page magnifier)</p>	Examinees with visual impairments	<p>Examinees should be seated so other examinees in the test room cannot see the enlarged text or screen.</p> <p>When using zoom, examinees may need to scroll to view all text and graphics.</p> <p>Content can be shown through the CCTV but cannot be recorded.</p> <p>For online testing, zoom is the corresponding universal support.</p>	<p>Paper: Designated support</p> <p>Online: Universal support</p>
Other requests	Uncommon accommodations needed by examinees to access the ACT test that are not available in the selections provided in the TAA system	Examinees who require unique tools or settings to access the test	<p>For accommodations not listed in TAA, use the Other Accommodations box.</p> <p>The Other Accommodations box should not be used to request additional time or calculator use on the science test.</p> <p>Requesting uncommon accommodations may increase the review time for ACT to evaluate the request.</p> <p>Alternative accommodations are available for all test content areas dependent on the request and whether ACT can establish that the accommodation would not change what the test is designed to measure.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Support Name	What It Is	Who It's For	Notes	Type
Pre-recorded audio	Recording of the reader's script provided by ACT	Examinees with a learning disability in reading decoding or comprehension	<p>Pre-recorded audio may be used in a group setting if each examinee has headphones and can advance through the test independently.</p> <p>Audio is made available through a secure internet link (url) from ACT.</p> <p>Examinees authorized for pre-recorded audio are provided triple time.</p> <p>For online testing, text-to-speech is the corresponding accommodation.</p> <p>See Testing with Text-to-Speech or Pre-Recorded Audio.</p>	<p>Paper: Accommodation</p> <p>Online: Not applicable</p>
Printed copy of verbal instructions	Examinees are provided a printed copy of the verbal instructions locally	<p>Examinees who have difficulty following the verbal instructions</p> <p>Examinees with a hearing impairment who need to follow along with what is being said by the room supervisor</p>	<p>Verbal instructions are the instructions that the room supervisor reads aloud to examinees when administering the test.</p> <p>Verbal instructions can be found on the ACT-hosted State and District web page, to be printed locally and provided to the examinee.</p>	<p>Paper: Designated support</p> <p>Online: Designated support</p>
Read aloud to self	The examinee reads test items and/or answers aloud in an individual setting	Examinees with a learning disability in reading decoding or comprehension	One-to-one administration (individual test room) is required.	<p>Paper: Designated support</p> <p>Online: Designated support</p>

(continued)

Support Name	What It Is	Who It's For	Notes	Type
Screen reader software for low vision or blindness	<p>Software that allows examinees with visual impairments to navigate and interact with the ACT test</p> <p>Screen readers provide access via a speech synthesizer or braille display to on-screen text, alternative text for graphics, and navigation.</p>	<p>Examinees with visual impairments, including blindness</p>	<p>For the math and science sections of the test, tactile graphics must be used in conjunction with screen reader software. The correct braille code for the tactile graphics must be requested.</p> <p>Examinees who are authorized for the use of screen reader software will participate in the ACT via an online test platform, even if the school has selected to test on paper.</p> <p>Testing must occur in an individual setting unless examinees are using refreshable braille without auditory output or have their own headphones. Examinees must be able to navigate through questions at their own pace.</p> <p>Examinees authorized for use of a screen reader are provided triple time.</p> <p>See Testing with Screen Reader Software for administration instructions.</p>	<p>Paper: Not applicable</p> <p>Online: Accommodation</p>
Signed Exact English (SEE) or cued speech, for the entire test	<p>A qualified individual who visually translates test directions, test items, and multiple-choice responses using the reader's script for the examinee</p>	<p>Examinees with a hearing impairment, in conjunction with a reading disability, who use sign language as their primary mode of communication</p>	<p>The examinee must be seated so they have clear access to view the interpreter.</p> <p>If ASL is needed, see American Sign Language, for the entire test, above.</p> <p>If using SEE or cued speech, the interpreter follows the reader's script verbatim, without adding explanation.</p> <p>The interpreter must sign an agreement on test day.</p> <p>A one-to-one administration (individual test room) is required.</p> <p>See Testing with Sign Language Interpreters, Readers, and Scribes for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Support Name	What It Is	Who It's For	Notes	Type
Sign language interpreter, for verbal instructions	A qualified individual who visually translates verbal instructions for one or more examinees in the same testing environment	Examinees with a hearing impairment who use sign language as their primary mode of communication	<p>Examinee must be seated so they have clear access to view the interpreter.</p> <p>One interpreter may sign verbal instructions to multiple authorized examinees who are seated in the same room and use the same sign language system.</p> <p>Verbal instructions may be translated into any English-based sign system used widely in the U.S., including ASL, SEE, Conceptually accurate signed English (CASE), or cued speech.</p> <p>The interpreter must sign an agreement on test day.</p> <p>See Testing with Sign Language Interpreters, Readers, and Scribes for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Tactile graphics, stand alone (see also braille)	Palpable representation of non-textual information for examinees who are blind or visually impaired. Graphics for braille are called <i>tactile graphics</i> or <i>raised line drawings</i> . Charts, graphs, maps, diagrams, models, and symbols are translated into tactile graphics using multiple line heights, dashes, and textures to be felt by the fingertips.	Examinees with visual impairments, including blindness, who are proficient in reading braille	<p>Examinees are able to feel the raised lines and surfaces to obtain the same information people who are sighted get through visual images.</p> <p>Tactile graphics are needed only for the mathematics and science tests.</p> <p>ACT offers two stand-alone tactile graphics options:</p> <ul style="list-style-type: none"> • UEB math/science • UEB with Nemeth <p>The braille code read by the examinee must be indicated in the TAA system.</p> <p>Tactile graphics provide critical interpretive information on the math and science tests for items containing graphics that may not be read aloud.</p> <p>Tactile graphics are used in conjunction with:</p> <ul style="list-style-type: none"> • Screen reader software • A human reader for paper testing <p>Braille test books have tactile graphics embedded.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Support Name	What It Is	Who It's For	Notes	Type
Text-to-speech reader	An embedded, online, auditory presentation accommodation that allows the user to click to hear content read-aloud. The tool highlights and reads aloud the test items, words on graphics, and answer options.	<p>Examinees with a learning disability in reading comprehension or decoding</p> <p>Examinees with a visual impairment who can independently use a mouse</p>	<p>This auditory presentation of the assessment replaces the need for a human reader reading from the reader script.</p> <p>When administered in a small group, each examinee must have their own headphones.</p> <p>Text-to-speech is available only in English.</p> <p>Examinees authorized for text-to-speech readers are provided triple time.</p> <p>See Testing with Text-to-Speech or Pre-Recorded Audio for administration instructions.</p> <p>Examinees with vision impairments are encouraged to try out text-to-speech via an online practice test.</p> <p>For paper testing, pre-recorded audio is the corresponding accommodation.</p>	<p>Paper: Not applicable</p> <p>Online: Accommodation</p>

Response and Navigation Supports

Support Name	What It Is	Who It's For	Notes	Type
Accessible calculator	<p>A calculator with features that make it usable for examinees with visual impairments, such as an abacus or large key, braille, or talking calculator</p> <p>This is not the same as a standard calculator, which is allowed for all examinees.</p>	Examinees with visual impairments	<p>Examinees using talking calculators may test in a group setting if they use headphones. If headphones are not used, examinees must test individually.</p> <p>If the keys or screen are larger than 1 inch, the examinee must be seated so other examinees cannot view the calculator (e.g., in the back row).</p> <p>Calculators may only be used on the mathematics test.</p> <p>Requests for use on the ACT should be submitted under Other Accommodations.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Answer/custom masking	<p>Answer masking—online testing: Multiple-choice answers are covered, and the examinee uncovers choices when ready</p> <p>Custom masking (line reader)—online testing: Sections of the screen are covered by a box that varies in size and location</p> <p>Answer/custom masking—paper testing: Blank paper or cards are used to cover portions of the test booklet and/or answer document</p>	Examinees who have difficulty with visual clutter	<p>All masking paper or cards must be examined at the beginning and end of each test section to ensure there are no marks or notes.</p> <p>Paper with writing of any type must be collected and not returned to the examinee.</p> <p>Replacing with blank paper/cards is allowed.</p> <p>For online testing, answer masking is the corresponding universal support.</p>	<p>Paper: Designated support</p> <p>Online: Universal support</p>

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Support Name	What It Is	Who It's For	Notes	Type
Answer eliminator	The examinee crosses out multiple-choice answers to help determine the correct response	Examinees who use similar strategies during instruction	<p>For online testing, examinees use a system tool to cross out answers. This is embedded into the testing platform as a universal support.</p> <p>For paper testing, examinees use a pencil to cross off answers in their test booklet.</p>	<p>Paper: Designated support</p> <p>Online: Universal support</p>
Braille response	<p>Specialized tools that allow examinees to produce braille responses</p> <p>Brailier: Assistive technology featuring six keys that correspond to each of the six dots of the braille code; like a manual typewriter, paper is inserted into the machine; typing then causes raised braille dots on the paper, which can be read with the fingers</p> <p>Braille notetaker: Portable device with built-in refreshable braille display and has other software applications</p>	Examinees with visual impairments, including blindness, who are proficient in writing braille	<p>Refreshable braille devices/ notetakers must be disconnected from the internet and set to operate in dumb terminal mode.</p> <p>Responses in braille for paper-based testing must be transcribed to be scored. Transcription is completed by the room supervisor or someone proficient in braille authorized by the room supervisor—such as a teacher of the visually impaired (TVI)—in the presence of the examinee, unless the examinee declines to be present.</p> <p>Responses must be reproduced exactly as provided by the examinee.</p> <p>Examinees using screen reader software may use their refreshable braille display or keyboard to enter responses for online testing.</p> <p>The room supervisor must delete the essay from the braille writer or computer used by the examinee and the transcriber (including the trash folder).</p> <p>Examinees authorized for braille response are provided triple time.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Support Name	What It Is	Who It's For	Notes	Type
<p>Computer for writing constructed response</p>	<p>An electronic device that runs software, available to examinees taking a paper assessment to compose short answers and/or essay responses</p>	<p>Examinees with graphomotor challenges that impact their ability to express themselves through writing by hand</p>	<p>For paper testing: to prepare an examinee's essay for scoring:</p> <ul style="list-style-type: none"> • Use 12-point font on standard 8 1/2" x 11" paper. • Apply a 2" margin at the top; 1 1/2" margin at the bottom, and 1" side margins. • Print all pages of the essay. • Print the examinee's name at the top of the first page. • Cut and tape all pages of the essay into the writing portion of the answer document using clear tape (not glue). • If the printed essay is not taped to the writing answer document, it may result in a delayed or canceled score. <p>If using a word processing program (like Microsoft Word), the spelling and grammar check must be turned off.</p> <p>The room supervisor must delete the essay from the computer used by the examinee (including the trash folder).</p>	<p>Paper: Accommodation Online: Universal support</p>
<p>Mark answers in test booklet (no scantron)</p>	<p>Examinee indicates their responses in the test booklet or on a separate piece of scratch paper rather than the answer document or testing platform.</p> <p><i>Note: Not supported for online testing</i></p>	<p>Examinees with an impairment that impacts their ability to use a scantron</p> <p>Examinees with fine motor control concerns</p>	<p>This is an accommodation if authorized by ACT and a designated support if it is authorized locally.</p> <p>If an examinee develops an identified need (e.g., a temporary condition such as a broken hand and cannot fill in scantron ovals), and the TAC did not request the accommodation in advance, they can approve this as a designated support.</p> <p>Responses are transcribed on the answer document or testing platform to be scored.</p> <p>Failure to transcribe responses to the answer document or testing platform may result in scores not being reported.</p> <p>Transcription is completed by the room supervisor or test coordinator in the presence of the examinee, unless the examinee declines to be present.</p>	<p>Paper: Accommodation Designated support Online: Not applicable</p>

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Support Name	What It Is	Who It's For	Notes	Type
Other requests	Uncommon accommodations needed by examinees to access the ACT test that are not available in the selections provided in the TAA system	Examinees who require unique tools or settings to access the test	<p>For accommodations not listed in TAA, use the Other Accommodations box.</p> <p>The Other Accommodations box should not be used to request additional time or calculator use on the science test.</p> <p>Requesting uncommon accommodations may increase the review time for ACT to evaluate the request.</p> <p>Alternative accommodations are available for all test content areas dependent on the request and whether ACT can establish that the accommodation would not change what the test is designed to measure.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Scribe	A qualified individual marks/enters responses for the examinee on the multiple choice section and, if applicable, the writing section of the test	Examinees with motor disabilities that impede their ability to independently write	<p>The scribe must sign an agreement on test day.</p> <p>The scribe must be proficient in English.</p> <p>A scribe should not be used based solely on difficulty with marking responses.</p> <p>Use of a scribe to dictate responses is a skill that develops over time and an examinee should not use it for the first time during testing.</p> <p>One-to-one administration (individual test room) is required.</p> <p>Use of a scribe will require authorization of extra testing time that must be requested and authorized by ACT.</p> <p>See Testing with Interpreters, Readers, and Scribes for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Support Name	What It Is	Who It's For	Notes	Type
<p>Speech-to-text software for response and navigation (see also computer for writing constructed response)</p>	<p>Software that allows an examinee to use their voice to control a computer and type</p>	<p>Examinees with motor disabilities that impede their ability to independently write</p> <p>Examinees with motor disabilities that impede their ability to independently navigate on a computer with a mouse or keyboard</p>	<p>When testing on paper, speech-to-text software may be used to dictate a response during the writing test. When testing online, it may be used in conjunction with screen reader software to navigate the test. The compatible software must be locally provided, and the examinee must test individually.</p> <p>Voice recognition software on smart devices is not allowed.</p> <p>See Testing with Speech-to-Text Software for additional information.</p> <p>Refer to the ACT State and District Technical Guide to Online Testing for complete instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
<p>Spell checker</p>	<p>Hand-held device used to correct spelling errors on the writing prompt</p> <p>Electronic devices may not have word prediction, a thesaurus, or contain definitions.</p>	<p>Examinees whose spelling errors impact their writing to the point of being incomprehensible to others</p>	<p>Grammar check must be turned off.</p> <p>If using word processing software, examinees may not use the embedded spell check tool.</p> <p>A Franklin Speller or similar device can be requested.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

Setting and Location Supports

Support Name	What It Is	Who It's For	Notes	Type
Assistive devices/technology	Specialized tools that allow access to the test such as a mouse, specialized seating, augmentative and alternative communication (AAC) devices, geoboards, switch, or other assistive devices	Examinees with physical impairments, motor control difficulties, or difficulties producing speech	<p>Depending on the assistive technology used, local printing of examinee responses and/or transcription of responses may be required for the test to be scored.</p> <p>No test materials may be copied or downloaded onto the assistive device.</p> <p>If using digital projection, the test must be administered one-to-one (individual test room).</p> <p>Extra testing time and/or a scribe may need to be requested, based on the support provided.</p> <p>Word-predicting AAC devices may be used to communicate with a scribe if the examinee independently selects the word choice.</p> <p>The test coordinator or room supervisor is responsible for collecting all nonscorable examinee work created from assistive technology devices. Test-related content must be cleared off all devices.</p>	<p>Paper: Designated support</p> <p>Online: Designated support</p>
Background music/white noise machine	Instrumental music or white noise played aloud in the test environment intended as an unobtrusive accompaniment to the test administration	Examinees diagnosed with anxiety who use music as a therapeutic tool	<p>All examinees in the test environment must be authorized for background music, or a one-to-one administration (individual test room) is required.</p> <p>Music or white noise must be played through speakers. An individual music player with headphones is not allowed.</p> <p>Music or white noise must be screened by the administrator in advance.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Support Name	What It Is	Who It's For	Notes	Type
Fidget device	Small, handheld item designed to relieve tension or stress and channel anxious energy, allowing the examinee to concentrate on the test administration (e.g., fidget spinner, chewable jewelry, kneadable dough, stress ball)	Examinees with focus impairment, obsessive compulsive disorder, or anxiety impairment	The devices may not make noise. One-to-one administration (individual test room) is required.	Paper: Accommodation Online: Accommodation
Food, drink, and medication for examinees with medical need	Allowing the examinee access to snacks, drinks, and/or medication in the testing environment	Examinees with medical conditions who require access to food, drinks, or medication	Care must be taken so damage to the test booklet does not occur if testing on paper.	Paper: Designated support Online: Designated support
Hearing assistive devices (audio amplification, FM/DM system)	<p>Specialized tools that eliminate the effects of distance, background noise, and reverberation and deliver sound direct to the users' ears</p> <p>Audio amplification: Examinees wear headphones and raise or lower volume as needed</p> <p>FM/DM system: The room supervisor wears a microphone that wirelessly transmits radio (FM) or digital (DM) sound directly to the examinee's hearing device</p>	Examinees with hearing impairments who wear hearing aids, have cochlear implants, or who use an FM/DM system	<p>Examinee's hearing aids or cochlear implants do not require authorization for use during testing.</p> <p>Hearing assistive devices may be used as a Bluetooth headphone when testing with a computer but cannot be connected to the internet or have recording capabilities.</p>	Paper: Designated support Online: Designated support

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Support Name	What It Is	Who It's For	Notes	Type
Medical monitoring device (not physically attached to the examinee)	A cell phone, smart device, or stand-alone electronic monitor (such as a continuous glucose monitor) used to check the performance of paired medical equipment	Examinees with medical conditions that require continuous monitoring	<p>A cell phone, smart device, or any stand-alone monitor used to check the performance of paired medical equipment is considered a medical monitoring device.</p> <p>A one-to-one administration (individual test room) is required to ensure the device is only used for medical purposes.</p> <p>Medical devices that are physically attached to an examinee, such as hearing aids, cochlear implants, a heart monitor, or traditional insulin pump, <i>do not</i> need to be authorized for use, provided the device can be silenced. If the device cannot be silenced, the examinee must test in an individual room.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Noise buffer/ ear plugs	Equipment designed to block or minimize external sounds from distracting an examinee (e.g., individual carrel or study enclosure, noise canceling headphones, earplugs, ear muffers)	Examinees with a focus impairment	<p>The use of a noise buffer or ear plugs requires one-to-one administration (individual test room).</p> <p>The use of a carrel or enclosure must allow for monitoring of the examinee during testing.</p> <p>If noise-canceling headphones or earplugs are used, a visual method to indicate time remaining must be used.</p> <p>Examinees authorized to use a noise buffer or wear headphones are prohibited from listening to music or white noise.</p> <p>Noise buffers/ear plugs may not connect to the internet or have recording or communication capabilities.</p> <p>All paired devices must be powered off and remain out of sight (or proximity) during testing.</p>	<p>Paper: Designated support</p> <p>Online: Designated support</p>

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Support Name	What It Is	Who It's For	Notes	Type
Other requests	Uncommon accommodations needed by examinees to access the ACT test that are not available in the selections provided in the TAA system	Examinees who require unique tools or settings to access the test	<p>For accommodations not listed in TAA, use the Other Accommodations box.</p> <p>The Other Accommodations box should not be used to request additional time or calculator use on the science test.</p> <p>Requesting uncommon accommodations may increase the review time for ACT to evaluate the request.</p> <p>Alternative accommodations are available for all test content areas dependent on the request and whether ACT can establish that the accommodation would not change what the test is designed to measure.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Permission to stand during testing	Seating an examinee in a location that allows them to stand, walk, pace, or otherwise move and not distract other examinees	Examinees who need an environment that allows for movement	This is typically provided as an individual one-to-one administration.	<p>Paper: Designated support</p> <p>Online: Designated support</p>
Personal aide	An adult, not related to the examinee, who cares for the examinee's medical needs	Examinees with health restrictions that require constant human monitoring	<p>The aide cares for the examinee's medical needs and does not act in another testing role (e.g., test proctor, reader, scribe).</p> <p>One-to-one administration (individual test room) is required.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Preferential seating	Allowing examinee a specific seat location	<p>Examinees with sensory concerns</p> <p>Examinees who are easily distracted</p> <p>Examinees with behaviors that may distract others</p>	An examinee may sit in front to better see a sign language interpreter.	<p>Paper: Designated support</p> <p>Online: Designated support</p>

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Support Name	What It Is	Who It's For	Notes	Type
Service animal	An animal, typically a dog, trained to assist an individual who has a disability	Any examinee with a disability who has a trained service animal	<p>The use of service animals is a protected right under the ADA. Service animals must be allowed in all areas of the test center where the public is allowed to go.</p> <p>Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA and are not permitted in the testing environment.</p> <p>See Examinees Who Test with a Service Animal for more information.</p>	<p>Paper: Designated support</p> <p>Online: Designated support</p>
Small group/ one-to-one testing	Allowing testing in a small group or one-to-one, as an individual administration	<p>Examinees with sensory concerns</p> <p>Examinees who are easily distracted</p>	<p><i>Small group</i> is defined by the examinee's educational plan or state policy. ACT recommends that a small group be less than the number of examinees in a standard room, with a maximum of 20 examinees.</p> <p>See Testing More than One Examinee at a Time for more information.</p>	<p>Paper: Designated support</p> <p>Online: Designated support</p>
Test location: Administration at home or care facility	Allowing examinees to test in a secure location other than the usual test environment	<p>Examinees with medical concerns, anxiety, or other conditions who are unable to test with other examinees</p> <p>Examinees who are not allowed in the standard test environment</p>	<p>The <i>Secure Storage and Transport of Test Materials</i> form must be completed when transporting secure test materials between a school and the location for off-site testing. This form can be found on the ACT-hosted State and District web page.</p> <p>Test materials may not be stored at an off-site testing location overnight. Materials must remain in secure storage at the school until the morning of testing and returned to secure storage at the school at the close of testing each day.</p> <p>Only the examinee and test coordinator may be in the room while testing is underway.</p> <p>Online testing requires district- or school-supplied equipment. Follow all testing and technology protocols.</p>	<p>Paper: Designated support</p> <p>Online: Designated support</p>

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Support Name	What It Is	Who It's For	Notes	Type
Time remaining indicator	Providing an alternate auditory or visual notification of time remaining, such as a countdown timer, note cards with time remaining, or a tap the on shoulder	Examinees with a hearing or visual impairment Examinees who require a visual representation of time remaining in a test session, such as examinees who are deaf	The method of notification of time remaining should be determined in advance, with the examinee. Countdown timers are embedded on the online testing platform. They show the time allowed for the test and count down when the test administration starts. A visual five-minute warning is embedded in the online testing platform.	Paper: Designated support Online: Universal support
Verbal cues to stay on task	An action intended to encourage an examinee to stay on task	Examinees who have difficulty staying on task	The test proctor may provide a verbal cue to return to testing. The test proctor may not point to the test booklet or computer screen or use any gesture that may be interpreted as indicating a response is correct or incorrect. One-to-one administration (individual test room) is required.	Paper: Accommodation Online: Accommodation
Visual environment	Adjusting the test environment based on identified examinee need; this may include, but is not limited to: minimizing visual clutter, brighter or dimmer lighting, or seating to minimize glare or increase natural light	Examinees with visual impairments or migraines	The environment should be adjusted in addition to the general preparation of a test room.	Paper: Designated support Online: Designated support
Wheelchair accessibility	Ensuring examinees who use a wheelchair are able to enter and exit the test facility, test room, and restroom; if the test environment is not on the main level, access to elevators or ramps must be available	Examinees for whom walking is difficult or impossible due to illness, injury, or disability	Table heights may need to be adjusted to accommodate the examinee.	Paper: Designated support Online: Designated support

Timing Supports

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Breaks, as needed	<p>Additional rests with the test time paused, in addition to breaks scheduled for all examinees</p> <p>When testing online, a single break cannot exceed 59 minutes</p>	<p>Examinees with medical conditions that require immediate response</p> <p>Examinees with behavioral concerns that require sensory breaks for calming</p>	<p>One-to-one administration (individual test room) is required.</p> <p>Examinees indicate when they need to take a break and when they are ready to resume testing.</p> <p>Examinees may not interact with other examinees when taking a break.</p> <p>There is a 90-minute time limit inclusive of all breaks (including stop-the-clock breaks and scheduled breaks between sections for all examinees).</p> <p>Breaks may not be overnight.</p> <p>See Breaks or Test Timings for additional information.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Time of day	<p>Allowing examinees to test with a later time other than the standard schedule</p> <p>The adjusted start time should be no later than 10:30 a.m. and should allow for completion of the test by the end of the academic day.</p>	<p>Examinees who take medication that affects their ability to stay focused or causes drowsiness</p>	<p>Examinees should be reminded not to share test content with peers who are on a different test schedule, to minimize exposure to test content.</p>	<p>Paper: Designated support</p> <p>Online: Designated support</p>
One and one-half time, single day	<p>Examinees are allowed additional time to complete testing (extra time)</p>	<p>Examinees with a learning disability who require additional processing time</p> <p>Examinees with medical conditions that affect stamina</p>	<p>One and one-half time, single day provides examinees 50% extra time in a single session.</p> <p>See Test Timings for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Accessibility Support Name	What It Is	Who It's For	Notes	Type
One and one-half time over multiple days	Allowing examinees extra time to complete testing and have sections of the test administered on different days	Examinees with a learning disability who require additional processing time Examinees with medical conditions that affect stamina	<p>One and one-half time over multiple days provides examinees 50% extra time over multiple days.</p> <p>One or more content areas may be administered in a day. Testing days do not need to be consecutive. All testing must be completed during the published test event.</p> <p>Once a content area has been started, it must be completed in the same sitting, with the authorized time.</p> <p>ACT recommends the same person act as the room supervisor for all test sessions administered over multiple days; however, this is not required.</p> <p>See Test Timings for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Standard time over multiple days	Allowing examinees to have sections of the test administered on different days with standard time	Examinees with medical conditions that affect stamina	<p>Standard time over multiple days allows examinees to have test content administered over multiple days with no extra time.</p> <p>One or more content areas may be administered in a day. Testing days do not need to be consecutive. All testing must be completed during the published test event.</p> <p>Once a content area has been started, it must be completed in the same sitting with the authorized time.</p> <p>ACT recommends the same person act as the room supervisor for all test sessions administered over multiple days; however, this is not required.</p> <p>See Test Timings for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

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Accessibility Support Name	What It Is	Who It's For	Notes	Type
Double time over multiple days	Allowing examinees extra time to complete testing and have sections of the test administered on different days	Examinees with a learning disability who require additional processing time Examinees with medical conditions that affect stamina	<p>Double time over multiple days provides examinees 200% extra time over multiple days.</p> <p>One or more content areas may be administered in a day. Testing days do not need to be consecutive. All testing must be completed during the published test event.</p> <p>Once a content area has been started, it must be completed in the same sitting, with the authorized time.</p> <p>ACT recommends the same person act as the room supervisor for all test sessions administered over multiple days; however, this is not required.</p> <p>See Test Timings for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Triple time over multiple days	Allowing examinees extra time to complete testing and have sections of the test administered on different days	Examinees who are authorized for a companion accessibility support that requires additional time to administer, such as screen reader software, verbal/audio presentation, or braille presentation of the ACT	<p>Triple time over multiple days provides examinees 300% extra time over multiple days.</p> <p>One or more content areas may be administered in a day. Testing days do not need to be consecutive. All testing must be completed during the published test event.</p> <p>Once a content area has been started, it must be completed in the same sitting, with the authorized time.</p> <p>ACT recommends the same person act as the room supervisor for all test sessions administered over multiple days; however, this is not required.</p> <p>See Test Timings for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>
Double time on the writing section, single day	Allowing examinees extra time to complete the writing portion of the ACT	Examinees with a learning or physical disability who require additional time for written tasks	<p>Double time on the writing portion provides examinees 200% extra time for the writing portion only.</p> <p>Examinees are authorized to use only standard time for the multiple choice test content.</p> <p>Testing must be completed in a single day.</p> <p>See Test Timings for administration instructions.</p>	<p>Paper: Accommodation</p> <p>Online: Accommodation</p>

TEST ADMINISTRATION DETAILS

To administer tests to examinees with accessibility supports or accommodations, you'll need to understand details about preparing for testing and specific supports described in this section.

Facility Requirements

Under the ADA, tests must be offered in locations accessible to individuals with disabilities, or in rare cases, in accessible alternative locations.

In addition to the general test room selection requirements described in the test administration materials, the following considerations must be addressed when selecting test rooms for accessibility supports:

- Examinees with different timing must test in separate rooms.
- Examinees authorized to test with a human reader or breaks as needed require one-to-one administration (individual test room).
- Examinees using pre-recorded audio or a text-to-speech reader may test as a group if they use headphones, can control the progress of their own devices, and begin each test at the same time.
- ACT encourages group administrations for examinees authorized for the same accommodations and/or supports.
- ACT prefers classrooms and recommends no more than 20 examinees testing with accommodations and/or English learner (EL) supports in one room.
- ACT recommends reserving the same room for each day you will test and scheduling days within the allotted testing window for examinees authorized to test over multiple days.

Accommodations and Supports Roster

The Accommodations and Supports Roster in PearsonAccess^{next} (if applicable) or the Accommodations Roster in Test Center Manager (TCM) list all examinees and their authorized accommodations and/or EL supports after the Test Accessibility and Accommodations (TAA) PIN is applied to the examinee's test. The rosters list each examinee's test name, delivery format, and timing.

- For online testing, use the roster to assign students with the same timing to test sessions. After examinees have been assigned to test sessions, the roster will list each examinee's session name.
- For paper testing, use the roster to assign the appropriate accommodation materials to each examinee. Examinees with ACT-authorized accommodations must use the designated accommodations test materials, which are marked with a circle on the cover of paper testing materials.

Do not provide any accommodation or EL support that has not been authorized by ACT. Compare your roster to the decision notification in TAA to verify authorized accommodations for each examinee.

Timing Guidelines

All examinees in the room must use the same authorized timing. Examinees with the same testing time should test together as a group unless an accommodation requires one-to-one administration (individual test room). Examinees testing with timing accommodations may not test in a standard time room. If they do, tests from that room will not be scored or scores will be canceled.

Note: When testing with accessibility supports, examinees may use less time than allowed with their authorized timing. Do not move to another test until the standard time has elapsed and all examinees in the room have completed that test section or the allotted extended time has elapsed. The test coordinator or room supervisor must fill out and submit an irregularity report to indicate that the entire room of examinees moved to the next test or section before authorized time expired.

Breaks

Breaks can be given based on the guidelines in the verbal instructions for each test administration. Test security procedures must be maintained during any breaks.

For standard time test rooms, ACT requires that you allow a 15-minute break at the end of Test 2 so examinees can relax or go to the restroom. Each room supervisor is to begin the break at the end of Test 2, as dictated by testing activity in the individual room. Do not attempt to preset an exact break schedule for all test rooms.

Make sure security and noise precautions are taken:

- Before the break begins, all test booklets must be closed with the answer documents inside.
- If examinees remain in the room, collect the materials or otherwise ensure that examinees do not tamper with them.
- Do not leave the test room unattended at any time.
- Be attentive to examinees trying to access cell phones or electronic devices. Dismiss any examinees who violate the cell phone and electronic device policy.
- Designate a break area away from test rooms or assign staff to control noise if some rooms are still testing while others are on break.

Resume testing after the break, according to your room schedule. Do not delay testing waiting for examinees who are late. Examinees who return late may be readmitted, but lost time cannot be made up. Keep conversation with examinees who return late to a minimum to limit the distraction to those already testing.

Note: The break after Test 2 may not include lunch.

Breaks as Needed

An examinee authorized for a single session with stop-the-clock breaks is allowed to take a break whenever needed for as long as needed, but the total break time cannot exceed 59 minutes during a single break or 90 minutes in total breaks. Timing of the test stops (pauses) when the break begins and resumes when the break ends. If using PearsonAccess^{next}, the room supervisor keeps track of the exact testing time and break time used by the examinee.

Note: Breaks may not occur overnight.

Authorized Timing

Each examinee has an authorized timing. This determines which verbal instructions must be read to that examinee.

To schedule testing for an examinee, refer to the accommodations roster, which lists each examinee's authorized timing and authorized accommodations.

Authorized timings are as follows:

- Standard time, single day
- Double time over multiple days
- Triple time over multiple days
- Standard time over multiple days
- Breaks as needed (also referred to as stop-the-clock breaks), single day
- One and one-half time, single day
- One and one-half time over multiple days
- Double time writing only, single day

Multiple-day testing will occur over several days of the accommodations testing window; however, each test must be completed during a single session and must be taken in order. The days do not have to be consecutive.

Single-day testing occurs in one session, with all tests completed in order, and all tests must be completed in a single session.

Note: If your school has decided to use the Schedule Flexibility policy, it applies only to the single-day authorized timings for standard time, breaks as needed, one and one-half time, and double time writing only. This policy does not apply to multiple-day authorized timings for double time, triple time, standard time, or one and one-half time.

All examinees in a room must have the same authorized timing. Examinees testing with accommodations may not test in a room with examinees who have different authorized timing. If they do, tests from that room will not be scored or scores will be canceled.

IMPORTANT: When testing with accessibility supports, examinees may use less time than allowed with their authorized time. Do not move to the next test until the standard time has expired and all examinees in the room have completed that content area, or the authorized time has expired.

Test Timings

Authorized Timing

Authorized Timing	Test 1—English	Test 2—Mathematics	Test 3—Reading	Test 4—Science	Writing Test
Standard time, single day	35 minutes	50 minutes	40 minutes	40 minutes	40 minutes
Double time over multiple days	70 minutes	100 minutes	80 minutes	80 minutes	80 minutes
Triple time over multiple days	105 minutes	150 minutes	120 minutes	120 minutes	120 minutes
Standard time over multiple days	35 minutes	50 minutes	40 minutes	40 minutes	40 minutes
Breaks as needed, single day	35 minutes	50 minutes	40 minutes	40 minutes	40 minutes
One and one-half time, single day	52 minutes and 30 seconds	75 minutes	60 minutes	60 minutes	60 minutes
One and one-half time over multiple days	52 minutes and 30 seconds	75 minutes	60 minutes	60 minutes	60 minutes
Double time writing only, single day	35 minutes	50 minutes	40 minutes	40 minutes	80 minutes

Note:

- *When providing breaks as needed (stop-the-clock breaks), breaks can be taken whenever needed and for as long as needed, but the total break time cannot exceed 59 minutes during a single break or 90 minutes in total breaks. Examinees must test one-to-one.*

Testing More Than One Examinee at a Time

ACT encourages group administrations for examinees authorized for the same timing and similar accommodations and/or EL supports. If more than 20 examinees with accommodations and/or EL supports test in one room, a proctor is required to assist with the administration. For every additional 20 examinees testing in the same room, ACT requires an additional proctor. If you are testing groups of examinees using pre-recorded audio, ACT recommends a proctor to assist with the administration.

All examinees in the room must have the same authorized timing and must be working on the same test at the same time (e.g., when administering mathematics, all examinees must be working on mathematics).

Examinees Who Test with a Service Animal

The use of service animals is a protected right under the ADA; therefore, an examinee cannot be dismissed based on the need for a service animal. A service animal may provide services that include, but are not limited to, the following:

- Guiding examinees who are blind
- Alerting examinees who are deaf
- Pulling an examinee's wheelchair
- Alerting and protecting an examinee who is having a seizure
- Calming an examinee during an anxiety attack
- Preventing an examinee from engaging in self-injurious behavior
- Providing stability to an examinee with limited balance

Emotional support animals or therapy animals are not service animals according to the ADA and are not permitted in the testing environment.

The following are guidelines for testing examinees with a service animal:

- Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the examinee's disability prevents use of these devices. In that case, the examinee must maintain control of the animal through voice, signal, or other effective controls.
- Do not assign an examinee to one-to-one testing solely based on the presence of a service animal. If another examinee in the examinee's assigned testing room has a dog allergy or disabling phobia, the test coordinator should follow the ADA recommendation to accommodate both people by moving them to different locations within the room or different rooms in the facility.
- A service animal that poses a direct threat to others (e.g., biting), fundamentally alters the educational environment (e.g., barking), poses a direct threat to the health and safety of others (e.g., fleas or ticks), or is not housebroken is not covered under the ADA and may be excluded from the testing environment.

Testing with Sign Language Interpreters, Readers, or Scribes

Note: Test scores achieved under the supervision of an individual who does not satisfy ALL the requirements listed in this section will be voided.

Any sign language interpreter, human reader, or scribe must meet the following criteria:

- Be proficient in English and, if applicable, an English-based sign system
- Be experienced in testing
- Be employed by the school district where the examinee will be taking the test
- Agree to administer the tests in compliance with ACT policies and procedures

- Read and sign the appropriate agreement:
 - ~ **Interpreter Agreement**
 - ~ **Reader Agreement**
 - ~ **Scribe Agreement**

*Note: These agreements can be found on the **Accommodations and English Learner Supports for Educators** web page.*

To protect both the examinee and the sign language interpreter, human reader, or scribe from questions of possible conflict of interest, the sign language interpreter, human reader, or scribe must not be:

- A relative or guardian of the examinee
- An individual engaged in test preparation activities for the test during the current academic year
- A private consultant or tutor whose fees are paid by the examinee or examinee's family
- An individual involved in coaching high school or college athletics, regardless of if the sport is in season
- Receiving any compensation outside of ACT for administering the test

Examinees authorized for a sign language interpreter for the test items, human reader, screen reader software, text-to-speech, or pre-recorded audio (url) are also assigned triple time (extra testing time), as that is the length of time required to present the test.

Administration Instructions for Video American Sign Language (VASL), Live Signed Exact English (SEE), or Live Cued Speech

An examinee who is not able to hear may require sign language interpretation of test directions, questions, and answer choices. Examinees who opt for video American Sign Language (VASL) for test questions and answer choices **MUST** still use a human sign language interpreter for test directions, as directions are not included with VASL materials.

The human interpreter may use ASL, Signed Exact English (SEE), Conceptually accurate signed English (CASE), or cued speech to translate verbal instructions, spoken information from the room supervisor, and test directions.

Note:

- *CASE is not permitted for translating test questions or answer choices.*
- *If an examinee wishes to use ASL for test translation, they must opt for VASL if it is available.*

The following are instructions for use of video ASL for test questions and answer choices, with local interpretation for verbal instructions, spoken information from the room supervisor, and test directions:

- The interpreter must use the verbal instructions/test directions that are provided.
- Examinees who need only the verbal instructions signed by a human sign language interpreter may test in a group setting, if they do not have other accommodations that require one-to-one testing.
- The interpreter must sign all questions from examinees and the room supervisor's responses.
- The interpreter must translate exactly what is in the verbal instructions (without changing words).
- The examinee can ask the interpreter to translate any part of the test directions again, but the interpreter cannot give extra information outside of what is indicated in the verbal instructions or test directions.
- The sign language interpreter must sign the *Interpreter Agreement*.

The following are instructions for use of SEE or cued speech for test questions and answer choices:

- If translating the entire test, examinees must test alone in a separate room. They cannot take the test with a group. Doing so will result in their test being voided.
- The interpreter will translate the entire test to one examinee using the reader's script.
- Before starting, the interpreter must verify the 3-character test form number on the front cover of the examinee's test booklet matches the test form number on the reader's script. Failure to match could cause an irregularity. If the codes do not match, call ACT immediately for instructions.
- The interpreter must translate the directions, passages, and all test questions from the reader's script, in English, to the examinee.
- The interpreter must translate exactly what is in the reader's script, without changing words and without emphasis, unless emphasis is indicated in the reader's script.
- The examinee can ask the interpreter to translate any part of the test again, but the interpreter may not give explanations or additional information.
- The examinee can ask the interpreter to skip portions of specific test items, such as formulas for the mathematics test, they would like to read themselves.
- The examinee may not indicate they only want occasional words or phrases translated.
- The sign language interpreter must be cognizant when translating items that the sign does not lead or cue the examinee to a particular response or give unfair advantage or disadvantage to the student.
- The sign language interpreter must sign the *Interpreter Agreement*.

Note: If you do not follow these instructions and guidelines, ACT will void the test, and the examinee will NOT receive their test scores from ACT.

Administration Instructions for Human Reader

An examinee who is not able to read may require a human reader who uses a reader's script to read the test directions, test questions, and answer choices to them. In most circumstances, examinees with a reading disability are able to test on the computer using text-to-speech.

The following are instructions for use of a human reader:

- The reader will read the entire test to one examinee using the reader's script.
- The examinee must take the test alone in a separate room.
- Before starting, the reader must verify the 3-character test form number on the front cover of the examinee's test booklet matches the test form number on the reader's script. Failure to match could cause an irregularity. If the codes do not match, call ACT immediately for instructions.
- The reader must read the directions, passages, and all the test questions from the reader's script in English to the examinee.
- The reader must read exactly what is in the reader's script, without changing words, in their normal voice, unless emphasis is indicated in the reader's script.
- The examinee can ask the reader to read any part of the test again, but the reader cannot give explanations or extra information.
- The examinee can ask the reader to skip portions of specific test items, such as formulas for the mathematics test, they would like to read themselves.
- The examinee may not indicate they only want occasional words or phrases read.

Note: If you do not follow these instructions and guidelines, ACT will void the test and the examinee will NOT receive their test scores from ACT.

Administration Instructions for Scribe

An examinee who is not able to write may require a scribe who can mark/enter the answers for the examinee.

The following are instructions for use of a scribe:

- All examinees who use a scribe must test individually. A scribe cannot be used in a small group setting.
- The scribe may not organize or paraphrase the examinee's thoughts into a final draft.
- If the examinee requests that the scribe write down any notes or outlines, the scribe may do so in the test booklet, but the examinee is responsible for indicating what is and is not part of their final answer.
- The scribe may not make any corrections that are not dictated by the examinee. If the scribe is not certain what the examinee wants to write, the scribe may ask the examinee to repeat or clarify, but may not point out or fix any errors.
- The examinee must provide all information, including spelling of difficult words, spelling for words that can be spelled more than one way (e.g., homonyms such as *two*, *to*, and *too*), punctuation, paragraphing, grammar, etc.
- The first time an examinee tells the scribe a word, they must spell it out. Also, the examinee must spell homonyms every time (e.g., *their*, *there*, *they're*). The scribe can ask the examinee to spell words.
- At any time before "STOP" is called, the examinee may review what the scribe has written by asking to read it. If the examinee is visually impaired or has a human reader, the scribe may read what they have written to the examinee verbatim, with no changes, inflections, or pauses that would alert the examinee to any mistakes.
- When testing on paper, the scribe should adhere to the following steps to prepare an examinee's computer-transcribed essay for scoring:
 - ~ Use 12-point type on standard 8½" x 11" paper.
 - ~ Apply a 2" margin at the top, 1½" margin at the bottom, and 1" side margins.
 - ~ Print all pages of the essay.
 - ~ Print the examinee's name at the top of the first page.
 - ~ Cut and tape all pages of the essay into the writing portion of the answer document using clear tape (not glue).

Note: If the printed essay is not taped to the writing answer document, it may result in a delayed or canceled score.

 - ~ Delete the essay from the computer used by the scribe (including the trash folder).

*Note: If you do not follow these instructions and guidelines, ACT will void the test and the examinee will **not** receive their test scores from ACT.*

Testing with Screen Reader Software for Low- or No-Vision Examinees

Screen reader software assists blind or low-vision examinees access content on computer screens. It converts text, buttons, images, and other screen elements into speech or braille. Screen reader software differs from a text-to-speech (TTS) reader and pre-recorded audio (url), as it not only reads the entire test aloud to the student, but it provides screen orientation and navigation. Screen reader software should be requested only for an examinee who is familiar with and knows how to use a screen reader.

Typically, screen readers are used by blind examinees. If an examinee has not used a screen reader before, it will be quite difficult for them to use and navigate, because it requires use of keyboard shortcuts that are not intuitive for those who are unfamiliar with the software. Sighted

examinees who simply require the test to be read aloud should request a text-to-speech reader (for online testing) or pre-recorded audio (url) (for paper testing).

For test administration via screen reader software, the test accommodations coordinator (TAC) will access the test via the online test platform and the student will test on the computer using supplemental braille or tactile graphics for math and science. ACT has verified compatibility of the test with JAWS, NVDA, or VoiceOver screen reader software, which must be provided locally by the test center. Instructions for accessing the online testing platform will be sent out in advance via email to the person listed on the screen reader fulfillment form.

Note: The screen reader software should be running prior to launching the test.

Examinees authorized for testing with screen reader software are also assigned triple time (extra testing time). ACT will send supplemental paper materials for the examinee's use, which include a reader's script and braille or tactile graphics.

If an examinee is approved in the Test Accessibility and Accommodations (TAA) system for use of screen reader software, ACT will contact the TAC to verify supplemental materials and confirm software and other compatibility requirements. The TAC will be asked to fill out a form that identifies what print materials are needed and who will administer the test to the examinee. ACT will also provide a link to a practice test so the TAC can conduct a practice session with the examinee using a **screen reader-compatible online practice test** prior to the actual test.

Note: If the TAC does not respond to ACT, a reader's script will be provided, and the examinee must test on paper.

Testing with Text-to-Speech or Pre-Recorded Audio

Examinees authorized to test with text-to-speech (TTS) or pre-recorded audio (url) may test as a group if they can do the following:

- Use their own headphones
- Control the progress of their own device
- Work on the same test at the same time (e.g., when administering the reading test, all examinees in the room must be working on the reading test)

Text-to-speech is an online reader tool for computer-based testing. Pre-recorded audio is a paper testing accommodation that requires a computer for administration. For pre-recorded audio, ACT recommends the use of a proctor.

Examinees authorized for testing with TTS are also assigned triple time (extra testing time), as that is the length of time required to present the test. Examinees are able to replay any portion of any test, as needed, within the time allowed for each test. For testing with pre-recorded audio (url), each examinee will also receive a regular or large-print test booklet to follow the text and respond to questions.

You will receive *Pre-Recorded Audio Guidelines* with each pre-recorded audio kit. Read these guidelines and consult with your technical support staff before the first scheduled test date. If the audio does not work, contact ACT. When the examinee has completed testing each day, check the playback device to make sure they have exited the pre-recorded audio website and cleared the browser cache.

Conduct a practice session with the examinee using the practice test information available in the *Pre-Recorded Audio Guidelines* posted on your ACT-hosted State or District web page.

Testing with Speech-to-Text Software

When testing online, speech-to-text (STT) software, such as Windows Voice Access or Dragon Naturally Speaking, allows examinees to navigate an entire test using voice commands instead of a keyboard and mouse or to dictate text to respond to a writing prompt.

Note: When testing online, the STT software must be launched prior to accessing the online testing platform.

When testing on paper, STT software may be used to respond to the writing test. A computer with locally provided dictation software is required. Voice recognition or dictation software on smart devices is not permitted.

The response to the writing test must be printed and attached to the examinee's writing answer document for scoring.

A one-to-one administration (individual test room) is required. For more information on testing with speech-to-text software, see the *ACT State and District Technical Guide to Online Testing* on your ACT-hosted State or District web page.

Examinees Who Decline Authorized Accommodations

Accommodation decisions are made by a student's educational team. Decisions about not using accommodations on the test should be referred back to the educational team and documented via an irregularity report, if the educational team approves the examinee's decision to opt out of using their accommodations.

FOR MORE INFORMATION

ACT is committed to making the ACT accessible for all examinees. If you have examinees who qualify for supports or accommodations that require authorization from ACT, requests can be made via ACT's Test Accessibility and Accommodations (TAA) system available at success.act.org.

For more information on administering accommodations or English learner supports on the test, see the resources available for educators and administrators on your ACT-hosted State or District web page.

If you still have questions about accessibility supports after reading this guide and visiting our accommodations website, call us at 800.553.6244, ext. 1788, or contact us at ACTStateAccoms@act.org.

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