



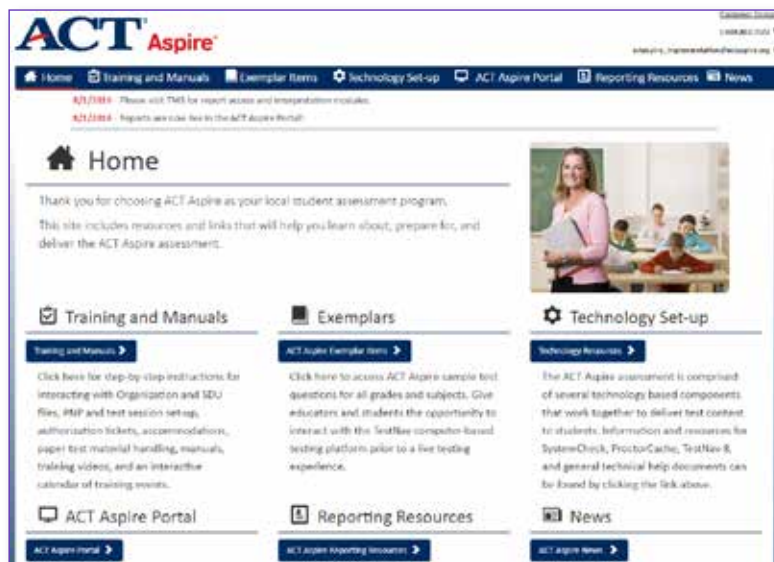
Accessibility User's Guide: Interim Test Form

Contact Information

For assistance, first contact your ACT Aspire test coordinator. Otherwise, call ACT Aspire Customer Service at 888.802.7502, 6:00 a.m.–7:30 p.m., central time, Monday through Friday, or email ACTAspire_Implementation@ACTAspire.org.

Visit actaspire.pearson.com for links to the following sites:

- ACT Aspire Portal administrator/teacher sign in
- ACT Aspire System Check for TestNav 8
- ACT Aspire Student Sandbox (Exemplars)
- ACT Aspire Training Management Site (TMS)
- Many more helpful resources



Visit <http://actaspire.avocet.pearson.com/actaspire/home> for the following accessibility information:

(Avocet, a collection of manuals, guides, and help sheets)

- Braille Notes (for Room Supervisor)
- ACT Calculator Policy

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Updates to the 2016 *Accessibility User's Guide: Interim Test Form*

1. First Edition Stand-Alone Interim Accessibility Guide

- This 2016 *Interim Form Accessibility User's Guide* is the first edition of the *stand-alone* user's guide to reflect the most current capacity of the ACT Aspire *Interim Test* system. From here forward, the Summative Test Accessibility User Guide and the Interim Test Accessibility User Guide will remain separate documents.
- Note: This guide references only the Interim Test Form describing all accessibility supports that may be delivered locally and those that are provided within the Interim online delivery platform itself. Accessibility Supports for Classroom ACT Aspire Tests are not addressed here as they are under *full local control*, meaning they are all determined and provided locally. With regard to Classroom tests, this guide can help to inform educators about what types of supports (if locally provided) would honor the intended test constructs and would support valid test performance under Interim or Summative test conditions.

2. Braille Options: What Braille Formats Are Available in Interim Tests?

Students who use Braille format Interim tests now have a choice between:

- **UEB:** Unified English Braille with Nemeth Math/Science code (new 2016)
- or
- **EBAE:** English Braille American Edition (traditional pre-2016 Braille format)

Overview

Purpose

The ACT Aspire® *Accessibility User's Guide: Interim Test Form* has been created to:

- ensure ACT Aspire assessments are administered in standardized yet accessible ways
- help educators understand and make appropriate accessibility choices for individual students
- help educators provide students with the best opportunity to show what they know within the standardized testing experience
- help test coordinators train room supervisors involved in the administration of accessibility supports

The guide provides procedural information regarding the administration of accessibility supports during ACT Aspire assessments. This guide does not replace the professional expertise and informed judgment of the local educators and others who determine and document the support needs for individual students.

This guide contains information that is universally relevant. The ACT Aspire assessments include accessibility supports that are allowed for all students. This guide familiarizes test administrators with these supports and with the appropriate ways to administer them.

This guide notes some boundaries to accessibility support in ACT Aspire assessments. ACT Aspire does not dictate which accessibility procedures the local governing educational authority must permit; rather, we specify the range within which the assessments may be administered so accurate and valid inferences may be drawn from students' performance on the tests.

Goals

Each section of the *Accessibility User's Guide* has a specific goal:

- **Overview (this section).** Summarizes the purpose of the guide and the goals of each section.
- **The ACT Aspire Accessibility System.** Defines accessibility and the three levels of accessibility support available within ACT Aspire assessments.
- **Accessibility Supports.** Identifies accessibility supports in each tested content area that meet student needs during ACT Aspire assessments while permitting the student personalized access to the tested constructs so that a valid test response can be obtained and fairly scored.

- **Choosing Appropriate Supports for Testing.** Explains how to create a Personal Needs Profile (PNP) for students who use the accessibility supports. This step documents and officially assigns the supports uniquely needed by an individual student during an ACT Aspire assessment.
- **Administration Procedures for Accessibility Supports.** Defines administration procedures for specific accessibility supports.
- **After Each Test.** Explains what to do at the end of each test session when accessibility supports have been used.
- **Appendixes.** Provides the following resources:
 - ~ worksheet to use when completing a PNP (appendix A)
 - ~ response dictation and scribing procedures (appendix B)
 - ~ sign language (ASL and SEE) interpretation guidelines (appendix C)
 - ~ approved word-to-word bilingual dictionaries (appendix D)
 - ~ procedures for human readers (appendix E)

This Guide and Other Test Administration Manuals

The *Accessibility User's Guide* is dedicated primarily to the appropriate provision of student accessibility supports during assessment. The guide does **not** replace the ACT Aspire *Periodic Assessment Manual*. It is a supplement to that manual and is meant to be used in conjunction with it.

For information about standard test procedures for all students before, during, and after testing; about overall test administration and testing incidents; or about other situations that may arise, please consult the appropriate administration manual.

The ACT Aspire Accessibility System: Levels of Support

All accessibility supports permitted during ACT Aspire testing and described in this guide are designed to remove unnecessary barriers to student performance on the assessments. All the supports fully honor the content, knowledge, and skills the tests measure.

Understanding Levels of Accessibility Support

Why are we using the term *accessibility* instead of *accommodations*? **Accessibility** is a universal concept that is not restricted to any one group of students. It describes needs we all have regardless of whether or not we have an official diagnostic label. The older and more familiar term **accommodations** describes only one intensive level of support that few students actually need.

Over the last decade in educational research and practice, we have come to understand that all students have tools they need and use every day to engage in the classroom and communicate effectively what they have learned and can do. There are different levels of support that students may need in order to demonstrate what they know and can do on academic tests. ACT Aspire assessments make several possible levels of support available. All these levels of support taken together are called **accessibility supports**. These accessibility supports:

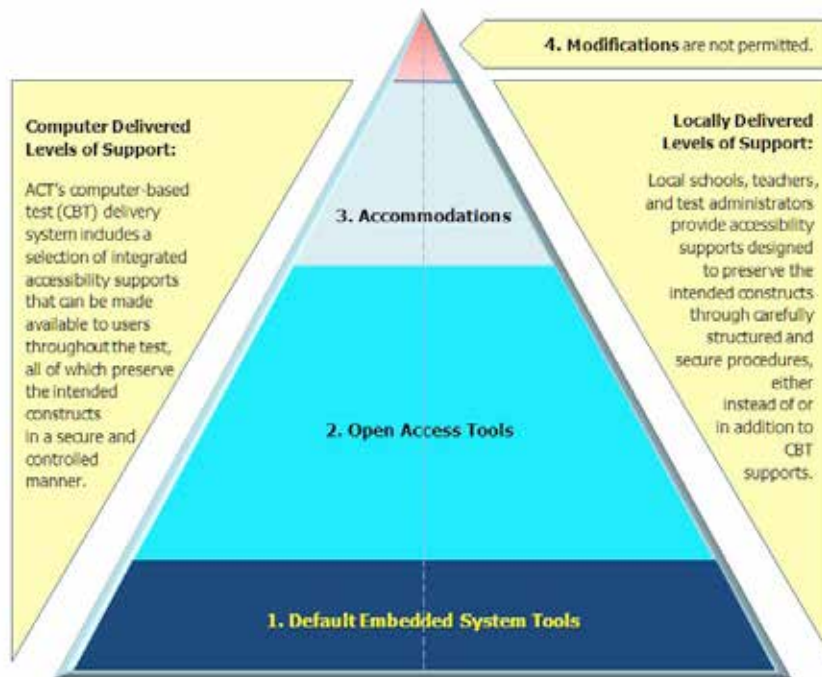
- allow all students to gain access to effective means of communication that in turn allow them to demonstrate what they know without providing an advantage over any other student
- enable effective and appropriate engagement, interaction, and communication of student knowledge and skills
- honor and measure academic content as the test developers originally intended
- remove unnecessary barriers to students' demonstrating the content, knowledge, and skills being measured on ACT Aspire assessments

In short, accessibility supports do nothing for the student academically that he or she should be doing independently; they just make interaction and communication possible and fair for each student.

The ACT Aspire assessment system is structured to empower educational professionals to exercise professional decision making that is aligned with local values and appropriately informed by research and best practices where this knowledge exists.

The ACT Aspire accessibility system defines four levels of support that range from minor support (default embedded system tools) to extreme support (modifications). Figure 1 shows the architectural structure of ACT Aspire accessibility supports.

ACT Aspire permits the use of those accessibility supports that will honor and validly preserve the skills and knowledge that our tests claim to measure, while removing needless, construct-irrelevant barriers to student performance. The four levels of support in the ACT Aspire accessibility system represent a continuum of supports, from least intensive to most intensive and assumes all users have communication needs that fall somewhere on this continuum. The unique combination of supports needed by a single test taker is called the **Personal Needs Profile (PNP)**. A PNP tells the system which supports to provide for a specific test taker. Many students will not need a documented PNP. When a student’s communication needs are not documented in a PNP, the system treats the student as a **default user** whose accessibility needs are sufficiently met through the default test administration represented by the base of the pyramid—that is, without accessibility features other than the basic set already embedded for all test takers. (See support level 1, “Default Embedded System Tools” in figure 1; these supports are also described in the next section.) The continuum of supports permitted in ACT Aspire results in a personalized performance opportunity for all.



Width of the triangle above shows the proportionate number of students who use that set of accessibility tools.

Figure 1. ACT Aspire levels of accessibility support

Support Level 1: Default Embedded System Tools

The first level of supports is called the **default embedded system tools** (see figure 2). They are automatically available to a default user whose accessibility needs are sufficiently met through the basic test administration experience.

Default embedded system tools meet the common, routine accessibility needs of the most typical test takers. All students are provided these tools, as appropriate—even students who have no documented PNP. Default embedded system tools include, but are not limited to, the following examples with online tests:

- computer keyboard
- computer screen display
- mouse
- cut, copy, and paste functions in a text entry box
- browser zoom magnification
- answer eliminator
- user highlighter tool (available for forms that do not use Text to Speech)
- scratch paper
- personal calculators for mathematics tests
- mark items for review

These tools are either embedded in the computer test delivery platform or provided at the local level automatically. They are the accessibility tools that nearly everyone uses routinely and assumes will be made available, although we seldom think of them in this way. These tools serve a basic accessibility function for all.

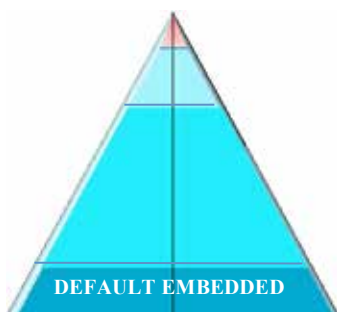


Figure 2. Default embedded system tools are common supports made available to all users upon launch/start of test. These tools are either embedded in the basic computer test delivery platform or may be locally provided as needed. No advance request is needed for these supports. Students whose needs are met by default embedded tools do not need a PNP.

Support Level 2: Open Access Tools

Open Access tools (see figure 3) are available to all users but must be identified in advance in the PNP, planned for, and then selected from the pull-down menu inside the test to be activated (online), or else provided locally.

The majority of students' unique sensory and communication accessibility needs are predictable and can be met through a set of accessibility features designed into the underlying structure and delivery format of test items. Rather than overwhelm the user with all the possible tools, Open Access tools provide just the tools needed by individual users.

Open Access tools are slightly more intensive than default embedded system tools but can be delivered in a fully standardized manner that is valid, appropriate, and personalized to the specific access needs identified within an individual student's PNP. Some of these require the use of tool-specific administration procedures. In ACT Aspire, Open Access tools include but are not limited to the following examples:

- color overlay
- answer masking
- line reader
- magnifier tool
- respond on separate paper (transcribe)
- dictate responses (scribe)
- keyboard or augmentative or assistive communication (AAC) + local print (transcribe)
- breaks: supervised within each day
- special seating/grouping
- location for movement
- individual administration
- other setting
- audio environment
- visual environment
- physical/motor equipment

Open Access tools should be chosen carefully and specifically to prevent overwhelming or distracting the student during testing. Remember: routine annual documentation of successful (and unsuccessful) use of accessibility tools through the student's educational experience helps to inform and improve future choices.

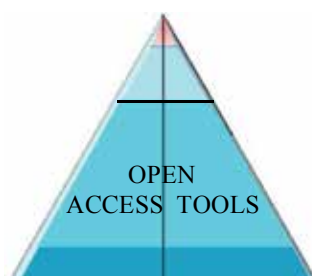


Figure 3. Open Access tools may be used by anyone, but to be activated they must be identified in advance in the PNP, planned, and selected from the pull-down menu inside the test to activate them (online), or else provided locally. Room supervisors must follow required procedures. Users should be practiced, familiar, and comfortable using these types of tools as well as comfortable using them in combination with any other tools.

Support Level 3: Accommodations

Accommodations are high-level accessibility tools needed by relatively few students (see figure 4). The ACT Aspire system requires accommodation-level supports to be requested by educational personnel on behalf of a student through the online PNP process. This will allow any needed resources to be assigned and documented for the student.¹

It is expected and understood that the responsible educational authority will determine for itself any qualifying procedures or formal documentation to be required within that agency to request and receive accommodation-level support during ACT Aspire testing. The only requirement ACT makes is that the request to use accommodation-level supports be made through the online PNP process before testing.

Typically, students who receive this high level of support have a formally documented need for resources or equipment that requires expertise, special training, and/or extensive monitoring to select, administer, and even to use the support effectively and securely. These can include, but are not limited to, the following examples:

- text-to-speech English audio
- text-to-speech English audio + orienting description for blind/low vision
- word-to-word dictionary
- electronic spell checker
- human reader, English audio
- translated test directions
- Braille + tactile graphics
- sign language interpretation
- abacus, locally provided
- extra time
- breaks: securely extend session over multiple days

Decisions about accommodation-level supports are typically made by an educational team on behalf of and including the student. Accommodation decisions are normally based on a formal, documented evaluation of specialized need. Accommodation supports require substantial additional local resources or highly specialized, expert knowledge to deliver successfully and securely.

¹ Qualifying procedures or formal documentation required to request and receive accommodation-level support during ACT Aspire testing should be set by schools or districts.



Figure 4. Accommodations are available to users who have been qualified by their school or district to use them. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools. Accommodations must be requested through the online PNP process. Any formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the PNP request process.

Support Level 4: Modifications

Modifications are supports that are sometimes used during instruction, but they alter what the test is attempting to measure and thereby prevent meaningful access to performance of the construct being tested (see figure 5). Because modifications violate the construct being tested, they invalidate performance results and communicate low expectations of student achievement. Modifications are **not** permitted during ACT Aspire testing.

(Modifications are further discussed in the section “When Instruction and Assessment Supports Differ.”)

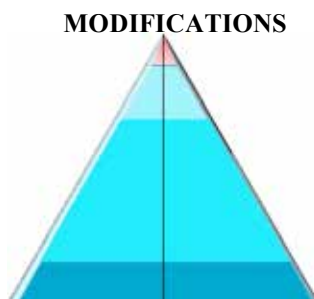


Figure 5. Modifications are supports that alter what the test is attempting to measure and therefore are **not** permitted in ACT Aspire tests.

Interim Test Accessibility Supports

Tables 1–4 on the following pages identify the accessibility supports available in the Interim ACT Aspire online test delivery format.

2016 ACT Aspire Interim tests differ from Summative tests in the following ways:

- ACT Aspire Interim tests are exclusively delivered online.
- To be scored, all student responses must be returned through the online platform.
- Students must use browser zoom magnification and a magnifier tools, as needed, instead of large print paper tests.
- Hard-copy (paper) braille and tactile graphics are available for ACT Aspire Interim testing and must be ordered in advance, but there is no paper answer document or paper companion test proctor booklet for the braille test. All student responses—even the responses of blind users—must be provided through the online system. Unlike the Summative test, hard-copy braille materials for the Interim test should be kept for future use. UEB and EBAE versions are available for all Interim assessments. As of Fall 2016, two forms are available in Braille. Interims I and III match Interim I content. Interims II and IV match Interim II content.
- Spanish translation of Interim test items is not available.
- Translations of test directions may be provided at the local level in the language needed by the student. No previously recorded online translated directions are available for this test.
- Interim tests are untimed. Timing of these tests is determined and controlled locally.

It is strongly recommended that use of all accommodation-level accessibility supports (whether provided locally or by test provider) be chosen by the appropriate educational team (as defined by the responsible educational authority) to meet individual student need, and then planned, practiced, and documented prior to the test.

Table 1. Interim Online Testing Presentation Supports

Presentation Supports	Support Level	Content Area			
		Reading	English	Math	Science
<p>Text-to-Speech (English Audio)</p> <ul style="list-style-type: none"> Intended for user with ability to see graphics. 	Accommodation*	Directions Only	Directions Only	Yes	Yes
<p>Text-to-Speech (English Audio + Orienting Description)</p> <ul style="list-style-type: none"> Intended for user with blindness or low vision. Requires: Braille + Tactile Graphics Companion; response support to record responses; time for shipment of braille materials (if none available locally from prior Interim administration). Recommended: Extra time. 	Accommodation*	Directions Only (then must use Braille + Tactile Graphics)	Directions Only (then must use Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)
<p>Translated Test Directions</p> <ul style="list-style-type: none"> Allowed for all grades. Requires: Locally provided. 	Accommodation*	Yes	Yes	Yes	Yes
<p>Word-to-Word Dictionary, ACT-Approved</p> <ul style="list-style-type: none"> Requires: Locally provided; follow procedure in appendix D. 	Accommodation*	—	—	Yes	Yes
<p>Braille, Contracted, American Edition (EBAE) Includes Tactile Graphics (TTS Audio)</p> <ul style="list-style-type: none"> Requires: Response support to record responses; time for shipment of materials. Recommended: Extra time. 	Accommodation*	Yes	Yes	Yes	Yes
<p>Braille, Uncontracted, American Edition (EBAE) Includes Tactile Graphics (TTS Audio)</p> <ul style="list-style-type: none"> Requires: Response support to record responses; time for shipment of materials. Recommended: Extra time. 	Accommodation*	Yes	Yes	Yes	Yes
<p>Braille, Contracted, Unified English Braille (UEB) Includes Tactile Graphics (TTS Audio)</p> <ul style="list-style-type: none"> Requires: Response support to record responses; time for shipment of materials. Recommended: Extra time. 	Accommodation*	Yes	Yes	Yes	Yes

Table 1 (continued)

Presentation Supports	Support Level	Content Area			
		Reading	English	Math	Science
<p>Braille, Uncontracted, Unified English Braille (UEB) Includes Tactile Graphics (TTS Audio)</p> <ul style="list-style-type: none"> Requires: Response support to record responses; time for shipment of materials. Recommended: Extra time. 	Accommodation*	Yes	Yes	Yes	Yes
<p>American Sign Language (ASL): Directions Only (English Text)</p> <ul style="list-style-type: none"> Requires: Locally provided; follow procedure in appendix C. 	Accommodation*	Directions Only	Directions Only	Directions Only	Directions Only
<p>American Sign Language (ASL) Test Items (English Text)</p> <ul style="list-style-type: none"> Requires: Locally provided 1:1 administration; follow procedure in appendix C. Recommended: Extra time. 	Accommodation*	—	—	Yes	Yes
<p>Signed Exact English (SEE): Directions Only (English Text)</p> <ul style="list-style-type: none"> Requires: Locally provided; follow procedure in appendix C. 	Accommodation*	Directions Only	Directions Only	Directions Only	Directions Only
<p>Signed Exact English (SEE): Test Items (English Text)</p> <ul style="list-style-type: none"> Requires: Locally provided 1:1 administration; follow procedure in appendix C. Recommended: Extra time. 	Accommodation*	—	—	Yes	Yes
<p>Cued Speech</p> <ul style="list-style-type: none"> Requires: Locally provided; follow procedure in appendix E. 	Accommodation*	—	—	Yes	Yes
<p>Color Overlay</p> <ul style="list-style-type: none"> Platform tool unavailable; may locally provide Color Overlay using acetate overlay taped to screen. 	Open Access	Yes	Yes	Yes	Yes
<p>Line Reader</p> <ul style="list-style-type: none"> Online platform tool; may be locally provided. 	Open Access	Yes	Yes	Yes	Yes

Table 1 (continued)

Presentation Supports	Support Level	Content Area			
		Reading	English	Math	Science
Magnifier Tool • Online platform tool; may be locally provided.	Open Access	Yes	Yes	Yes	Yes
Browser Zoom Magnification • Online only.	Embedded	Yes	Yes	Yes	Yes

* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

Table 2. Interim Online Testing Interaction and Navigation Supports

Interaction and Navigation Supports	Support Level	Content Area			
		Reading	English	Math	Science
Abacus • Requires: Locally provided.	Accommodation*	—	—	Yes	—
Answer Masking • Online platform tool.	Open Access	Yes	Yes	Yes	Yes
Answer Eliminator • Online platform tool.	Embedded	Yes	Yes	Yes	Yes
Highlighter Tool • Online platform tool is available in all non-audio forms. Not available with audio text-to-speech.	Embedded	Yes	Yes	Yes	Yes
Browser Cut, Copy, and Paste • Online only.	Embedded	Yes	Yes	Yes	Yes
Scratch Paper • Requires: Locally provided.	Embedded	Yes	Yes	Yes	Yes
Calculator • Calculators not permitted at grades 3–5 for Interim tests only. • Follow ACT Aspire Calculator Policy; may use accessible calculators.	Embedded	—	—	Yes	—

* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

Table 3. Interim Online Testing Response Supports

Response Supports	Support Level	Content Area			
		Reading	English	Math	Science
Electronic Spell Checker <ul style="list-style-type: none"> Requires: Locally provided separate device which must meet specifications provided in Procedures for Administration in Guide. 	Accommodation*	—	—	Yes	Yes
Respond on Separate Paper <ul style="list-style-type: none"> Requires: Locally provided; response transcription. 	Open Access	Yes	Yes	Yes	Yes
Dictate Responses <ul style="list-style-type: none"> Requires: Follow procedure in appendix B. Recommended: Extra time. 	Open Access	Yes	Yes	Yes	Yes
Keyboard or AAC + Local Print <ul style="list-style-type: none"> Requires: Response transcription; original work must be returned. Recommended: Extra time. 	Open Access	Yes	Yes	Yes	Yes
Mark Item for Review <ul style="list-style-type: none"> Online platform. 	Embedded	Yes	Yes	Yes	Yes

* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

Table 4. Interim Online Testing General Test Condition Supports

General Test Condition Supports	Support Level	Subject			
		Reading	English	Math	Science
Extra Time† <ul style="list-style-type: none"> Interim test timing is locally decided, not online-controlled. 	Accommodation*	Yes	Yes	Yes	Yes
Breaks: Supervised within Each Day	Open Access	Yes	Yes	Yes	Yes
Special Seating/Grouping	Open Access	Yes	Yes	Yes	Yes
Location for Movement	Open Access	Yes	Yes	Yes	Yes
Individual Administration	Open Access	Yes	Yes	Yes	Yes
Other Setting	Open Access	Yes	Yes	Yes	Yes
Audio Environment	Open Access	Yes	Yes	Yes	Yes
Visual Environment	Open Access	Yes	Yes	Yes	Yes
Physical/Motor Equipment	Open Access	Yes	Yes	Yes	Yes

* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed. Automatic assignment of extra time occurs ONLY with TTS audio formats. If using only paper form braille without TTS, extra time must be manually selected in PNP.

Choosing Appropriate Supports for Testing

Introduction

At specific and predictable points in all students' experience of a test question or task, accessibility is critically important. These are called **access points**. They include the initial presentation of the test question or task, interaction and navigation demands that the question or task makes, and the production of a response (see figure 6). The **general test conditions** (i.e., test setting, background

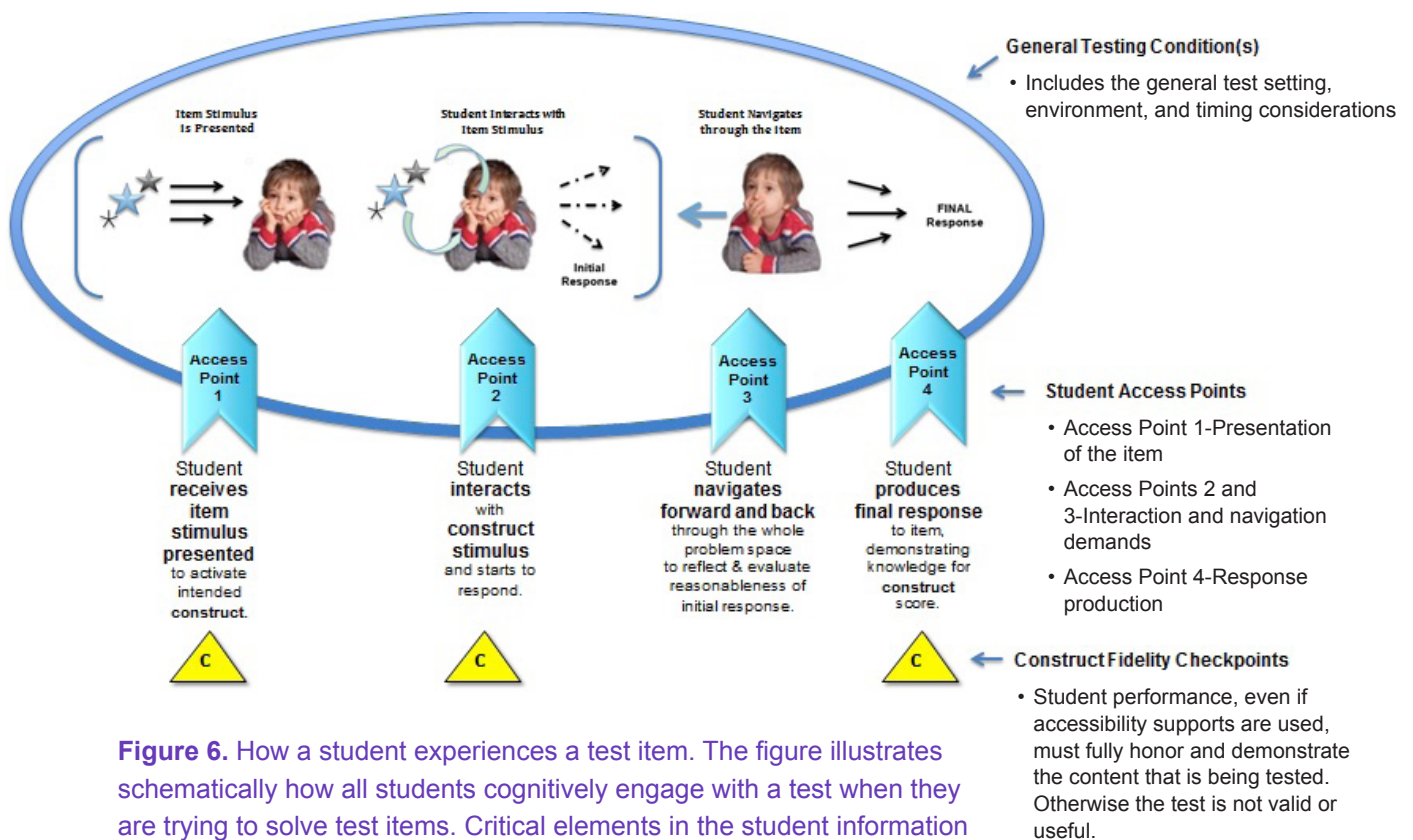


Figure 6. How a student experiences a test item. The figure illustrates schematically how all students cognitively engage with a test when they are trying to solve test items. Critical elements in the student information processing path are shown: the general testing conditions impacting the student throughout the test, critical communication access points that occur repeatedly during the test (item by item), and construct fidelity checkpoints that must be honored to obtain a valid score.

environment, and timing conditions) serve as a kind of broad, always-present access point as well. General test conditions are illustrated by imagining yourself trying to read for an hour in a dim light, to talk in a loud and chaotic room, or to carefully write your thoughts when someone keeps urging you to write faster. Like access points, general test conditions greatly affect a student's ability to effectively engage and communicate during a testing situation. If an access point does not provide the student with a fair chance to communicate what he or she knows about the construct being tested, then the resulting score will not accurately represent the student's true knowledge.

Every access point is a critical point for ensuring that students have the chance to communicate what they know about what is actually being tested.

Construct fidelity checkpoints (sometimes called *item specifications*) provide defining information that allows us to determine the access supports that can be allowed and whether the testing experience of a student supports a fair and reasonable opportunity for the student to communicate the content that is being measured if he or she knows this material. These checkpoints are also shown in figure 6. If the construct fidelity checkpoint is violated, it means that communication support is being provided in a way that prevents a student from having any chance to demonstrate the knowledge being tested. This construct violation blocks access to the performance of the content by giving away too much information. Construct violations invalidate test scores.

When Instruction and Assessment Supports Differ

There is an important distinction between instructional accessibility supports and testing accessibility supports. Supports provided at the beginning of the instructional process are designed to help students experience, learn, and practice a new skill. The long-term purpose of instructional supports or other early supports is to help the student learn to become as fluent and independent as possible in performing that skill. For this reason, instructional supports should incorporate a scaffolded fading process that provides more support early in the learning process, when skill acquisition is just beginning. These intensive early instructional supports may at times simplify or even modify the skill the student is learning, helping to guide, shape, and successively approximate the student's behavior to ensure that the student experiences some early success while moving closer to real skill performance. However, the path to student independence must always be kept in mind when planning instructional supports. Later in the instructional process, the need for intensive support should be challenged to see how much control a student can assume.

As a student achieves increasingly high levels of skill independence, the accessibility supports the student receives should be cut back further still until either full independence or the least intrusive accessibility support—that level of support that will allow the student to demonstrate the skill in the most independent manner possible for that student—is achieved.

For example, a student with a certain type of visual processing difficulty may need to use a straightedge to guide visual tracking while reading. This requirement may also initially require that another person hold the tracking tool or read a passage aloud for the student. Eventually, however, the student should learn to perform the actual reading task with full independence to the extent of his or her capability. At the point of testing, the student no longer needs a person to hold the tool or to read the passage aloud; this has become the independent responsibility of the student. Remaining student needs for support may still be met, such as through student-controlled visual tracking support on a computer. Independent use of a visual tracking tool thus becomes the least intrusive accommodation for the student at this point.

Testing accessibility supports should be those accommodations that are the least intrusive supports possible to meet the needs of a student while allowing that student the maximum level of independence possible to give the student a chance to communicate exactly what she or he has independently learned about the content to that point. Testing supports do not necessarily represent the instructional end point, but they do represent a point in time that lies beyond the earliest phases of skill acquisition. Some skill independence should be seen if instruction has been effective.

When choosing and planning instructional supports, teams must remember to carefully consider long-term independence and thoughtfully design the process of fading the supports. The challenge is finding the right balance of supports for a given student and actively, consistently, and constructively supporting the growth of student independence.

How to Create a Local Personal Needs Profile (PNP)

For any student to have ACT Aspire accessibility features at the Open Access or accommodation levels of support, an educator must complete a local PNP for testing situations. There are several ways to evaluate a student's accessibility needs and create a local PNP. The two-step worksheet in figure 7 illustrates one such method. Use the most appropriate method for your circumstances.

Figure 7. Sample PNP worksheet

Student: Rhett Trierer Age: 11 Grade: 5 Date: 1/23/16

1. Describe Sensory and Communication Strengths and Challenges

Review and consider recent student performance, evaluations, and observational evidence, and then document sensory and communication skills that best describe the skill level of this student.

Sensory and Communication Skills

	Visual	Auditory	Physical or motor	First language (ELL)	Reading or other language process	Attention, memory, or focus
STRENGTH Evidence suggests this skill set is a strength .				✓		
NORMAL LIMITS Evidence suggests this skill set is available within normal limits .	✓	✓	✓			
CHALLENGE Evidence suggests this skill set is a significant challenge. <i>Describe how this challenge creates a barrier to independent engagement or performance.</i>	English Language Arts and Reading					
					Very slow decoding, needs extra time, has poor visual tracking left to right across page.	Focuses better and less anxious when seated near front of room or in small group.
	Writing					
					Needs extra time to express thoughts. Poor spelling.	Same as above.
	Mathematics					
					Poor decoding interferes with math performance.	Same as above.
	Science					
					Same as math.	Same as above.

Figure 7 (continued)

2. Chart the PNP Summary for Testing Situations

For each challenge identified in step 1, decide if it applies to the specific part of the test experience listed in step 2.

For each relevant access point and content area, specify the student accessibility need in terms of an observed alternate identified strength or available skill that allows the student to work around and compensate for a challenge or barrier.

Then consult the ACT Aspire Accessibility Supports list for matching supports or supports consistent with this purpose. **Identify supports for the test format (online or paper) in which the student will be submitting all test responses.**

If the challenge does not apply in a given instance, then leave the cell blank. Blank cells represent standard accessibility needs shared by typical learners. For these access points, the student will use only the default embedded accessibility tools.

Access Point	Reading or English	Writing	Mathematics	Science
Presentation <i>Note alternate strengths or available skills the student has used successfully to compensate for this barrier to receiving or perceiving content presentation.</i>	Alternate Strength			
	<ul style="list-style-type: none"> Decodes more accurately and focuses longer with visual tracking support. Sometimes uses zoom to enlarge print. 	<ul style="list-style-type: none"> Performs better when material is presented in auditory form along with visual. Sometimes uses enlargement. 	<ul style="list-style-type: none"> Decodes more accurately and focuses longer with visual tracking support. Performs better when material is presented in auditory form along with visual. Sometimes uses enlargement. 	<ul style="list-style-type: none"> Decodes more accurately and focuses longer with visual tracking support. Performs better when material is presented in auditory form along with visual. Sometimes uses enlargement.
	Accessibility Support			
	<ul style="list-style-type: none"> line reader (O) answer masking (O) magnifier tool (O) 	<ul style="list-style-type: none"> English audio (A) magnifier tool (O) 	<ul style="list-style-type: none"> line reader (O) answer masking (O) English audio (A) magnifier tool (O) 	<ul style="list-style-type: none"> line reader (O) answer masking (O) English audio (A) magnifier tool (O)
Interaction and Navigation <i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to interacting with or navigating content.</i>	Alternate Strength			
	Accessibility Support			

Figure 7 (continued)

Access Point	Reading or English	Writing	Mathematics	Science
Response <i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to responding to content tasks, problems, or questions.</i>	Alternate Strength			
	Accessibility Support			
General Test Conditions <i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to general performance task settings, test environments or timed situations.</i>	Alternate Strength			
	<ul style="list-style-type: none"> Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus. Focuses better at front of room or away from visual distractions. 	<ul style="list-style-type: none"> Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus. Focuses better at front of room or away from visual distractions. 	<ul style="list-style-type: none"> Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus. Focuses better at front of room or away from visual distractions. 	<ul style="list-style-type: none"> Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus. Focuses better at front of room or away from visual distractions.
	Accessibility Support			
	<ul style="list-style-type: none"> extra time, 150% (A) special seating/grouping (O) 	<ul style="list-style-type: none"> extra time, 150% (A) special seating/grouping (O) 	<ul style="list-style-type: none"> extra time, 150% (A) special seating/grouping (O) 	<ul style="list-style-type: none"> extra time, 150% (A) special seating/grouping (O)

Note: E = embedded system tool, O = Open Access tool, A = accommodation.

Bundling Supports

Typically, once the needed presentation, interaction and navigation, or response supports have been identified, some form of support for general test conditions should be bundled with them to enable the testing session to work properly and securely. Questions to ask when considering which supports to bundle include, but are not limited, to:

- Will the student also need extra time if this support is used?
- Will the student also need an individual test administration if this support is used?
- Will the student also need a small group or special seating if this support is used?
- Will the student also need specially planned and secured breaks?

Think through the whole test experience for the student. Plan for what will be needed while being careful to avoid too many supports. Seek just those few personalized supports that work for the individual student.

How to Create an Online PNP for ACT Aspire Testing

The local PNP illustrated in figure 7 contains the information that will be used for data entry in the online PNP process for ACT Aspire testing. It also represents an enduring record for local reference. The local PNP should be reviewed and updated each year, as the student’s needs develop and change over time.

The entry of local PNP information into the online student portal must be completed to ensure critical supports are made active within the computer system so that the student can use them. Correctly inputted information also allows room supervisors to produce a report listing exactly which students are using which supports during a given test session—a great help in supervising a test session. The online PNP portal also helps to support the collection of data about accessibility supports.

Detailed procedures for using the online portal are found in the **ACT Aspire Portal User Guide** on the Avocet website. The information below is intended as a conceptual overview to help teachers prepare PNP information for entry to the online PNP portal. If you are the person entering the data set for your school or district, you must also use the *Portal User Guide*.

Which students must have an online PNP? Only those students who use Open Access or accommodation-level supports require an online PNP. Default embedded-level supports are not recorded in the online portal.

Who enters the PNP into the online student data portal? This role is locally assigned. This role is usually best filled by someone who uses the portal frequently and is comfortable with the data entry process. Training for using this portal and editing information there is available at the Avocet website. The person who enters the PNP data online must be able to communicate with the local educators who have put together this information and who know the student best.

The ACT Aspire Portal PNP Page

Organization

The data entry menus are organized by access points: Presentation Supports, Interaction and Navigation Supports, Response Supports, and General Test Condition Supports. This structure is illustrated in table 5. It is the same structure used in the local PNP illustrated in figure 7 and throughout this guide.

Accessibility supports are entered in the online PNP by category. Some support features will request specific content areas be selected in the PNP. Where these checkboxes exist, you must select each content area where the support is needed. This allows a school to provide a support feature only for those content areas where it has been identified to be needed. Features selected here may be activated *only* for those content areas where they do not violate the skills tested. If an accessibility support is not permitted to be used in a specific content area test, then, for that test session only, the online system will not activate the feature. That feature also may not be locally provided for that content area test.

Table 5. Available Menus on the ACT Aspire Portal Personal Needs Profile Page

Menu	Action in TestNav
Presentation Supports	Considering the student’s needs across all content areas, select from menu of Presentation supports.
Interaction and Navigation Supports	Considering the student’s needs across all content areas, select from menu of Interaction and Navigation supports.
Response Supports	Considering the student’s needs across all content areas, select from menu of Response supports.
General Test Condition Supports	Considering the student’s needs across all content areas, select from menu of General Test Condition supports.

Completing the Online PNP

For more detailed procedural information, refer directly to the ACT Aspire *Portal User Guide*.

To complete the online PNP, load the PNP form in the ACT Aspire Portal (see figure 8), then follow these steps:

1. Choose the method by which this student’s responses will be submitted for scoring purposes: “CBT (Online) Form” or “Paper Form.” (All Interim Tests are [Online Forms](#))
2. Use the appropriate accessibility features chart to identify the supports to be used by the student who will be submitting test responses.

Note: Only enter accommodation and Open Access level supports. Embedded supports are already available and may be provided as needed to all students either locally or via the online platform.

Changing a PNP That Has Already Been Entered

To change or edit a PNP after data entry:

1. Remove the student from all test sessions to which he or she has already been assigned. To view the test sessions the student has been assigned to, click the “Test Sessions” tab on the Student Profile page.
2. Change the PNP data as needed.
3. Add the student back into the appropriate test sessions.

CHOOSING APPROPRIATE SUPPORTS FOR TESTING

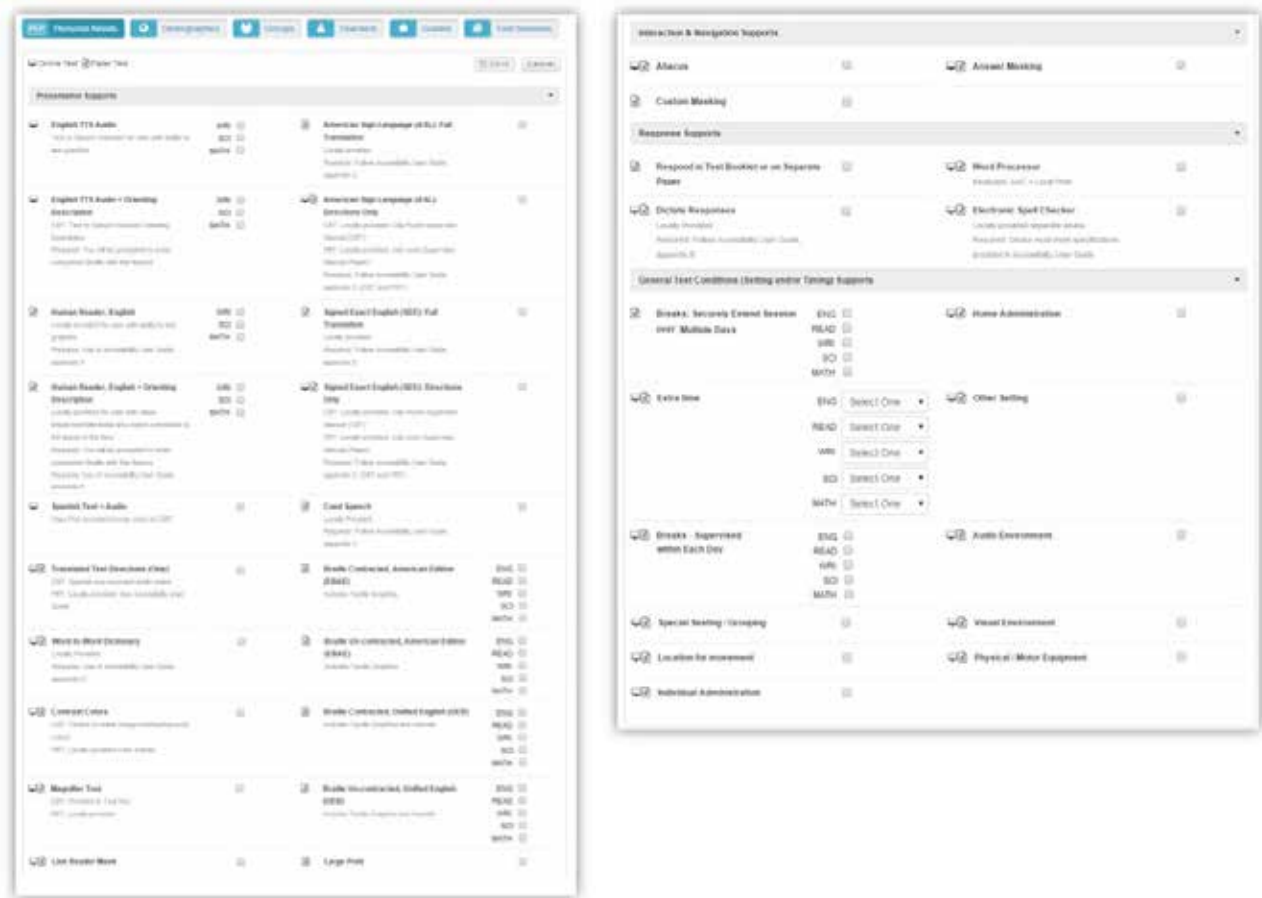


Figure 8. Screenshots of a sample online PNP form. Accessibility support categories in the form are Presentation, Interaction and Navigation, Response, and General Test Conditions—as they are in this guide.

Note: When viewing the PNP for Interim Form tests, you will see a listing for Spanish Text + Audio and a listing for Large Print. However, these two features are not active or available for the Interim testing at this time.

Administration Procedures for Accessibility Supports

Before the Test Session

Reading Test Directions Aloud to Students

There are two kinds of test directions:

- **Common instructions** are read aloud to all students before all tests.
- **Specific instructions** are read for each content area and grade level of a test session.

All test directions are printed in English in the *Periodic Assessment Guide*. All test directions are read aloud to all students in English by the room supervisor before the test session begins. The room supervisor may clarify or answer questions about the directions but may not answer questions about any test item. See the *Periodic Assessment Guide* for details regarding the standard reading of test directions.

Test Directions in Languages Other Than English

It is acceptable to have the standard English test directions translated locally into other languages; however, all locally provided translation of directions must be prepared in writing ahead of time and based as precisely as possible on the exact standard English directions. Slight adaptations may be used as necessary to communicate the same meaning as that found in the standard form; however, the same instructions for reading the directions are the same as those for English administrations. See the appropriate *Room Supervisor Manual* or the *Periodic Assessment Guide* for details regarding the standard reading of test directions.

Test directions may also be locally provided in American Sign Language or Signed Exact English. For detailed information about the use of sign language with ACT Aspire tests, including preparation and delivery of test directions, see appendix C.

During the Test Session

Presentation Supports

Text-to-Speech (TTS English Audio)

- Extra time of 300% is recommended for Interim test but is not automatically assigned.

Text-to-Speech (TTS English Audio + Orienting Description)

- Extra time of 300% is recommended for Interim test but is not automatically assigned.

Human Reader (English Audio)

- Interim test does not include a paper form but computer screen may be read aloud to student by a properly trained and prepared staff member, if carefully provided and done in conformance with Read-aloud procedures provided in appendix E of this guide.
- This accommodation may be provided to students who require read-aloud per the IEP or 504 but whose disability prevents the use of headphones (for TTS) or are taking the Braille Interim.
- Extra time of 300% is strongly recommended automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

Human Reader (English Audio + Orienting Description)

- Interim test does not include a paper form but computer screen may be read aloud to student by a properly trained and prepared staff member, if carefully provided and done in conformance with Read-aloud procedures provided in appendix E of this guide.
- This accommodation may be provided to students who require read-aloud per the IEP or 504 but whose disability prevents the use of headphones (for TTS) or are taking the Braille Interim.
- Extra time of 300% is strongly recommended automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

Translated Test Directions

- **Languages other than English:** Test directions support may be provided by a room supervisor locally in languages as needed by students for Interim tests (see “Before the Test Session”)
- All student responses **must** be in English.

Word-to-Word Dictionary

- Available for Interim testing
- Mathematics, science, and writing tests only
- Only ACT Aspire-approved non-electronic word-to-word translation dictionaries are allowed. See appendix D for a list of approved dictionaries. (Appendix D also includes best-practice advice regarding who should use this form of linguistic support.)
- Extra time is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

American Sign Language (ASL) Test Directions

- All grades and content areas
- Interim tests: All forms
- Required: A trained interpreter fluent in ASL and able to securely review required implementation procedures in appendix C and prepare prior to test administration.

ASL Test Items

- All grades
- Mathematics, science, and writing tests **only**
- Procedure: Test interpreter, upon request of student, carefully translates into ASL all text or problematic words based on the text presented in the test form.
- Graphics and images may **not** be described, but all text labels inside graphics may be translated as needed.
- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.
- This support may be used with the Interim test if the procedures in appendix C are followed.
- **All** student responses must be in English.
- Required: A trained interpreter fluent in ASL and able to securely review required implementation procedures in appendix C and prepare prior to test administration.
- No prep notes or test materials may be taken from the secure preparation room prior to testing.

Signed Exact English (SEE) Test Directions

- All grades and content areas
- Mouth-speak may be used.
- Required: A trained interpreter fluent in SEE and able to securely review and prepare prior to the time of the actual test administration.
- Interim testing: May be locally provided (see *Periodic Assessment Guide*).
- Required: A trained interpreter fluent in SEE and able to securely review required implementation procedures in appendix C and prepare prior to test administration.

SEE Test Items

- All grades
- Mathematics, science, and writing tests **only**
- Procedure: Test interpreter, upon request of student, carefully translates into SEE all text or problematic words based on the text presented in the online Interim form.
- Graphics and images may **not** be described, but all text labels inside graphics may be translated as needed.
- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.
- This support may be used with the Interim test if the procedures in appendix C are followed.
- All student responses must be in English.
- Required: A trained interpreter fluent in SEE and able to securely review required implementation procedures in appendix C and prepare prior to test administration.
- No prep notes or test materials may be taken from the secure preparation room prior to testing.

Cued Speech

- Defined as a read-aloud support that provides visual phonemic access to the sounds of the words. Functions like an oral read-aloud accommodation and may be used alone or in combination with oral read-aloud.
- May be used only where TTS or local read-aloud support is also permitted; that is, during writing, mathematics, and science subject tests
- Must follow applicable administration procedures provided in appendix E

Braille and Tactile Graphics

Ordering

- Order as early as possible prior to test administration. Allow time for shipping.
- American Edition (EBAE) and Unified English Braille (UEB) are available. Both are available in contracted and uncontracted formats.
- Braille is **not** automatically shipped upon PNP entry in Interim Testing; it must be ordered by also calling 888.802.7502.
- There is **no** standard paper companion booklet or answer document provided in Interim testing. Braille orders for Interim testing are instead bundled with the online English Audio for Blind accessibility support. The student is not required to use the online English audio support but may do so if needed.

Administration

- **Extra time of 300%** is strongly recommended with this support but is not automatically assigned unless braille is being used with online audio. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.
- **Braille notes** for use by the room supervisor are provided online in the “Accessibility & Accommodations” section at: <http://actaspire.avocet.pearson.com/actaspire/home>
- **Interim test answer choices.** All answer options are recorded as A–E. There is no paper answer document; all student responses must be recorded online.
- **Response support is necessary** for braille tests; it must be manually selected in the PNP. The student will need an assigned proctor or other certified staff to transcribe responses exactly as provided by the student (using the selected response support) into the standard answer format for scoring purposes.

Line Reader

- Visual tracking support tool for reading
- Online testing: Available

Color Overlay

- A locally provided color overlay using a pastel acetate sheet may be placed over the user computer monitor.

Browser Zoom Magnification

- Online **only**
- Integrated part of the local computer browser. User enters keystroke “Control +” (or “Command +” on an Apple computer) to enlarge everything on page, “Control –” (“Command –”) to reduce size of everything on page, and “Control o” (“Command o”) to return to the default font and graphic size.
- Because the browser zoom enlarges both text and graphics, it may cause reflowing of page content.
- Extra time may be needed for students with very low vision.
- Use of this support requires sufficient manual dexterity and range to hold down two separate keys at the same time.

Magnifier Tool

- Online testing: A movable “magnifying glass” tool that enlarges a small part of the screen.
 - ~ Unlike browser zoom magnification, does **not** cause a reflow of the page content
 - ~ Lower magnifying power than browser zoom
- Locally provided handheld magnification tool is also allowable.
- Locally provided digital scanning magnification device can be used to produce extremely large magnification. There are some restrictions to use of this tool:
 - ~ Other forms of magnification, such as the online magnifier tool and browser zoom enlargement should be considered first.
 - ~ If the student still needs a local magnification solution that requires some form of digital projection, then any and all associated electronic files related to enlargement **must** be destroyed immediately after the test is completed and the student’s responses are recorded. **No copies of any test material may be retained.**
- Magnifier tool enlarges everything (text and graphics) under the selected area of the magnifying glass.
- Extra time may be needed with this support.

Interaction and Navigation Supports

Abacus

- Locally provided tactile form of scratch paper for students with very low or no usable vision
- Extra time may be needed with this support.

Answer Masking

- Tool that supports memory and focus and helps students eliminate distractions with selected-response questions. Controlled by a mouse click (or selection) response. Once an answer is masked, it cannot be seen unless it is clicked again to unmask it.
- Online testing: Student may use masking tool to cover up or reveal selected-response answer options.
- Typically not used for constructed responses.

Answer Eliminator: Embedded

- Online **only**
- Student may place a wide red X over an answer to eliminate it from consideration.
- Unlike the answer masking tool, the red X does not prevent the user from reading what is underneath.

Highlighting

- Interim testing: Highlighter tool is available in all forms **except** online audio.

Browser Copy and Paste Functions

- Windows keystrokes: “Control-C” (copy) and “Control-V” (paste)
- Apple keystrokes: “Command-C” (copy) and “Command-V” (paste)
- Use of this support requires sufficient manual dexterity and range to hold down two separate keys at the same time.

Scratch Paper

- Online testing: All students receive one page of scratch paper.
- Augmentative or assistive communication (AAC) devices (such as a braille note taker) are also permitted to do figuring or other scratch work if needed but must be selected in the PNP as “Response Supports – Keyboard, AAC with Local Print.”
- All scratch notes (notes on scratch paper or scratch notes produced with an AAC device) must be collected after testing and promptly destroyed.

Calculator

- Grades 6–EHS mathematics **only**
- May include accessible talking, braille, or large-key calculators; however, all calculators must meet requirements of permitted calculator types as described in the “Use of Calculators on ACT Aspire” section in the *Test Coordinator Manual*.
- Extra time may be needed when using some specialized accessible calculators.

Response Supports

Students’ answers must be submitted for scoring within the platform or delivery format for which they are officially registered. This means that if a student is registered in an online test session, then all responses must be submitted in that online platform for purposes of scoring. This is true even if the student has provided his or her original responses on a separate piece of paper with the Respond on Separate Paper support. In such a case, the room supervisor or proctor **must** transcribe the student’s original responses on paper into the online platform. For more information on returning materials after testing, see “After the Test Session.”

Electronic Spell Checker

- A device that may be locally provided during writing, mathematics, and science tests
- Device must meet the following criteria. Only the following functions may be used:
 - ~ Word spelling provided with no definitions, no pictures, no synonyms or word tense forms.
 - ~ Grammar check must be turned off.

- ~ Device may offer five or fewer word prediction choices per spelling attempt.
- ~ Word choices must be predicted from/generated by the approximate spelling provided by the student.
- ~ Student must independently identify and select the word he or she wants from choices offered for written response without further support.
- ~ May be used in support of Interim Mathematics, and Science tests only

Respond on Separate Paper

- Student responds on separate plain sheet of paper (common for students who have limited motor control but are able to write responses on very large or other special paper).
- Student responses on separate paper must be transcribed into the computer answer format. Provision must be made locally to provide this support in real time during the online test experience.
- Once testing is completed, these ‘separate paper’ Interim Test responses are treated as original student work and as secure test material. They must be destroyed immediately after testing.
- Extra time is recommended with this support.

Dictate Responses

- One-to-one individualized administration **required**
- Student dictates response and trained room supervisor or proctor scribes response exactly as dictated. Includes:
 - ~ spoken dictation
 - ~ use of AAC device to dictate responses without voicing (including braille note taking)
 - ~ word-predicting AAC devices, if the student independently selects the appropriate word (Spelling and grammar check must be turned off. Use of this response support requires use of the specific transcribing procedure. See appendix B for details.)
- See appendix B for scribing procedures with all tests as well as cautionary advice.
- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

Keyboard or AAC Plus Local Print

- Full physical keyboard response input with local printout, either via local word processing software or through local AAC device.
- Responses must be transcribed into the computer answer format. Provision must be made locally to provide this support in real time during the online test experience
- Word spelling provided with no definitions, no pictures, no synonyms or word tense forms.
- Other spelling and grammar check functions must be turned off.
- Word-predicting AAC devices may be used if the student independently selects the appropriate word.
- Extra time should be provided with this support.

Mark Item for Review

- Allows student to mark an item for later review as he or she continues ahead with the test, planning to return later to work again on those items
- This is a default embedded system tool available to all users of ACT Aspire.

General Test Conditions Supports

Extra Time

- Extra time is not built into the online platform for the Interim Tests but may be provided locally as appropriate to the student within the local use of the test. Timing is strictly locally determined and controlled during all Interim Testing. As a point of guidance, timing units are often expressed in terms of percent of time above and beyond standard allowable time (150% standard time, 200% standard time, etc.). If a student normally receives double the normal testing time, then extra time for a 40-minute test would be 40 minutes \times 2 (200%), or 80 minutes.
- Test coordinator or designee specifies extra time, and room supervisor provides appropriate supervision for the amount of extra time needed.
- Students are not required to sit for the entire extended time period.
- **Before testing**, a decision should be made regarding how much extra time a student will need. Standard time limits for ACT Aspire tests are determined using prior performance data with the goal of ensuring that at least 90% of participating students have enough time to finish within the standard time.
- Local staff **must** plan in advance a suitable location, appropriate staff supervision, and test security for those students who will need extra time.
- Students with the extra time accommodation should be tested either individually or in a group with other students receiving the same amount of extra time.

Breaks—Securely Extend Session over Multiple Days

- Room supervisor stops and secures the session to provide unsupervised breaks as needed between securely defined and supervised “mini sessions” in the administration of one test. A mini session allows the student to view and work in only small part or “chunks” of the test at a time.
- Mini sessions are meant to be used with students who have severe medical problems (e.g., seizures, severe diabetic conditions, fatigue/strength/endurance issues, or other medical issues) that only allow the student to work in a focused way for short periods of time. These sessions thus allow a student with such a medical condition to complete a test in short bursts while also keeping the test secure and the experience fair to all.
- The student may not return to work on any part of the test that has already been seen and worked on.
- Extra time should be provided with this support. The maximum allowable amount of time (400% standard time) is typically requested.
- See the *Periodic Assessment Manual* for detailed information about how to restart a test session student after a break.

Breaks—Supervised within Each Day

- Test administrator or room supervisor stops the clock or pauses the test on the student’s screen (online) to provide short, supervised, same-day breaks as needed. Using this support, the student still completes the entire test session within one day.
- During a break, test materials must be properly secured and individual student supervision must be provided. Students may not interact with other students or any academic information or materials during the break.
- For online testing, see the *Periodic Assessment Manual* for detailed information about how to restart a test session student after a break.
- Extra time may be needed with this support.

Special Seating/Grouping

- Locally provided special or preferential seating or grouping
- Each testing group must have students in the same grade, take the same test, and share the same time constraints. The recommended small group size is six students or less to minimize disruption to students working at a different pace, but a larger group size may be determined locally, as appropriate to the situation.
- Appropriate security and test supervision must be provided.

Location for Movement

- Location provided so student is able to move, stand, or pace during test in a manner where others’ work cannot be seen and student is not distracting to others

Individual Administration

- Individual test administration

Other Setting

- Test administered and supervised in setting identified on student’s accommodations plan

Audio Environment

- Locally provided modified acoustic/auditory environment (e.g., student whisper phone, classroom FM system, local acoustic enhancements, or noise-quieting headphones to screen out auditory distractions)
- Personal mobile devices to provide background music are **not** allowed. If the school provides a known and controlled form of background music or white noise, this may be used if it does not permit the student to access any other resources during test administration.

Visual Environment

- Locally provided modified visual/lighting environment (e.g., special room lighting, light box under paper test, study carrel to screen out visual distractions)
- General preparation of a classroom to remove academic material from walls and desks is a general test preparation procedure, **not** a visual environment support.

Physical/Motor Equipment

- Locally provided personalized adaptive furniture; balance or positioning equipment to support student physical interaction, enhance motor control during testing, and/or reduce fatigue; or equipment to provide fine motor interaction support (e.g., large grip pencil, adaptive keyboard)
- AAC devices or procedures are **not** included as physical/motor equipment supports.
- Motor/physical prompting of any kind is **not** included as a physical/motor equipment support.

After Each Test

Transcribe Original Student Responses for Scoring

Any time a student provides a response in a format other than within the standard online platform, the response must be copied (transcribed) exactly as it was originally provided by the student into the standard online answer format. When used during online testing, response transcription requires that the local room supervisor plan for a real-time process of transcribing the student responses during the actual online test experience. This will require careful planning coordination. This transcription is how the student work will be submitted for scoring purposes—the original student work cannot be scored in its original form. The following supports will (or may) result in a need for carefully planned and secure transcription:

- Use of Braille with the Interim Test Form
- Dictate Responses/Scribing
- Keyboard or AAC and Local Print
- Magnifier Tool (only when a locally provided digital scanning enlargement is used)
- Respond on Separate Paper

Appendix A: Personal Needs Profile (PNP) Student-Level Worksheet – Interim Testing

Student: _____ Age: ____ Grade: ____ Today's Date: _____

1. Describe Sensory and Communication Strengths and Challenges

Review and consider recent student performance, evaluations, and observational evidence, and then document sensory and communication skills that best describe the skill level of this student.

Sensory and Communication Skills

	Visual	Auditory	Physical or motor	First language (ELL)	Reading or other language process	Attention, memory, or focus
STRENGTH Evidence suggests this skill set is a strength .						
NORMAL LIMITS Evidence suggests this skill set is available within normal limits .						
CHALLENGE Evidence suggests this skill set is a significant challenge . <i>Describe how this challenge creates a barrier to independent engagement or performance.</i>	English Language Arts and Reading					
	Writing					
	Mathematics					
	Science					

2. Chart the PNP Summary for Testing Situations

For each challenge identified in step 1, decide if it applies to the specific part of the test experience listed in step 2.

For each relevant access point and content area, specify the student accessibility need in terms of an observed alternate identified strength or available skill that allows the student to work around and compensate for a challenge or barrier.

Then consult the ACT Aspire Accessibility Supports list for matching supports or supports consistent with this purpose. **Identify supports for the test format (online or paper) in which the student will be submitting all test responses.**

If the challenge does not apply in a given instance, then leave the cell blank. Blank cells represent standard accessibility needs shared by typical learners. For these access points, the student will use only the default embedded accessibility tools.

Access Point	Reading or English	Writing	Mathematics	Science
<p>Presentation <i>Note alternate strengths or available skills the student has used successfully to compensate for this barrier to receiving or perceiving content presentation.</i></p>	Alternate Strength			
	Accessibility Support			
<p>Interaction and Navigation <i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to interacting with or navigating content.</i></p>	Alternate Strength			
	Accessibility Support			

Access Point	Reading or English	Writing	Mathematics	Science
<p>Response</p> <p><i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to responding to content tasks, problems, or questions.</i></p>	Alternate Strength			
	Accessibility Support			
<p>General Test Conditions</p> <p><i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to general performance task settings, test environments, or timed situations.</i></p>	Alternate Strength			
	Accessibility Support			

Appendix B: General Response Dictation and Scribing Procedures – Interim Testing

Characteristics of Dictate Response Users

- students with physical disabilities that impede the motor process of writing
- students who have a reduced ability to write due to pain, paralysis, loss of function or loss of endurance, or who have had a recent injury (such as a broken hand or arm)
- students whose handwriting is indecipherable, resulting in illegible written products (scribbling)
- students who can write but have a documented disability in the area of written expression that results in a significant interference with their ability to express their knowledge in writing

Definition of Dictate Responses

In ACT Aspire, **dictation** is the alternate communication produced by a student to create a written English message or to provide a written English response to a question (as in a test situation), when the act of writing by hand or by keyboard is not reasonably possible. In every instance of dictation, it is mandatory that the student have authorship control over both the language conventions used and the substance of the communication: the student *must* be the sole author of the communication. A designated responsible scribe transfers (“scribes”) the student’s communication into the written form exactly as originally communicated by the author. Languages other than English are not permitted. English braille is permitted.

The dictation accommodation allows students with identified need a way to access the ACT Aspire assessment through:

- dictation of verbal responses to a human scribe
- dictation to scribe through gesturing, pointing, or eye-gazing to a communication board or other specific communication target
- dictation of response to a recording device or other augmentative/assistive communication device
- dictation through an American or English braille device with scribe transcription to appropriate answer space
- dictation of responses using a speech-to-text device or application

Additional Requirements for Dictation

- Dictation (Open Access support) must be provided in an individual administration.
- Extra time (accommodation-level support) is recommended for completing dictation.

Scribes

In ACT Aspire, a **scribe** is a certified educational staff member who records precisely and exactly what a student dictates. Only a trained room supervisor or his or her trained assistant may provide this scribing support. The proper use of the dictation/scribing procedure will not invalidate constructs measured on the ACT Aspire assessments.

The scribe **should**:

- assist the student in accessing the test and responding to it
- be as familiar as possible with the method of dictation the student typically uses for instruction and assessments
- repeat test or task directions to the student as needed
- produce legible text so that the written portion of the test can be scored

The scribe may **not**:

- alert the student to mistakes during testing
- prompt the student in any way that would result in a better response or essay
- answer student questions about the test material
- influence the student's response in any way

Procedures for Response Dictation and Scribing

Selected Response During Reading, English, Mathematics, or Science Tests

For selected-response questions, the scribe should confirm the student's response before recording the student's answer within the online answer space. This must be a consistent action for every item.

Appendix C: Guidelines for Sign Language Interpretation – Interim Testing

The following policies should be followed whenever sign interpretation of any part of ACT Aspire tests is provided. Signing is permitted in American Sign Language (ASL) or Signed Exact English (SEE), depending on the sign language chosen in the student’s PNP.

Note: These are interim procedures. They are designed to maximize the quality of content delivery and the consistency of test administration from one student to another. Fully standardized delivery of sign interpretation is forthcoming in a future ACT Aspire update.

Content Available for Signing

Test Directions

Sign interpretation of test directions may be provided for any content area and any grade.

Test Questions

Sign interpretation of test items is permitted for Interim tests during the mathematics, and science tests **only**.

When Signing Is Permitted during ACT Aspire Testing

The following criteria should be used to determine whether a deaf or hard-of-hearing student should be tested in either ASL or SEE:

- The student’s primary language is ASL or SEE.
- The student has a history where ASL or SEE is the dominant language of instruction.
- The student knows how to effectively use an ASL or SEE interpreter.
- The student has a way to respond in English, **not** signing.

Use of Cued Speech

Cued Speech is a presentation support feature that is permitted during writing, mathematics, and science tests; however, it is not covered in this “sign interpretation” appendix because we define Cued Speech as a local sound-based read-aloud through sign cues for word sound. This is different than the transadaptation required for sign interpretation. Meaning is not directly conveyed by manually cued speech sounds. For more information on Cued Speech, please see appendix E: Guidelines for Local Delivery of Read-Aloud Support.

Who May Deliver Signed Test Interpretation

All sign interpreters must sign the security agreement at the end of this section.

Test Directions

Local interpretation may be provided by a single interpreter. This interpreter may be a local educator, employed by the district, who is fluent in sign, or the interpreter may be a certified ASL or SEE interpreter hired for this purpose. The interpreter is expected to partner with the room supervisor who is simultaneously reading the directions aloud in English.

Test Questions

Signed interpretation of test questions must involve at least one well trained and experienced ASL or SEE interpreter working with the room supervisor to provide support for consistency and continuity of interpretation. However, national best practice standards for sign interpretation indicate that for lengthy interpretation sessions or highly detailed, intensive sessions, two qualified interpreters are advised, both of whom work with the room supervisor. ACT **strongly** recommends this practice where possible.

Student responses may **not** be interpreted from ASL or SEE or from any other form of sign for the purpose of recording the student answer. Dictation and scribing are permitted only if the student responds in the English language, (whether providing a written, oral or an AAC English form of response), and if response dictation is also recorded in the student’s PNP.

Guidelines for Sign Interpretation

- Sign interpreters may **not** include any relative, guardian, or friend of the student.
- The educational agency where test administration is conducted will be responsible for the selection of a qualified ASL or SEE interpreter(s) and must arrange as necessary to cover any expenses incurred in the hiring of these individuals.
- Test-related materials of any kind—including prep notes—may **not** be removed from the secure preparation area within the test site prior to testing. After testing, any and all prep notes must be turned in to the test coordinator and destroyed.

Preparation for Sign Interpretation

Test Directions

The staff interpreter(s) may review the standard test directions two to three days prior to the test in order to plan a signing strategy for delivering the general test directions. Test directions are available online and in the *Periodic Assessment Manual*. Interpreters working with students who have deaf-blindness and will be planning and providing tactile sign support should, two to three days prior to the day of testing, review the braille form test directions that are provided with the braille version of the test. This will require locating the form that has already been shipped for the student.

Delivery

Test Directions

The interpreter, in selecting and providing signs, must stay precisely consistent with the meaning of the written general directions that are provided to all students. Student questions regarding directions must be answered in such a way that clarification provided remains within the boundaries of the original general information provided in the written directions.

Test Questions

Note: During test administration, the student may prefer to ask for only certain parts of an item to be interpreted and may not need everything presented in sign. Make this determination as soon as possible before testing.

When two staff partners work together, one person signs (interprets) according to the plan notes as the other staff partner monitors the delivery. As necessary, one interpreter may relieve the other, but all passage-based item sets must be interpreted by the same person. Any interpreter changes must occur at natural break points in the flow of the assessment: interpreters must never change within an item or item set.

Important! All documented notes created and/or used for the signing plan must be destroyed immediately after the test session.

- Only the actual text or the printed values or labels within an item or within an item’s graphics may be signed. Graphic representations may not otherwise be interpreted for any student.
- Signs and their associated facial expressions or body postures must be carefully produced so that the student is never provided any kind of biasing cue or clue to the item.
- Elaboration or clarification of test items is **not** permitted. Only the communication of the same information found in the text of the item is permitted. Sign interpretation may only convey the specific content written within the item and no more.
- Mathematical terms for which the sign creates a picture illustrating the concept must be finger-spelled to avoid giving a visual cue or information that is not provided to other students.
 - ~ Terms that must be finger-spelled include, but are not limited to, *parallel lines*, *perpendicular*, *perimeter*, *circumference*, and shape names. If, for some students, finger-spelling is not useful, the only allowable alternative to finger-spelling such visually rich mathematical terms would be to simply point to those terms onscreen as they come up instead of signing them. Either way, the student must recognize the word—in finger-spelled form or in print.
- Interpretations may be repeated, but the interpretation must be done consistently each time.

Required Testing Environment and Other Supports

Group and Individual Administration

Sign interpretation of test directions may be done in a group setting. Interpretation of the full test (including test items) must be done in an individualized test setting.

Interpreter Appearance

Persons serving in the interpreter role should wear simple plain clothing that does not distract the viewer or interfere with the perception of the intended sign. The interpreter’s hands, facial expression and body posture must be clearly visible to the student. Jewelry can interfere with sign presentation and should not be worn by the sign interpreter. In addition:

- The interpreter should mouth-speak while signing for the student.
- The interpreter’s mouth should not be covered when speaking.
- If the interpreter has a beard or moustache, it should be trimmed so as not to obstruct the student’s ability to read lips.
- The interpreter must also voice for the partner interpreter what is signed by the student.
- The interpreter should, if needed, remind the student that his or her responses must be given in English.

Rooms

Lighting should be non-glaring and sufficient to avoid shadowing that could obscure the signs produced. The position of the sign interpreter should be such that the student has a clear, direct, and close view of the communication.

Additional Supports

When a student needs sign interpretation, consider also the likely need for certain additional supports that must be planned for and documented in the PNP and on the student's answer document. For example:

- Extended time
- Supervised breaks (to switch interpreters during a long or intense test session)
- Small Group Administration or Individual Administration
- Audio Environment (The student should be allowed to use any amplification device the student typically uses.)
- Visual Environment (Distractions should be limited.)

ACT Aspire Signed Interpreter Agreement (SEE or ASL Support) – Interim Testing

(This document may be photocopied if multiple interpreters are needed.)

Complete this document if you are providing American Sign Language (ASL) or Signed Exact English (SEE) interpretation for a student who has been determined by the local educational authority to be qualified and appropriate for this accessibility support.

School Name: _____

Test Date: _____ **Test Coordinator:** _____

Interpreter Name: _____

Student Name: _____ **Student Reference Number:** _____

Required procedures for signed interpretation of ACT Aspire tests can be found in appendix C of the ACT Aspire *Accessibility User's Guide*. As sign interpreter, you are required to review and comply with these procedures.

In ACT Aspire testing, the sign interpretation support is permitted for qualified students during the Interim Mathematics and Science, **only**. During the ACT Aspire Reading or English tests, sign interpretation support is **not** permitted.

If ACT Aspire determines that any explanation or additional information has been provided to a student, that any test materials were not read accurately within the procedures described, or that the reader did not meet ACT Aspire qualifications for testing personnel, the student's scores will be canceled.

ACT Aspire requires both the test coordinator and the sign interpreter to provide signatures to the following statement:

I certify that I have read, understand, and agree to administer the tests in accordance with the appropriate ACT Aspire *Accessibility User's Guide* signing procedures and with the *Test Administration Manual*. I further assure ACT Aspire that the signing support provided is a precisely accurate representation of the passages and items as required by the specific signing procedures.

Test Coordinator Signature: _____ **Date:** _____

Interpreter Signature: _____ **Date:** _____

Indicate the tests where any portion was signed by this interpreter:

Mathematics _____ **Science** _____ **Writing** _____

This document is for Local Educational Agency use only. Do not return to ACT Aspire.

Appendix D: Approved Bilingual Word-To-Word Dictionaries – Interim Testing

These bilingual word-to-word dictionaries are permitted as appropriate to the student need during the ACT Aspire Writing, Mathematics, and Science tests only.² Word-to-word dictionaries may not be used during the Reading or English tests.

Who Should Use Word-To-Word Linguistic Support

Students at any grade level who are currently reported as English language learners (ELLs) or have been reported as ELLs in the past and who are evaluated as able to benefit from the use of word-to-word dictionaries may use this linguistic support.

In general, students who benefit from this type of accessibility support include those who demonstrate an intermediate level of English language proficiency or above and have had prior successful experiences using this type of linguistic support. ELL students at the beginning level of English language proficiency are not likely to benefit.

Important! No student should experience a new kind of support for the first time during a testing experience.

ACT Criteria for Approval of Word-To-Word Dictionaries

Only those word-to-word dictionaries that meet all three of the following criteria may be approved for examinee use.

To be approved as supporting a valid test result, the ACT-approved word-to-word dictionary:

1. must be in paper format (non-electronic);
2. must provide only and strictly word-to-word translation; and
3. **must not** provide any definitions, pictures, or thesaurus for the word entries.

Procedure for State Authority Approval of a Word-to-Word Dictionary Not Listed

Although regularly updated, it is understood that the following list of ACT-approved word-to-word dictionaries may not be exhaustive in representing all resources that could meet the required criteria. Therefore, if the governing state educational authority determines that a student is already using and is familiar with an appropriate word-to-word dictionary that is NOT listed in the current ACT-approved dictionaries list, the state may choose to approve the use of that word-to-word dictionary for use during those ACT Aspire content area tests where word-to-word dictionaries are otherwise allowed. “Appropriate” here is defined to mean that the state authority has determined that the dictionary meets all of the following required criteria for the testing environment and will therefore support a valid test result.

² ACT is grateful to the staff of the Massachusetts Department of Elementary and Secondary Education who originally compiled this list in the summer of 2012. Their research effort has provided an informative and important support resource for ELL students. Website updates were provided by ACT, January 2014.

As noted under ACT Criteria for Approval above, the state-approved word-to-word dictionary:

1. must be in paper format (non-electronic);
2. must provide only and strictly word-to-word translation; and
3. **must not** provide any definitions, pictures, or thesaurus for the word entries.

The governing state authority must make this determination if necessary and must provide ACT with a copy of the title and ISBN number for any state-approved dictionary. Send this information by email to Barbara.Dame@act.org. ACT will confirm the criteria and include this new information in future updates of the list of approved dictionaries as appropriate.

Prohibited Dictionaries

The use of any dictionary other than those listed in tables D1 and D2 is prohibited on all ACT Aspire tests. The approved bilingual dictionaries and glossaries listed as are word-to-word translations only. Electronic translation devices are not allowed. A list of publishers and distributors (with contact information) appears at the end of this document.

Table D1. Approved Bilingual Word-to-Word Dictionaries

Language	Title	ISBN Number	Publisher/Date
Afrikaans	Afrikaans-English/English-Afrikaans Practical Dictionary, Revised and Expanded Edition	ISBN-10: 0-7818-0846-4 ISBN-13: 978-0-7818-0846-0	Hippocrene Books (2001)
Albanian	Albanian-English/English-Albanian Practical Dictionary	ISBN-10: 0-7818-0419-1 ISBN-13: 978-0-7818-0419-6	Hippocrene Books (2006)
	Albanian-English/English-Albanian Standard Dictionary	ISBN-10: 0-7828-0979-7 ISBN-13: 978-0-7818-0979-5	Hippocrene Books (2004)
	English-Albanian/Albanian-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-49-3 ISBN-13: 978-0-933146-49-5	Bilingual Dictionaries (2010)
American Sign Language (ASL)	American Sign Language Handshape Dictionary	ISBN-10: 1-56368-043-2 ISBN-13: 978-1-56368-043-4	Gallaudet University Press (1998)
Amharic	Amharic-English/English-Amharic Dictionary	ISBN-10: 0-7818-0115-X ISBN-13: 978-0-7818-0115-7	Hippocrene Books (1997)
	English-Amharic/Amharic-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-59-0 ISBN-13: 978-0-933146-59-4	Bilingual Dictionaries (2010)
Arabic	Elias School Dictionary English-Arabic/ Arabic-English	ISBN-10: 9-7750-2860-4 ISBN-13: 978-9775028600	Elias Modern Publishing House; new ed. (1996)
	Arabic-English/English-Arabic Practical Dictionary	ISBN-10: 0-7818-1045-0 ISBN-13: 978-0-7818-1045-6	Hippocrene Books (2004)
	Arabic-English/English-Arabic Romanized Concise Dictionary	ISBN-10: 0-7818-0686-0 ISBN-13: 078-0-7810-6862	Hippocrene Books (1999)
	Arabic-English/English-Arabic Standard Dictionary	ISBN-10: 0-7818-0383-7 ISBN-13: 978-0-7818-0383-1	Hippocrene Books (1995)
	English-Arabic/Arabic-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-41-8 ISBN-13: 978-0-933146-41-9	Bilingual Dictionaries (2008)
	Pocket Arabic Dictionary Arabic-English/English-Arabic	ISBN-10: 0-7946-0183-9 ISBN-13: 978-0-7946-0183-6	Tuttle Publishing (2004)
Armenian	Armenian-English/English-Armenian Concise Dictionary	ISBN-10: 0-7818-0150-8 ISBN-13: 978-0-7818-0150-8	Hippocrene Books (2008)
Azerbaijani	Azerbaijani-English/English-Azerbaijani Concise Dictionary	ISBN-10: 0-7818-0244-X ISBN-13: 978-0-7818-0244-4	Hippocrene Books (1995)
Basque	Basque-English/English-Basque Dictionary & Phrasebook	ISBN-10: 0781806224 ISBN-13: 978-0781806220	Hippocrene Books (1998)

Table D1 (continued)

Language	Title	ISBN Number	Publisher/Date
Bengali	Bengali (Bangla)-English/ English-Bengali (Bangla) Practical Dictionary	ISBN-10: 0-7818-1270-4 ISBN-13: 978-0-7818-1270-2	Hippocrene Books (2011)
	English-Bengali/Bengali-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-30-2 ISBN-13: 978-0-933146-30-3	Bilingual Dictionaries (2008)
	English and Bengali Dictionary for the Use of Schools	ISBN-10: 0554553902 ISBN-13: 978-0554553900	James Sykes B., BiblioLife (2008)
Bosnian	Bosnian-English/English-Bosnian Concise Dictionary	ISBN-10: 0-7818-0276-8 ISBN-13: 978-0-7818-0276-5	Hippocrene Books (1996)
	Dictionary: English-Bosnian/Bosnian-English	ISBN-10: 8176500216 ISBN-13: 978-8176500210	Star Publications.; rev. ed. (2003) Star Publications; 1st ed. (July 16, 1999)
Bugotu	Bugotu-English/English-Bugotu Concise Dictionary	ISBN-10: 0-7818-0660-7 ISBN-13: 978-0-7818-0660-2	Hippocrene Books (1998)
Bulgarian	Bulgarian-English Dictionary (Bulgarian Edition) Bilingual Edition	ISBN-10: 0320047989 ISBN-13: 978-0320047985	French & European Publications; Bilingual ed. (January 2000)
	Bulgarian-English/English-Bulgarian Practical Dictionary	ISBN-10: 0-8705-2145-4 ISBN-13: 978-0-8705-2145-4	Hippocrene Books (1992)
Burmese	Burmese-English/English-Burmese Dictionary	ISBN-10: 1887521585 ISBN-13: 978-1-8875-2158-1	Paiboon Publishing (2009)
	English-Burmese/Burmese-English Word to Word Bilingual® Dictionary	ISBN-10: 0-933146-50-7 ISBN-13: 978-0-933146-50-1	Bilingual Dictionaries (2010)
	Pocket Burmese Dictionary Burmese-English/English-Burmese	ISBN-10: 0-7946-0573-7 ISBN-13: 978-0-7946-0573-5	Tuttle Publishing (2008)
	English-Burmese Dictionary	ISBN-10: 8120607570 ISBN-13: 978-8120607576	Asian Educational Services; Bilingual ed. (December 1, 1992)
Byelorussian	Byelorussian-English/English-Byelorussian Concise Dictionary	ISBN-10: 0-8705-2114-4 ISBN-13: 978-0-8705-2114-0	Hippocrene Books (1991)
Cambodian (Khmer)	Cambodian-English/English-Cambodian Standard Dictionary	ISBN-10: 0-8705-2818-1 ISBN-13: 978-0-8705-2818-7	Hippocrene Books (1989)
	English-Cambodian/Cambodian-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933149-40-X ISBN-13: 978-0-933146-40-2	Bilingual Dictionaries (2008)
Catalan	Catalan-English/English Catalan Hippocrene Concise Dictionary	ISBN-10: 0781800994 ISBN-13: 978-0781800990	Hippocrene Books (April 21, 2001)
Chinese Simplified Chinese	Chinese-English/English-Chinese Practical Dictionary (Mandarin)	ISBN-10: 0-7818-1236-4 ISBN-13: 978-0-7818-1236-8	Hippocrene Books (2009)
	English-Chinese/Chinese-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-22-1 ISBN-13: 978-0-933146-22-8	Bilingual Dictionaries (2010)
	Pocket Mandarin Chinese Dictionary Chinese-English/English-Chinese	ISBN-10: 0-7946-0043-3 ISBN-13: 978-0-7946-0043-3	Tuttle Publishing (2002)
	Tuttle Pocket Chinese Dictionary Chinese-English/English-Chinese	ISBN-10: 0-8048-3775-9 ISBN-13: 978-0-8048-3775-0	Tuttle Publishing (2011)
	A Junior English Chinese Dictionary (Simplified) English-Chinese	ISBN-10: 7100031281 ISBN-13: 978-7100031288	Commercial Press (2000)
Chinese Traditional Chinese	A Practical English-Chinese Pronouncing Dictionary (Romanized Mandarin and Cantonese)	ISBN-10: 0-8048-1877-0 ISBN-13: 978-0-8048-1877-3	Tuttle Publishing (1991)
	Langenscheidt Pocket Dictionary Chinese	ISBN-10: 1585730572 ISBN-13: 978-1585730575	Langenscheidt Publishing Group; Min ed. (February 15, 2001)
	Far East New Concise English-Chinese Dictionary	ISBN-10: 9576123445 ISBN-13: 978-9576123443	Far East Book Co (December 31, 1999)
	Concise English-Chinese Dictionary Romanized Dictionary	ISBN-10: 0804801177 ISBN-13: 978-0804801171	Tuttle Publishing (December 15, 1989)
	Far East Concise Chinese-English Dictionary Chinese-English	ISBN-10: 9576123534 ISBN-13: 978-9576123535	Far East Book Co; 2nd ed. (1998)

Table D1 (continued)

Language	Title	ISBN Number	Publisher/Date
Chinese Traditional Chinese	Langenscheidt Universal Dictionary Chinese Chinese-English/English-Chinese	ISBN-10: 1585734136 ISBN-13: 978-1585734139	Langenscheidt; 2nd ed. (February 1, 2004)
	Merriam-Webster's Chinese-English Dictionary	ISBN-10: 0877798591 ISBN-13: 978-0877798590	Merriam-Webster, Inc.; 1st blg ed. (May 1, 2010)
Chinese Cantonese	Pocket Cantonese Dictionary Cantonese-English/English-Cantonese	ISBN-10: 0-7946-0143-X ISBN-13: 978-0-7946-0143-0	Tuttle Publishing (2003)
	English-Cantonese Dictionary Cantonese in Yale Romanization	ISBN-10: 9622019706 ISBN-13: 978-9622019706	Chinese University Press; 1st Copublished ed. (December 19, 2000)
Creole	Creole-English/English-Creole (Caribbean) Concise Dictionary	ISBN-10: 0-7818-0455-8 ISBN-13: 978-0-7818-0455-4	Hippocrene Books (2007)
	English-Haitian Creole/Haitian Creole- English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-23-X ISBN-13: 978-0-933146-23-5	Bilingual Dictionaries (2008)
	English Haitian Creole/Haitian Creole English Word to Word® Dictionary	ISBN-10: 1-58432-294-2 ISBN-13: 978-1-58432-294-8	Educa Vision (2005)
	Haitian Creole-English/English-Haitian Creole Concise Dictionary	ISBN-10: 0-7818-0275-X ISBN-13: 978-0-7818-0275-8	Hippocrene Books (1995)
Croatian	Langenscheidt Universal Dictionary Croatian: Croatian-English/English- Croatian	ISBN-10: 088729183X ISBN-13: 978-0887291838	Langenscheidt Publishing Group; Vinyl ed. (January 1, 1988)
Czech	Czech-English/English-Czech Concise Dictionary	ISBN-10: 0-8705-2981-1 ISBN-13: 978-0-87052-981-1	Hippocrene Books (2009)
	Czech-English/English-Czech Practical Dictionary	ISBN-10: 0-7818-1107-4 ISBN-13: 978-0-7818-1107-1	Hippocrene Books (2011)
	English-Czech & Czech-English Word to Word® Dictionary: Suitable for Exams	ISBN-10: 0933146620 ISBN-13: 978-0933146624	Bilingual Dictionaries (June 14, 2013)
Danish	Danish-English/English-Danish Practical Dictionary	ISBN-10: 0-8705-2823-8 ISBN-13: 978-0-8705-2823-1	Hippocrene Books (2009)
Dari (Afghanistan)	Dari-English/English-Dari Practical Dictionary: 2nd edition	ISBN-10: 0-7818-1284-4 ISBN-13: 978-0-7818-1284-9	Hippocrene Books (2012)
Dutch	Dutch-English/English-Dutch Concise Dictionary	ISBN-10: 0-8705-2910-2 ISBN-13: 987-0-8705-2910-8	Hippocrene Books (1990)
	Dutch-English/English-Dutch Standard Dictionary	ISBN-10: 0-7818-0541-4 ISBN-13: 978-0-7818-0541-4	Hippocrene Books (1997)
Estonian	Estonian-English/English-Estonian Concise Dictionary	ISBN-10: 0-8705-2081-4 ISBN-13: 978-0-8705-2081-5	Hippocrene Books (1992)
Farsi/Persian	English-Farsi/Farsi-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-33-7 ISBN-13: 978-0-933146-33-4	Bilingual Dictionaries (2008)
	Farsi-English/English-Farsi (Persian) Concise Dictionary	ISBN-10: 0-7818-0860-X ISBN-13: 978-0-7818-0860-6	Hippocrene Books (2003)
Finnish	Finnish-English/English-Finnish Concise Dictionary	ISBN-10: 0-8705-2813-0 ISBN-13: 978-0-8705-2813-2	Hippocrene Books (1990)
French	French-English/English-French Practical Dictionary	ISBN-10: 0781801788 ISBN-13: 978-0781801782	Hippocrene Books; rev. sub. ed. (August 1993)
	Langenscheidt Universal Dictionary French: French-English/English-French	ISBN-10: 0887291627 ISBN-13: 978-0887291623	Langenscheidt Publishing Group (October 1993)
	Larousse Mini Dictionary: French- English/English-French	ISBN-10: 2035420334 ISBN-13: 978-2035420336	Larousse Bilingual/French; Bilingual ed. (April 15, 2002)
	English-French/French-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-36-1 ISBN-13: 978-0-933146-36-5	Bilingual Dictionaries (2008)
	English-French/French-English Word to Word® Dictionary	ISBN-10: 1-58432-480-5 ISBN-13: 978-1-58432-480-5	Educa Vision (2008)

Table D1 (continued)

Language	Title	ISBN Number	Publisher/Date
French	Random House Webster's Pocket French Dictionary, French-English/English-French	ISBN-10: 0-375-70156-7 ISBN-13: 978-0-375-70156-6	Random House (1997)
Fulani	Fulani-English Practical Dictionary	ISBN-10: 0781804043 ISBN-13: 978-0781804042	Hippocrene Books (October 1995)
Gaelic (See Scottish Gaelic)			
Galician	Galician-English/English-Galician (Galego) Concise Dictionary: Northwestern Spain	ISBN-10: 078180776X ISBN-13: 978-0781807760	Hippocrene Books (March 2000)
German	German: English-German/German-English Dictionary New Edition	ISBN-10: 0781803551 ISBN-13: 978-0781803557	Hippocrene Books; 3rd ed. (May 1995)
	Langenscheidt Universal German Dictionary: German-English/English-German	ISBN-10: 0887291228 ISBN-13: 978-0887291227	Langenscheidt Publishing Group (January 1, 1999)
	English-German/German-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-93-0 ISBN-13: 978-0-933146-93-8	Bilingual Dictionaries (2008)
	German-English/English-German Concise Dictionary	ISBN-10: 0-7818-0906-1 ISBN-13: 978-0-7818-0906-1	Hippocrene Books (1998)
	Random House Webster's Pocket German Dictionary, 2nd edition, German-English/English-German	ISBN-10: 0-375-70160-5 ISBN-13: 978-0-375-70160-3	Random House (2006)
	Random House Webster's German-English/English-German Dictionary	ISBN-10: 0-375-72194-0 ISBN-13: 978-0-375-72194-6	Random House (1997)
	21st Century German-English/English-German Dictionary	ISBN-10: 0-440-22089-0 ISBN-13: 978-0-440-22089-3	Dell Publishing (1996)
	Random House German-English/English-German Dictionary	ISBN-10: 034541439X ISBN-13: 978-0345414397	Ballantine Books; Rei rev. ed. (June 29, 1997)
Greek	Greek-English/English-Greek Concise Dictionary	ISBN-10: 0-7818-1002-7 ISBN-13: 978-0-7818-1002-9	Hippocrene Books (2004)
	The Oxford New Greek Dictionary Greek-English/English-Greek	ISBN-10: 0-425-22243-0 ISBN-13: 978-0-425-22243-0	Oxford University Press (2008)
	Word to Word® Bilingual Dictionary Greek Edition (Greek-English/English-Greek)	ISBN-10: 0933146604 ISBN-13: 978-0933146600	Bilingual Dictionaries (May 17, 2013)
Gujarati	English-Gujarati/Gujarati-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-98-1 ISBN-13: 978-0-933146-98-3	Bilingual Dictionaries (2008)
Haitian Creole (See Creole)			
Hausa (Nigeria, Niger)	Hausa-English/English-Hausa Practical Dictionary	ISBN-10: 0-7818-0426-4 ISBN-13: 978-0-7818-0426-4	Hippocrene Books (1996)
Hawaiian	New Pocket Hawaiian Dictionary	ISBN-10: 0824813928 ISBN-13: 978-0824813925	University of Hawaii Press (January 1992)
Hebrew	English-Hebrew/Hebrew-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-68-2 ISBN-13: 978-0-933146-68-7	Bilingual Dictionaries (2011)
	The New Bantam-Megiddo Hebrew and English Dictionary	ISBN-10: 0-553-26387-0 ISBN-13: 978-0-5532-6387-9	Bantam Books (2009)
	The Compact Up-To-Date English-Hebrew/Hebrew-English/ Dictionary	ISBN-10: 0781808758 ISBN-13: 978-0781808750	Shimon Zilberman (January 1, 2001)
Hindi	English-Hindi/Hindi-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-31-0 ISBN-13: 978-0-933146-31-0	Bilingual Dictionaries (2008)
	Hindi-English/English-Hindi Concise Dictionary	ISBN-10: 0-7818-0470-1 ISBN-13: 978-0-7818-1167-5	Hippocrene Books (2010)

Table D1 (continued)

Language	Title	ISBN Number	Publisher/Date
Hindi	Hindi-English/English-Hindi Dictionary	ISBN-10: 0781800846	Hippocrene Books (November 1992)
	Hippocrene Practical Dictionary	ISBN-13: 978-0781800846	
Hmong	English-Hmong/Hmong-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-53-1 ISBN-13: 978-0-933146-53-2	Bilingual Dictionaries (2011)
Hungarian	Hungarian-English/English-Hungarian Concise Dictionary	ISBN-10: 0-7818-0317-9 ISBN-13: 978-0-7818-0317-5	Hippocrene Books (2005)
	Hungarian-English/English-Hungarian Practical Dictionary	ISBN-10: 0-7818-1068-X ISBN-13: 978-0-7818-1068-5	Hippocrene Books (2005)
Icelandic	Icelandic-English/English-Icelandic Concise Dictionary	ISBN-10: 0-8705-2801-7 ISBN-13: 978-0-8705-2801-9	Hippocrene Books (1989)
Igbo	Igbo-English Dictionary: A Comprehensive Dictionary of the Igbo Language, with an English-Igbo Index	ISBN-10: 0300073070 ISBN-13: 978-0300073072	Yale University Press; 1st ed. (November 10, 1998)
Indonesian	Indonesian-English/English-Indonesian Dictionary	ISBN-10: 0870528106 ISBN-13: 978-0870528101	Hippocrene Books (October 1989)
	Hippocrene Practical Dictionary		
	Modern Indonesian-English/English-Indonesian Practical Dictionary	ISBN-10: 0-7818-1235-6 ISBN-13: 978-0-7818-1235-1	Hippocrene Books (2010)
	Pocket Indonesian Dictionary English-Indonesian/Indonesian-English	ISBN-10: 0-7946-0042-5 ISBN-13: 978-0-7946-0042-6	Tuttle Publishing (2002)
	Tuttle's Concise Indonesian Dictionary: English-Indonesian/Indonesian-English	ISBN-10: 0804818649 ISBN-13: 978-0804818643	Tuttle Publishing; rev. ed. (June 15, 1993)
Irish	Irish-English/English-Irish Dictionary	ISBN-10: 0781807778 ISBN-13: 978-0781807777	Hippocrene Books (April 2001)
	Hippocrene Practical Dictionary		
	Irish-English/English-Irish Fast Reference Dictionary	ISBN-10: 1570981841 ISBN-13: 978-1570981845	Roberts Rinehart Publishers (August 1, 1998)
Italian	Langenscheidt Pocket Dictionary Italian-English/English-Italian	ISBN-10: 1585730394 ISBN-13: 978-1585730391	Langenscheidt Publishing Group; Vinyl ed. (August 15, 2000)
	Italian-English/English-Italian Concise Dictionary	ISBN-10: 0781810469 ISBN-13: 978-0781810463	Hippocrene Books; Bilingual ed. (April 2004)
	English-Italian/Italian-English Practical Dictionary	ISBN-10: 0781803543 ISBN-13: 978-0781803540	Hippocrene Books (May 1995)
	Langenscheidt Universal Dictionary Italian-English/English-Italian	ISBN-10: 0887291635 ISBN-13: 978-0887291630	Langenscheidt Publishing Group (December 1975)
	Larousse Mini Dictionary: Italian-English/English-Italian	ISBN-10: 2035420377 ISBN-13: 978-2035420374	Larousse Bilingual/French; Bilingual ed. (January 13, 2004)
	English-Italian/Italian-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-51-5 ISBN-13: 978-0-933146-51-8	Bilingual Dictionaries (2010)
	Random House Webster's Pocket Italian Dictionary, 2nd edition	ISBN-10: 0-375-70159-1 ISBN-13: 978-0-375-70159-7	Random House (1997)
	21st Century Dictionary Italian-English/ English-Italian	ISBN-10: 0-4402-2090-4 ISBN-13: 978-0-4402-2090-9	Dell Publishing (1996)
	Zaichelli Super-Mini Italian and English Dictionary, English-Italian/Italian-English	ISBN-10: 0-8442-8447-5 ISBN-13: 978-0-8442-8447-7	McGraw Hill Companies (1993)
Japanese	Martin's Concise Japanese Dictionary English-Japanese/Japanese-English	ISBN-10: 0804819122 ISBN-13: 978-0804819121	Tuttle Publishing; Bilingual ed. (January 15, 1994)
	Martin's Pocket Dictionary English-Japanese/Japanese-English	ISBN-10: 0804815887 ISBN-13: 978-0804815888	Tuttle Publishing; Bilingual ed. (December 15, 1990)
	Tuttle Concise Japanese Dictionary: Japanese-English/English-Japanese	ISBN-10: 4805308699 ISBN-13: 978-4805308691	Tuttle Publishing; Vinyl-bound paperback ed. (June 15, 2008)
	English-Japanese/Japanese-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-42-6 ISBN-13: 978-0-933146-42-6	Bilingual Dictionaries (2009)

Table D1 (continued)

Language	Title	ISBN Number	Publisher/Date
Japanese	Japanese-English/English-Japanese Concise Dictionary, Romanized	ISBN-10: 0-7818-0162-1 ISBN-13: 978-0-7818-0162-1	Hippocrene Books (1994)
	Random House Webster's Pocket Japanese Dictionary, Japanese-English/ English-Japanese	ISBN-10: 0-679-77373-8 ISBN-13: 978-0-679-77373-3	Random House (1996)
	Tuttle Pocket Japanese Dictionary, Japanese-English/English-Japanese	ISBN-10: 4-8053-0870-2 ISBN-13: 978-4-8053-0870-7	Tuttle Publishing (2008)
Kannada	English-Kannada Dictionary	ISBN-10: 8120600517 ISBN-13: 978-8120600515	Asian Educational Services; 12th Blg ed. (December 15, 1999)
Karen	Sgaw Karen Transliteration Work List	Special Instructions: Download and print the Complete Word List. Note: You must remove the first two pages (Basic Expression and Question Words): www.drumpublications.org/download/transwordlist1.pdf	English-Karen Drum Publication Group
Khmer (See Cambodian)			
Korean	Concise English-Korean Dictionary: Romanized English-Korean	ISBN-10: 0804801185 ISBN-13: 978-0804801188	Tuttle Publishing; Reissue ed. (December 15, 1989)
	Langenscheidt Pocket Dictionary Korean-English/English-Korean	ISBN-10: 1585730564 ISBN-13: 978-1585730568	Langenscheidt Publishing Group (February 15, 2001)
	English-Korean/Korean-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-97-3 ISBN-13: 978-0-933146-97-6	Bilingual Dictionaries (2008)
	English-Korean/Korean-English Dictionary for Foreigners	ISBN-10: 093087806X ISBN-13: 978-0-9308-7806-1	Hollym International Corp. (1991)
	Korean-English/English-Korean, Practical Dictionary	ISBN-10: 0-8705-2092-X ISBN-13: 978-0-8705-2092-1	Hippocrene Books (1992)
	Pocket Korean Dictionary Korean-English/English-Korean	ISBN-10: 0-7946-0047-6 ISBN-13: 978-0-7946-0047-1	Tuttle Publishing (2003)
	Langenscheidt Pocket Dictionary Korea: Korean-English/English-Korean	ISBN-10: 1585730564 ISBN-13: 978-1585730568	Langenscheidt Publishing Group (February 15, 2001)
Kurdish	Kurdish-English/English-Kurdish Dictionary	ISBN-10: 0781802466 ISBN-13: 978-0781802468	Hippocrene Books (August 1, 1994)
	English-Kurdish/Kurdish-English Dictionary	ISBN-10: 81-7650-078-X ISBN-13: 978-81-7650-078-4	Star Publications (2009)
	English-Kurdish/Kurdish-English Sorani Dictionary	ISBN-10: 1843560097 ISBN-13: 978-1843560098	Simon Wallenburg Press; 2nd Blg rev. ed. (April 15, 2007)
Lao	English-Lao/Lao-English Dictionary	ISBN-10: 0-8048-0909-7 ISBN-13: 978-0-8048-0909-2	Tuttle Publishing (2001)
	English-Lao/Lao-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-54-X ISBN-13: 978-0-933146-54-9	Bilingual Dictionaries (2011)
	Lao-English/English-Lao Dictionary	ISBN-10: 1-8875-2127-5 ISBN-13: 978-1-8875-2127-7	Paiboon Publishing (2003)
Latvian	Latvian-English/English-Latvian, Practical Dictionary	ISBN-10: 0-7818-0059-5 ISBN-13: 978-0-7818-0059-4	Hippocrene Books (1993)
Lithuanian	Lithuanian-English/English-Lithuanian Concise Dictionary	ISBN-10: 0-7818-0151-6 ISBN-13: 978-0-7818-0151-5	Hippocrene Books (1993)
Maori	The Raupo Concise Māori Dictionary, Māori-English/English-Māori	ISBN-10: 0-1435-6792-6 ISBN-13: 978-0-143567-92-9	Raupo Publishing (NZ) Ltd. (2012)
	The Complete English-Maori Dictionary	ISBN-10: 1869400577 ISBN-13: 978-1869400576	Auckland University Press; 4th ed. (January 1, 2012)

Table D1 (continued)

Language	Title	ISBN Number	Publisher/Date
Maori	The Reed Pocket Dictionary of Modern Maori Amori-English/English-Maori	ISBN-10: 0790006685 ISBN-13: 978-0790006680	Raupo Publishing (NZ) Ltd; rev. ed. (May 23, 2002)
Malay	Pocket Malay Dictionary, Malay-English/ English-Malay	ISBN-10: 0-7946-0057-3 ISBN-13: 978-0-7946-0057-0	Tuttle Publishing (2002)
Malayalam	English Malayalam Dictionary	ISBN-10: 8120600673 ISBN-13: 978-8120600676	Asian Educational Services; Bilingual ed. (December 15, 1999)
Mandarin (See Chinese)			
Marathi	Students English-Marathi Dictionary	ISBN-10: 8170060575 ISBN-13: 978-8170060574	Asian Publication Services (September 1997)
Marshallese	Marshallese-English Dictionary	ISBN-10: 0824804570 ISBN-13: 978-0824804572	University of Hawaii Press; Paper ed. (October 1, 1976)
Melanesian/ Melanesian Pidgin	Neo-Melanesian (Guinea Pidgin)-English Concise Dictionary	ISBN-10: 0-7818-0656-9 ISBN-13: 978-0-7818-0656-5	Hippocrene Books (1998)
Mongolian	Mongolian-English/English-Mongolian Dictionary	ISBN-10: 0781809584 ISBN-13: 978-0781809580	Hippocrene Books; Bilingual ed. (August 1, 2002)
	Mongolian-English Dictionary	ISBN-10: 0710304390 ISBN-13: 978-0710304391	Routledge; 1st ed. (April 15, 1997)
Nahuatl (Mexico)	Nahuatl (Aztec)-English/English-Nahuatl (Aztec) Concise Dictionary	ISBN-10: 0-7818-1011-6 ISBN-13: 978-0-7818-1011-1	Hippocrene Books (2004)
Nepali	A Concise English-Nepali/Nepali-English Dictionary	ISBN-10: 0615220525 ISBN-13: 978-0-615-22052-9	Gyan Jyoti Kendra (2009)
	A Shorter English-Nepali Dictionary	ISBN-10: 81-206-0304-4 ISBN-13: 978-8120603042	Asian Educational Services (1991)
	English-Nepal/Nepali-English Word to Word® Dictionary	ISBN-10: 0933146612 ISBN-13: 978-0933146617	Bilingual Dictionaries (November 3, 2012)
Norwegian	Norwegian-English/English-Norwegian Concise Dictionary	ISBN-10: 0-7818-0199-0 ISBN-13: 978-0-7818-0199-7	Hippocrene Books, New York (1990)
	Norwegian-English/English-Norwegian Practical Dictionary	ISBN-10: 0-7818-1106-6 ISBN-13: 978-0-7818-1106-4	Hippocrene Books, New York (2011)
Nuer	Nuer-English Dictionary	ASIN: B0099XR74Q	Sudan Literature Centre (1999)
Pashto	English-Pashto/Pashto-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-34-5 ISBN-13: 978-0-933146-34-1	Bilingual Dictionaries (2008)
Persian (Also See Farsi)	English-Persian Dictionary	ISBN-10: 0781800560 ISBN-13: 978-0781800563	Hippocrene Books; 2nd ed. (April 1, 2003)
Pilipino (See Tagalog/Pilipino)			
Polish	English-Polish/Polish-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-64-7 ISBN-13: 978-0-933146-64-8	Bilingual Dictionaries (2009)
	Polish-English/English-Polish Dictionary (American English Edition)	ISBN 10: 0-7818-1237-2 ISBN 13: 978-0-7818-1237-5	Hippocrene Books (2009)
	Polish-English/English-Polish Concise Dictionary with Complete Phonetics	ISBN-10: 0-7818-0133-8 ISBN-13: 978-0-7818-0133-1	Hippocrene Books (1993)
	Polish-English/English-Polish Practical Dictionary	ISBN-10: 0-7818-0085-4 ISBN-13: 978-0-7818-0085-3	Hippocrene Books (1993)
	Polish-English/English-Polish Standard Dictionary	ISBN-10: 0781802822 ISBN-13: 978-0781802826	Hippocrene Books; rev. sub. ed. (March 1, 1995)
	Langenscheidt Universal Polish Dictionary Polish-English/English-Polish	ISBN-10: 1585734144 ISBN-13: 978-1585734146	Langenscheidt Publishing Group; 2nd ed. (February 2004)
Portuguese	Langenscheidt Universal Dictionary Portuguese-English/English-Portuguese	ISBN-10: 0887291643 ISBN-13: 978-0887291647	Langenscheidt Publishing Group; Vinyl ed. (June 1985)

Table D1 (continued)

Language	Title	ISBN Number	Publisher/Date
Portuguese	Langenscheidt Pocket Dictionary Portuguese	ISBN-10: 0887291104 ISBN-13: 978-0887291104	Langenscheidt Publishing Group (January 1, 1989)
	English-Portuguese/Portuguese-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-94-9 ISBN-13: 978-0-933146-94-5	Bilingual Dictionaries (2008)
	English-Portuguese/Portuguese-English Word to Word® Dictionary	ISBN-10: 1-58432-417-1 ISBN-13: 978-1-58432-417-1	Educa Vision (2007)
	Portuguese-English/English-Portuguese Practical Dictionary	ISBN-10: 0-8705-2980-3 ISBN-13: 978-0-8705-2980-1	Hippocrene Books (1991)
	Random House Webster's Pocket Portuguese Dictionary, Portuguese-English/English-Portuguese	ISBN-10: 0-679-40060-8 ISBN-13: 978-0-679-40060-8	Random House (1991)
Punjabi (India, Pakistan)	English-Punjabi Dictionary	ISBN-10: 8176500127 ISBN-13: 978-8176500128	Lahore Book Shop (1999)
	English-Punjabi/Punjabi-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-32-9 ISBN-13: 978-0-933146-32-7	Bilingual Dictionaries (2008)
	Punjabi-English/English-Punjabi Dictionary	ISBN-10: 0-7818-0940-1 ISBN-13: 978-0-7818-0940-5	Hippocrene Books (2002)
Russian	Russian-English/English-Russian Compact Dictionary	ISBN-10: 0781805376 ISBN-13: 978-0781805377	Hippocrene Books (June 1997)
	Langenscheidt Universal Dictionary Russian: Russian-English/English-Russian	ISBN-10: 0887291651 ISBN-13: 978-0887291654	Langenscheidt Publishing Group; rev. ed. (August 1993)
	English-Russian/Russian-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-92-2 ISBN-13: 978-0-933146-92-1	Bilingual Dictionaries (2008)
	Russian-English/English-Russian Concise Dictionary	ISBN-10: 0-7818-0132-X ISBN-13: 978-0-7818-0132-4	Hippocrene Books (1993)
	Russian-English/English-Russian Practical Dictionary	ISBN-10: 0-7818-1243-7 ISBN-13: 978-0-7818-1243-6	Hippocrene Books (2011)
Scots	Scots-English/English-Scots Practical Dictionary	ISBN-10: 0-7818-0779-4 ISBN-13: 978-0-7818-0779-1	Hippocrene Books (1999)
Scottish Gaelic	Scottish Gaelic-English/English-Scottish Gaelic Dictionary	ISBN-10: 0-7818-0316-0 ISBN-13: 978-0-7818-0316-8	Hippocrene Book (1994)
Serbian	Serbian-English/English-Serbian Concise Dictionary	ISBN-10: 0-7818-0556-2 ISBN-13: 978-0-7818-0556-8	Hippocrene Books (1997)
Serbo-Croatian	Serbo-Croatian-English/English Serbo-Croatian Practical Dictionary	ISBN-10: 0781804450 ISBN-13: 978-0781804455	Hippocrene Books; 1st ed. (January 1, 1996)
Sindhi	A Dictionary of English and Sindhi	ISBN-10: 8120600991 ISBN-13: 978-8120600997	Asian Educational Services (September 15, 1985)
Sinhalese	Dictionary Sinhalese-English English-Sinhalese	ISBN-10: 8185243662 ISBN-13: 978-8185243665	I B D Ltd.; rev. sub. ed. (June 1992)
	Sinhalese-English/English Sinhalese Dictionary	ISBN-10: 8176503185 ISBN-13: 978-8176503181	Star Publications; 2nd rev. ed. (January 1, 2001)
Siswati	Concise Siswati Dictionary: Siswati-English	ISBN-10: 0627020976 ISBN-13: 978-0627020971	Pharos Dictionaries (January 5, 1995)
Slovak	Slovak-English/English-Slovak Concise Dictionary	ISBN-10: 0-8705-2115-2 ISBN-13: 978-0-87052-115-7	Hippocrene Books (1992)
Somali	English-Somali/Somali-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-52-3 ISBN-13: 978-0-933146-52-5	Bilingual Dictionaries (2010)
	English-Somali/Somali-English Dictionary	ISBN-10: 1843560070 ISBN-13: 978-1843560074	Simon Wallenburg Press; 2nd Blg rev. ed. (March 2, 2007)
Sotho (South Africa)	Popular Northern Sotho Dictionary: N. Sotho-English/English-N. Sotho	ISBN-10: 0627015867 ISBN-13: 978-0627015861	Van Schaik; 2nd ed. (July 1, 1995)

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Language	Title	ISBN Number	Publisher/Date
Spanish	Collins COBUILD English/Español Glossary English-Spanish/Spanish-English	ISBN-10: 1-4240-1964-8 ISBN-13: 978-1-4240-1964-9	HarperCollins Publishers (2009)
	English-Spanish/Spanish-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-99-X ISBN-13: 978-0-933146-99-0	Bilingual Dictionaries (2010)
	English-Spanish/Spanish-English Word to Word® Dictionary	ISBN-10: 1-58432-484-8 ISBN-13: 978-1-58432-484-3	Educa Vision (2008)
	Random House Webster's Handy Spanish Dictionary, Spanish-English/English-Spanish	ISBN-10: 0-375-70701-8 ISBN-13: 978-0-375-70701-8	Random House (1999)
	The American Heritage Pocket Spanish Dictionary	ISBN-10: 0-618-13216-3 ISBN-13: 978-0-618-13216-4	Houghton Mifflin Harcourt (2001)
	The Penguin Pocket Spanish Dictionary Spanish-English/English-Spanish	ISBN-10: 0-141-02045-8 ISBN-13: 978-0-1410-2045-7	Penguin Group (2005)
	21st Century Spanish-English/English-Spanish Dictionary	ISBN-10: 0-440-22087-4 ISBN-13: 978-0-440-22087-9	Dell Publishing (1996)
	Word-for-Word English-Spanish/Spanish-English Dictionary	ISBN-10: 0061774375 ISBN 13: 978-0-06-177437-9	HarperCollins Publishers (2009)
	World Wide Spanish English Dictionary	ISBN-10: 1-59495-001-6 ISBN-13: 978-1-59495-001-8	Velázquez Press (2009)
	American Heritage Spanish Dictionary 2nd Edition	ISBN-10: 0425175553 ISBN-13: 978-0425175552	Berkley; 2nd ed. (July 1, 2000)
	The Concise American Heritage Spanish Dictionary: Spanish-English/Ingles-Español	ISBN-10: 0618117695 ISBN-13: 978-0618117697	Houghton Mifflin Harcourt; 2nd ed. (August 10, 2001)
	Random House Spanish-English/English-Spanish Dictionary	ISBN-10: 0345405471 ISBN-13: 978-0345405470	Ballantine Books (June 30, 1996)
	The Bantam New College Spanish and English Dictionary	ISBN-10: 0553267140 ISBN-13: 978-0553267143	Bantam (June 1, 1984)
	Harper Collins Spanish Dictionary: Spanish-English/English-Spanish	ISBN-10: 006273749X ISBN-13: 978-0062737496	CollinsRef; 1st ed. (August 1, 2000)
	Hippocrene Practical Dictionary: Spanish-English/English-Spanish, Revised Edition	ISBN-10: 0781801796 ISBN-13: 978-0781801799	Hippocrene Books; sub. ed. (August 1, 1993)
	Langenscheidt Universal Spanish Dictionary: Spanish-English/English-Spanish	ISBN-10: 088729166X ISBN-13: 978-0887291661 ASIN: B0084KG99Y	Langenscheidt Publishing Group (1997)
	Larousse Mini Dictionary: Spanish-English/English-Spanish	ISBN-10: 2035420202 ISBN-13: 978-2035420206	Larousse Bilingual/French; Bilingual ed. (April 15, 2002)
	Vox Super-Mini Spanish and English Dictionary	ISBN-10: 0844279927 ISBN-13: 978-0844279923	McGraw-Hill; 1st ed. (January 11, 1984)
	The New College Spanish & English Dictionary, Second Edition	ISBN-10: 0877205388 ISBN-13: 978-0877205388	AMSCO; 2nd ed. (September 1, 1968)
	Vox Super-Mini Spanish and English Dictionary (English-Spanish/Spanish-English)	ISBN-10: 0071451781 ISBN-13: 978-0071451789	McGraw-Hill; 2nd ed. (December 17, 2004)
Webster's Student Dictionary Spanish-English/Student	ISBN-10: 0756000289 ISBN-13: 978-0756000288	Teacher's Discovery Group (January 1, 1997)	
New Webster's Spanish-English/English-Spanish Dictionary	ISBN-10: 0938261096 ISBN-13: 978-0938261094	B C S Associates (1989)	
The University of Chicago Spanish-English/English-Spanish Dictionary	ISBN-10: 141653329X ISBN-13: 978-1416533290	Pocket Books; 5th ed. (2003)	
Webster's New Spanish-English/English-Spanish Dictionary	ISBN-10: 1590270797 ISBN-13: 978-1590270790	The Popular Group LLC (2004)	

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Language	Title	ISBN Number	Publisher/Date
Spanish	University of Chicago Spanish-English Dictionary: Completely Updated and Revised Fifth Edition	ISBN-10: 0743470133 ISBN-13: 978-0743470131	Pocket Books; rev. ed. (July 1, 2003)
	Spanish-English/English-Spanish Student Notebook Dictionary Teacher's Discovery	ISBN-10: 0756002176 ISBN-13: 978-0756002176	Flying Frog Publications (2011)
Swahili	English-Swahili/Swahili-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-55-8 ISBN-13: 978-0-933146-55-6	Bilingual Dictionaries (2009)
	Swahili-English/English-Swahili Practical Dictionary	ISBN-10: 0-7818-0480-6 ISBN-13: 978-0-7818-0480-9	Hippocrene Books (2000)
Tagalog/Pilipino	English-Tagalog/Tagalog-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-37-X ISBN-13: 978-0-933146-37-2	Bilingual Dictionaries (2008)
	Pocket Tagalog Dictionary Tagalog-English/English-Tagalog	ISBN-10: 0-7946-0345-9 ISBN-13: 978-0-7946-0345-8	Tuttle Publishing (2005)
	Pilipino-English/English-Pilipino Concise Dictionary	ISBN-10: 0-8705-2491-7 ISBN-13: 978-0-8705-2491-2	Hippocrene Books (1989)
	Tagalog-English/English-Tagalog (Pilipino) Standard Dictionary	ISBN-10: 0-7818-0960-6 ISBN-13: 978-0-7818-0960-3	Hippocrene Books (2002)
Tajik	Tajik Practical Dictionary: Tajik-English/ English-Tajik	ISBN-10: 078181233X ISBN-13: 978-0781812337	Hippocrene Books; Bilingual ed. (December 1, 2008)
Tamil	Winslow's English-Tamil Dictionary	ISBN-10: 8120600029 ISBN-13: 978-8120600027	Laurier Books Ltd./AES; 3rd rev. ed. (November 15, 1999)
Thai	English-Thai/Thai-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-35-3 ISBN-13: 978-0-933146-35-8	Bilingual Dictionaries (2008)
	Pocket Thai Dictionary Thai-English/English-Thai	ISBN-10: 0-7946-0045-X ISBN-13: 978-0-7946-0045-7	Tuttle Publishing (2002)
	Thai-English/English-Thai Dictionary	ISBN-10: 1-8875-2114-3 ISBN-13: 978-1-8875-2114-7	Paiboon Publishing (2002)
	Thai-English/English-Thai Dictionary	ISBN-10: 1-8875-2132-1 ISBN-13: 978-1-8875-2132-1	Paiboon Publishing (2009)
Tibetan	Students English-Tibetan Colloquial Dictionary	ISBN-10: 81-246-0160-7 ISBN-13: 978-8124-60160-0	D.K. Printworld (2011)
Tigrigna	English-Tigrigna Dictionary 2nd Edition	ISBN-10: 1843560062 ISBN-13: 978-1843560067	Simon Wallenburg Press; rev. and updated ed. (March 2, 2007)
Turkish	English-Turkish/Turkish-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-95-7 ISBN-13: 978-0-933146-95-2	Bilingual Dictionaries (2008)
	Berlitz Turkish-English Dictionary	ISBN-10: 2831563860 ISBN-13: 978-2831563862	Berlitz Guides; Bilingual ed. (August 1998)
	Langenscheidt Universal Turkish Dictionary Turkish-English/English-Turkish	ISBN-10: 0887291678 ISBN-13: 978-0887291678	Langenscheidt Publishing Group; Bilingual ed. (September 1979)
Twi (Ghana)	Twi-English/English-Twi Concise Dictionary	ISBN-10: 0-7818-0264-4 ISBN-13: 978-0-7818-0264-2	Hippocrene Books (1998)
Ukrainian	English-Ukrainian/Ukrainian-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-25-6 ISBN-13: 978-0-933146-25-9	Bilingual Dictionaries (2008)
	Ukrainian-English/English-Ukrainian Practical Dictionary	ISBN-10: 0-7818-0306-3 ISBN-13: 978-0-7818-0306-9	Hippocrene Books (1991)
Urdu	English-Urdu/Urdu-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-39-6 ISBN-13: 978-0-933146-39-6	Bilingual Dictionaries (2008)
	The Little Oxford English-Urdu Dictionary	ISBN-10: 0195978994 ISBN-13: 978-0195978995	Oxford University Press; 1st ed. (May 26, 2005)
Uzbek (Uzbekistan, Central Asia)	Uzbek-English/English-Uzbek Concise Dictionary	ISBN-10: 0-7818-0165-6 ISBN-13: 978-0-7818-0165-2	Hippocrene Books (1994)

Table D1 (continued)

Language	Title	ISBN Number	Publisher/Date
Vietnamese	English-Vietnamese/Vietnamese-English Word to Word® Bilingual Dictionary	ISBN-10: 0-933146-96-5 ISBN-13: 978-0-933146-96-9	Bilingual Dictionaries (2008)
	Pocket Vietnamese Dictionary Vietnamese-English/English-Vietnamese	ISBN-10: 0-7946-0044-1 ISBN-13: 978-0-7946-0044-0	Tuttle Publishing (2003)
	Tuttle Pocket Vietnamese Dictionary Vietnamese-English/English-Vietnamese	ISBN-10: 0-8048-3777-5 ISBN-13: 978-0-8048-3777-4	Tuttle Publishing (2008)
	Vietnamese-English/English-Vietnamese Practical Dictionary	ISBN-10: 0-7818-1244-5 ISBN-13: 978-0-7818-1244-3	Hippocrene Books (2010)
	Vietnamese-English/English-Vietnamese Standard Dictionary	ISBN-10: 0-8705-2924-2 ISBN-13: 978-0-8705-2924-5	Hippocrene Books (1991)
	Berlitz Vietnamese Compact Dictionary: Vietnamese-English/English-Vietnamese)	ISBN-10: 9812469524 ISBN-13: 978-9812469526	Berlitz Publishing; Bilingual ed. (April 1, 2011)
	English-Vietnamese/Vietnamese Word to Word® Bilingual Dictionary	ISBN-10: 0933146965 ISBN-13: 978-0933146969	Bilingual Dictionaries; 2nd rev. ed. (December 18, 2011)
	Essential English-Vietnamese Dictionary	ISBN-10: 0804816611 ISBN-13: 978-0804816618	Tuttle Publishing (August 15, 1990)
	Langenscheidt Pocket Dictionary Vietnamese: Vietnamese-English/English-Vietnamese	ISBN-10: 1585730599 ISBN-13: 978-1585730599	Langenscheidt Publishing Group; 1st ed. (October 2001)
Welsh	Welsh-English/English-Welsh Practical Dictionary	ISBN-10: 0781807816 ISBN-13: 978-0781807814	Hippocrene Books (September 1999)
Yiddish	Yiddish-English/English-Yiddish Practical Dictionary Expanded Edition	ISBN-10: 0-7818-0439-6 ISBN-13: 978-0-7818-0439-4	Hippocrene Books (1992)
	English-Yiddish/Yiddish-English Dictionary	ISBN-10: 0-9202-4310-X ISBN-13: 978-0920243107	Israel Book Shop (2008)
Yoruba	Yoruba-English/English-Yoruba Modern Practical Dictionary	ISBN-10: 0-7818-0978-9 ISBN-13: 978-0-7818-0978-8	Hippocrene Books (2004)
Zapotec (Mexico)	Zapotec-English/English-Zapotec Concise Dictionary	ISBN-10: 0-7818-1010-8 ISBN-13: 978-0-7818-1010-4	Hippocrene Books (2003)
Zulu	Zulu-English/English-Zulu Dictionary, Scholar's	ISBN-10: 0-7818-0255-5 ISBN-13: 978-0-7818-0255-1	Hippocrene Books (2004)
	Compact Zulu Dictionary: English-Zulu/ Zulu-English	ISBN-10: 0796007608 ISBN-13: 978-0796007605	Educa Vision; 14th ed. (September 15, 2006)

Table D2. Approved Bilingual Dictionaries and Glossaries for Content Areas

Language(s)	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
Mathematics, Science, and Social Studies						
Arabic	English-Arabic/Arabic-English Word to Word with Subject Vocabulary (math, science, social studies)	2012	Bilingual Dictionaries	31,000	0-933146-56-6	978-0-933146-56-3
Chinese	English-Chinese/Chinese-English Word to Word with Subject Vocabulary (math, science, social studies)	2012	Bilingual Dictionaries	31,000	0-933146-57-4	978-0-933146-57-0
French	English-French/French-English Word to Word with Subject Vocabulary (math, science, social studies)	2012	Bilingual Dictionaries	30,000	0933146-69-8	978-0-933146-69-3
Creole	English-Haitian Creole/Haitian Creole-English Word to Word with Subject Vocabulary (math, science, social studies)	2012	Bilingual Dictionaries	30,000	0-933146-70-1	978-0-933146-70-9
Spanish	English-Spanish/Spanish-English Word to Word with Subject Vocabulary (math, science, social studies)	2011	Bilingual Dictionaries	31,000	0-933146-72-8	978-0-933146-72-3
Vietnamese	English-Vietnamese/Vietnamese-English Word to Word with Subject Vocabulary (math, science, social studies)	2012	Bilingual Dictionaries	30,000	0-933146-68-X	978-0-933146-68-6
Mathematics						
	Velázquez Spanish and English Glossary for the MATHEMATICS Classroom	2011	Velázquez Press	10,000	1-59495-017-2	978-1-594950-17-9
Albanian, Arabic, Bengali, Burmese, Chinese Traditional, Chinese Simplified, Haitian-Creole, Hindi, Japanese, Korean, Punjabi, Romanian, Russian, Spanish, Tibetan, Ukrainian, Urdu, and Vietnamese	Math Glossaries (Grades 3–5)					
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—MATH Grades 3–5		Velázquez Press	300		
Spanish	Mathematics as a Second Language Terms Handbook (Spanish): Grades 5–12	2008	COMAP	307	0-912843-77-2	978-1-933223-12-4
Albanian, Arabic, Bengali, Burmese, Chinese Traditional, Chinese Simplified, Haitian Creole, Hindi, Japanese, Karen, Korean, Punjabi, Romanian, Russian, Spanish, Tibetan, Ukrainian, Urdu, Vietnamese	Math Glossaries (Grades 6–8)					

Table D2 (continued)

Language(s)	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/ Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—MATH Grades 6–8	2011	Velázquez Press	300		
Arabic, Bengali, Burmese, Chinese Simplified, Chinese Traditional, Haitian Creole, Korean, Polish, Russian, Spanish, and Vietnamese	Math A and B Glossaries (High School)					
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/ Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—MATH Grades 9–12	2011	Velázquez Press	300		
Science						
	Velázquez Spanish and English Glossary for the SCIENCE Classroom (grades 3–12)	2011	Velázquez Press	15,000	1-59495-010-5	978-1-594950-10-0
Arabic, Bengali, Chinese Traditional, Chinese Simplified, Haitian Creole, Hindi, Japanese, Korean, Punjabi, Russian, Spanish, Urdu, and Vietnamese	Science Glossaries (Grades 3–5)					
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/ Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—SCIENCE Grades 3–5	2011	Velázquez Press	300		
Arabic, Bengali, Chinese Traditional, Chinese Simplified, Haitian Creole, Hindi, Japanese, Karen, Korean, Punjabi, Russian, Spanish, Urdu, and Vietnamese	Science Glossaries (Grades 6–8)					

Table D2 (*continued*)

Language(s)	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/ Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—SCIENCE Grades 6–8	2011	Velázquez Press	300		
Burmese	High School Science Glossary					
	Word to Word Academic Vocabulary Sheet—SCIENCE Grades 9–12					
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/ Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese		2011	Velázquez Press	300		
Arabic, Bosnian, Chinese Simplified, Russian, and Spanish	Living Environment Glossary (Biology)					
Bengali, Chinese Traditional, Haitian Creole, Korean, Polish, Russian, and Spanish	High School Level Chemistry Glossary					
Chinese (Simplified)	High School Science Glossary: Chemistry					
Chinese (Traditional)	High School Level Physics Glossary					
Spanish	High School Level Physics Glossary					
Chinese (Simplified)	High School Science Glossary: Physics					

Distributors of Bilingual Word-to-Word Dictionaries and Glossaries

Amazon Publishing

AMSCO–Perfection Learning

PO Box 500, Logan, IA 51546-0500

Phone: 800.831.4190

www.amscopub.com

Auckland University Press

The University of Auckland, Private Bag 92019, Auckland 1142, New Zealand

Phone: +64 9 373 7528

www.press.auckland.ac.nz

Barnes and Noble

Bilingual Dictionaries

PO Box 1154, Murrieta, CA 92564
Phone: 951.296.2445
Fax: 951.461.9911
support@bilingualdictionaries.com

Berlitz Publishing

Magdalen House, 136-148 Tooley Street, London SE1 2TU, United Kingdom
Phone: +44(0)20 7403 0284
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Phone: 800.354.9706
Fax: 800.487.8488
http://ecatalog.cengage.com

Chinese University Press

Lady Ho Tung Hall, The Chinese University of Hong Kong, Sha Tin, N.T., Hong Kong SAR
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www.chinesesupress.com

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www.fareastbook.com

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www.flyingfrogpub.com

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www.frencheuropean.com

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800 Florida Ave. NE, Washington, DC 20002-3695

Phone: 202.651.5488

Fax: 202.651.5489

www.gupress.gallaudet.edu/

HarperCollins Publishers

195 Broadway, New York, NY 10007

Phone: 212.207.7000

www.harpercollins.com

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Phone: 617.499.2000

Fax: 617.499.2013

hbooks@bncollege.com

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Phone: 718.454.2366

Fax: 718.454.1391

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Phone: 908.353.1655

www.hollym.com

Houghton Mifflin Harcourt International

19000 South Batavia Ave., Geneva, IL 60134

Phone: 630.208.5876

www.HMHCo.com

Israel Book Shop

410 Harvard St., Brookline, MA 02446

Phone: 617.925.6219

www.israelbookshop.com

Langenscheidt Publishing Group

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Phone: 718.784.0055

www.langenscheidt.com

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www.lahorepublishers.com

McGraw-Hill Companies

2 Penn Plaza, 10th Floor, New York, NY 10121

Phone: 212.904.2000

www.mcgraw-hill.com

Merriam-Webster, Inc.

PO Box 281, Springfield, MA 01102
www.merriam-webster.com

Nepali Dictionary Project

Gyan Jyoti Kendra, 49 Lane Rd., Chichester, NH 03258
doughall@nepalidictionaryproject.org
www.gyanjyotikendra.org

**New York State Education Department, Office of Bilingual
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Oxford University Press

198 Madison Ave., New York, NY 10016
Phone: 800.445.9714
www.global.oup.com

Paiboon Publishing

1442A Walnut St., #256, Berkeley, CA 94709
Phone: 800.837.2979
Fax: 866.800.1840
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Penguin Group (USA)

375 Hudson St., New York, NY 10014
Phone: 212.366.2000
www.penguin.com

Pharos Dictionaries

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Phone: +27(0)21 406 3033
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Random House

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www.across-sudan.org

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Phone: 800.832.2437
www.teachersdiscovery.com

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www.vanschaik.com

Velázquez Press

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www.yale.edu/yup/

This list was updated by ACT in November 2015.

Appendix E: Procedures for Local Delivery of Read-Aloud Support – Interim Testing

Definition of this Support

For accessibility purposes, a human reader (referred to as a “personal reader”) may be allowed to assist test takers with visual or print disabilities by providing word decoding support in the English language for the printed text and, in some situations, by providing general navigation support through the test. When there is clear evidence of student need and when the specific procedures specified below are carefully followed, this support does not compromise the assessment of mathematics, science, or writing skills being tested.

Allowed Content Areas

Read-aloud of test items is permitted for Interim Mathematics, and Science tests **only**.

As standard practice, test directions are read aloud for all content areas. For specific additional information regarding the read-aloud of test directions, see:

- The *Reading Test Directions Aloud to Students* section of this guide
- ACT Aspire *Periodic Assessment Manual*

Who May Deliver Personal Reader Support

When read-aloud support is locally provided, it must be delivered by an appropriately trained educational staff member. The read-aloud support may not be delivered by a parent, guardian, other relative, or friend of the student being tested.

Individual Test Administration

An individualized test administration (1:1) is needed and very strongly recommended for the administration of all human-delivered read-aloud accommodations. Providing test support through a human reader is not preferred practice and should only be used in those rare occasions when the need is clear and there is no other choice. When read-aloud support is needed, the use of the computer audio reading support is highly preferred and recommended wherever it is possible to accomplish and reasonable for the student.

The procedures outlined in this document are **required** of the local staff to properly implement this support. These procedures require careful staff preparation using this document and significant effort to learn the proper reading procedure for each content area. Specific and detailed reading procedures for each content area are provided later in this document.

Rationale for 1:1 Test Administration

Different students work at different paces. They think about an item in different ways and have different parts of the text that they need repeated at different times. Students are distracted and often disrupted by each other when sitting in any size group where even one person is receiving a human read-aloud support.

If, in a small group, all are receiving this same support from one reader, then all are expected to process the same text stimuli at the same rate with the same number of repetitions, and thereby

experience even less control than in the individual administration, where they already are fully dependent upon another person assisting them to read. In a group setting, students are unlikely to ask for or use the support they need (for example, repetition of a section that was already read aloud).

Furthermore, when any student is verbalizing his or her needs aloud for reading support and specifying which sections need to be reread, the student's needs are publicly displayed to all others—including the reader, any teacher, and all peers nearby. This creates a situation where the student who truly requires the support may be embarrassed and discouraged from asking for it or for the natural repetition needed to clearly understand the text. This is a dehumanizing situation.

Data on the use of the read-aloud support show dramatic drops with the age of the student. It is possible that these students all become strong readers as they grow older, but it is more likely that the loss of personal dignity inherent in this support may be one reason for this finding. The combination of humiliation, lack of personal user control, and loss of needed stimulus repetition (automatically available to independent readers), can significantly limit or harm the expression of reading comprehension and analysis skills that are present.

Individualized test administration of all read-aloud support is strongly recommended for these reasons.

Benefits of Online Delivery

Online delivery of read-aloud accommodation supports, when headphones are used, provides a powerful solution to virtually all of the concerns that exist with human readers. It also gives the experience of personal control back to the student, resulting in a standardized, cost-efficient, long term solution that is consistent with 21st-century social, academic, and workplace technologies. In online delivery, there is no concern about the delivery of this support to students within large groups, assuming students are using headphones. Online delivery produces a virtual 1:1 experience that is both standardized and of high quality—while providing the user privacy and dignity.

Individualized administration for all human read-aloud support is the best practice recommendation.

For your local administration of human-reader accommodations, refer to the official policy on test administration that is communicated by your governing educational authority. Readers must carefully review and follow the procedures provided in this appendix.

General Procedure for Providing the Read-Aloud Support

The human, personal reader support is not a substitute for the student interacting with the text; rather, it is a means of facilitating the student's access to the test. The read-aloud accommodation provides support only for decoding of text (word identification), and sometimes for navigation through the text. The read-aloud accommodation does **not** help the reader to comprehend any decoded words or written elements. Prior to administration, the educator should ensure that a student is familiar with the delivery method used by the personal reader. The testing situation must not be the first time the student has experienced this kind of support.

All test items must be read exactly as they are printed in the student’s test. The student must be instructed to follow along in the test as the reader reads the text aloud. The student may ask for any portion of the mathematics or science test to be reread as often as necessary within the time allowed for that test. Each time a re-read is requested, the reader must read the requested portion of the text exactly as it is presented, with no explanation, no paraphrasing, and no additional information provided to the student through the reading.

All ACT Aspire test questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation could affect what the tests are designed to measure and is therefore not allowed.

These procedures are focused upon the reading of material *within* the test, after the test directions have already been read.

Cued Speech as a Read-Aloud Support

Cued speech is defined as a formal and systematic way to provide visual phonemic access to the sounds of the words. This support functions much like an oral read-aloud accommodation for qualified users and may be used in conjunction with read-aloud. Cued speech does not add interpreted meaning to the communication. It is not an interpretation but is a direct manual representation of sound. The only augmentation to the communication is the addition of phonemic (sound recognition) cues. Cued Speech as defined here is permitted **ONLY** for those content tests where read-aloud or TTS Audio support is allowed. As noted above, permitted content areas include mathematics, and science tests. Cued speech may **NOT** be used to support the reading or English test administration for any student, as it would invalidate one of the essential constructs being measured by these tests (decoding).

Note: If cued speech is used in conjunction with read-aloud, TTS Audio, or a signed presentation, then these supports must also be identified in the PNP to document the full context of this support. Staff who provide cued speech support must be appropriately trained and experienced in providing this support and should, just like staff who provide oral read-aloud support also sign and locally submit the security statement at the end of this appendix (where required by the local governing educational authority).

Specific Procedures for Staff Serving as Readers

To maintain test integrity, you, as reader, must understand and follow all appropriate procedures. Review the test format and specific testing procedures prior to test administration.

The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The testing student may require all or portions of the test to be read aloud.

Your task is to read the test passages, test questions, answer choices, and text in the graphics. Do not try to solve problems or determine the correct answer as you read test questions, as this may result in an unconscious pause or change in inflection that could be misleading or disconcerting to the student. The expression on your face should remain neutral. Do not look at the student or smile or frown to indicate approval or disapproval.

Read at a normal pace.

Pause after reading the question number and before reading the question itself.

Read each question as clearly and consistently as possible. Give special emphasis to words or phrases printed in bold or italic type, set in all capital letters, or underlined, and tell the student that the words or phrases are printed that way. Do not give your own emphasis to words not emphasized in print.

Be familiar with the specific words, terms, symbols, and signs of the test contents. If you find an unfamiliar word or one that you are not sure how to pronounce, advise the test taker of your uncertainty about the word and spell it.

If there can be any doubt about the intended word you are reading (as in the case of words with the same pronunciation but different spellings), spell the word after you have pronounced it.

Spell any words requested by the student.

Pronounce acronyms as words whenever possible (NASA), then continue by voicing the initial letters (N-A-S-A, N-E-A, U-N).

Do not get into conversation about the test questions, but respond to the student's questions by repeating the questions, words, or instructions as needed.

When reading passages, pay attention to all punctuation marks. Read the passage through once so that the student can grasp the content of the passage.

Some students may then ask for the passage to be read through a second time with punctuation marks indicated. When this request is made or if required by the item, indicate all punctuation found within those lines.

Orienting description: If the student has blindness, he or she will also have a companion braille-tactile graphic booklet to use. The student should be tracking along in this companion booklet as the item is read aloud exactly as printed. It is permissible, however, to provide a navigational orienting description to a visually impaired student if needed. Such description must have no relation to content. It functions only to name and roughly locate the parts contained in the item, as shown in the following example: "This item has a statement followed by two tables. At the end of the item there is a question followed by four answer choices for you to consider. Be sure to find these in your braille booklet." You may state the parts of the item and their physical location so long as you provide no further information.

Special Considerations for Selected-Response Tests

When reading a numbered item, say "question" and the number before each item.

If the item is a selected-response item, say "choice" and the letter before each option.

Be particularly careful to equally stress each answer option and read all answer options before waiting for a response. The student will record the answer.

If the student chooses an answer before you have read all the answer choices, ask whether you should read the other answer options.

Allow the student to pause before responding. However, if the student pauses for a considerable time following your reading of the answer choices, say: "Do you want me to read the question again or any

part of it?” In re-reading questions, be careful to avoid any special emphasis on words or phrases not emphasized in the printed copy with bold or italic type, capital letters, or underlines.

Specific Procedures for Reading the Mathematics and Science Tests

It is permissible to read any text and numbers presented in graphs or tables. If necessary, orient the student to the graph or table before reading content (for orienting details, see graph and table information below). It is not permissible to describe or interpret information contained in the graph or table in any way.

Graphs

1. Read the **graph title**.
2. Read the **values** on the x - and y -axes—not the contents. Read the horizontal axis first, from left to right, and then read the vertical axis, from bottom to top.

Tables

1. Read the **table title** and indicate how many columns and how many rows are in the table.
2. Read the **column headings** from left to right.
3. Read the contents of each row from left to right.

Table E1 gives several examples of how to read mathematical and scientific terms.

Table E1. How to Read Mathematical and Scientific Abbreviations, Expressions, Symbols, and Numbers on ACT Aspire Tests

Description	Example	Read as:
Abbreviations	km, cm, ft, μg	kilometer, centimeter, foot (feet), microgram
Dashes	3–9	three through nine
Date	February 6, 1987	February sixth, nineteen eighty-seven
Ellipses	2, 4, 6, ...	two, four, six, pause, dot, dot, dot
Operations with boxes or shapes	$\Delta + 3 = 8$	Triangle plus three equals eight
Parenthesis	(3×7)	open parenthesis, three times seven, closed parenthesis
Decimal Points	0.00897	Zero point zero, zero, eight, nine, seven
Fractions*	$\frac{1}{2}$, $\frac{3}{4}$, 20/35, 1/12	One half, three fourths, twenty over thirty-five, one over twelve
Large whole numbers	12,356	Twelve thousand, three hundred, fifty-six
Exponents	8^2 , 4^3 , 6^4 , 3^{-4} , $2^{\frac{1}{2}}$	eight squared, four cubed, six to the fourth power, three to the negative fourth power, two to the negative one-half power
Roots	$\sqrt{8}$, $5\sqrt{8}$	the square root of eight, five times the square root of eight

Description	Example	Read as:
Symbols	°F	degrees Fahrenheit
	°C	degrees Celsius
	+	plus
	-	minus
	=	equals
	>	is greater than
	<	is less than
	≥	is greater than or equal to
	≤	is less than or equal to
	≈	is approximately equal to
	5	the absolute value of five
	#	number
	%	percent
	/	or
	×	times
	·	times
	∠	angle
	π	pi
	-7	negative seven
	\$4.89	four dollars and eighty-nine cents

* Fraction reading rule: Read common fractions (where the numerator is less than the denominator) by presenting the numerator as the number it represents and the denominator as the ordinal number using two words for the whole presentation. This rule applies to fractions that have a numerator and denominator >0 that is less than or equal to 19. Improper fractions should always be read in the format of "X over Y."

ACT Aspire Reader’s Agreement – Interim Testing

(This document may be photocopied if multiple locally provided readers are needed.)

Complete this document **if you are providing a local read-aloud of test passages or questions** for a student who has been determined by the local educational authority to be qualified and appropriate for this accessibility support.

School Name: _____

Test Date(s): _____ **Test Coordinator:** _____

Reader Name: _____

Student Name: _____ **Student Reference Number:** _____

The ACT Aspire *Accessibility User’s Guide* contains the documented set of required procedures for providing local staff read-aloud (see appendix E). When administering the read-aloud support to a qualified student, the procedures described in this guide are required and must be followed carefully.

As a reader, you are required to review and comply with the procedures as documented in the *Accessibility User’s Guide*. In ACT Aspire testing, the read-aloud support is permitted for qualified students **only** during the Interim Mathematics and Science tests. The read-aloud support is **not** permitted and may not be provided for any student during the ACT Aspire Reading or English tests.

Test Passages and Test Questions

- The ACT Aspire *Accessibility User’s Guide* contains the required local read-aloud administration procedures.

Test Directions

Test directions are read aloud to ALL students for all subject areas. This is part of standard practice. Specific procedural information regarding the read-aloud of test directions is found here:

- ACT Aspire *Accessibility User’s Guide* section “Reading Test Directions Aloud to Students”
- ACT Aspire *Periodic Assessment Manual*

If ACT Aspire determines that any explanation or additional information has been provided to a student, that any test materials were not read verbatim, or that the reader did not meet ACT Aspire qualifications for testing personnel, the student’s scores will be canceled.

I certify that I have read, understand, and agree to administer the tests in accordance with the appropriate ACT Aspire *Accessibility User’s Guide* reading procedures and with the *Test Administration Manual*. I further assure ACT Aspire that the reading support provided is a precisely accurate representation of the passages and items as required by the specific reading procedures.

Reader Signature: _____ **Date:** _____

Indicate the tests where any portion was read by this interpreter:

Mathematics _____ **Science** _____

This document is for Local Educational Agency use only. Do not return to ACT.

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