



Overview

Introduction

This document contains information for the test coordinator (TC) and test accommodations coordinator (TAC) about requesting or arranging for accommodations on the ACT[®] test.

Available Options

The following test accommodations or arrangements are available for the ACT.

- ACT-approved: These are determined by ACT in compliance with the Americans with Disabilities Act (ADA) and the *Diagnostic and Statistical Manual of Mental Disorders*, 4th or 5th Edition.
- Non-college reportable: These are determined by the TC following state or district guidelines. These are only available if your state or district has included them in your testing program.
- Local test arrangements: These are determined by the TC following ACT policy.

Comparison of Accommodations and Arrangements

Use the chart below to determine which option is appropriate for examinees.

Note: Local test arrangements may be provided to an examinee testing with ACT-approved accommodations, non-college reportable accommodations, or standard time, as needed.

	ACT-Approved	Non-College Reportable	Local Test Arrangements
Are scores reportable to colleges?	Yes, scores may be reported to colleges, scholarship agencies, or other entities.	No, scores may <i>only</i> be used for state or district assessment purposes. They are not available to report to colleges, scholarship agencies, or other entities.	<ul style="list-style-type: none"> • Yes, if provided with ACT-approved accommodations or standard time. • No, if provided with non-college reportable accommodations.
What options are available for paper testing?	<p><i>Extended time or additional breaks:</i></p> <ul style="list-style-type: none"> • double time over multiple days • triple time over multiple days • standard time over multiple days • single session with authorized stop-the-clock breaks • time-and-a-half, single session, self-paced • time-and-a-half over multiple days • standard time for multiple-choice tests and double time for writing test, single session <p><i>Alternate formats or response modes:</i></p> <ul style="list-style-type: none"> • braille (EBAE and UEB), large type, DVDs, or a reader • scribe or computer for the writing test • scribe to grid multiple-choice answers, if examinee is not able to circle answers in the test booklet 	<p><i>Extended time or additional breaks:</i></p> <ul style="list-style-type: none"> • more than standard time on the multiple-choice, and/or writing test • testing over multiple days • additional or stop-the-clock breaks <p><i>Alternate formats or response modes:</i></p> <ul style="list-style-type: none"> • large type, DVDs, or a reader • scribe or computer for the writing test • scribe to grid multiple-choice answers, if examinee is not able to circle answers in the test booklet • translation into a foreign language, if included in your testing program 	<p>These options are available:</p> <ul style="list-style-type: none"> • wheelchair accessible room • seating near the front of room • irlen filters/color overlays • individual or small group testing • food, drink, or access to medication for examinees with medical needs • written verbal instructions and visual notification of time • sign language interpreter (not a relative, not for test items) • examinee circling multiple-choice answers in the test booklet and staff transferring answers to an answer document



	ACT-Approved	Non-College Reportable	Local Test Arrangements
<p>What options are available for online testing? <i>Note: Only if available in your program.</i></p>	<p><i>Extended time or additional breaks:</i></p> <ul style="list-style-type: none"> • double time over multiple days • triple time over multiple days • standard time over multiple days • single session with authorized stop-the-clock breaks • time-and-a-half, single session, self-paced • time-and-a-half over multiple days • standard time for multiple-choice tests and double time for writing test, single session <p><i>Alternate presentations:</i></p> <ul style="list-style-type: none"> • text-to-speech 	<p>Online testing is not available.</p>	<p>These options are available:</p> <ul style="list-style-type: none"> • wheelchair accessible room • seating near the front of room • individual or small group testing • food, drink, or access to medication for examinees with medical needs • written verbal instructions and visual notification of time • sign language interpreter (not a relative, not for test items) <p><i>In addition, all examinees may access the following accessibility features when taking the ACT in an online format:</i></p> <ul style="list-style-type: none"> • use of an answer eliminator • answer masking • browser zoom • keyboard navigation • line reader magnifier
<p>What are the eligibility requirements?</p>	<p>ACT-approved accommodations are available for examinees with:</p> <ul style="list-style-type: none"> • professional diagnosis • current Individualized Education Program (IEP), Section 504 Plan, or official accommodations plan <p>For details, refer to the Guiding Principles section of this document.</p> <p><i>Note: Examinees receiving services solely for limited English proficiency do not qualify for ACT-approved accommodations.</i></p>	<p>Non-college reportable accommodations are available for examinees:</p> <ul style="list-style-type: none"> • with an IEP, Section 504 Plan, official accommodations plan, or exceptions statement • whose request for ACT-approved accommodations cannot be approved • receiving services solely for limited English proficiency 	<p>Test arrangements may be provided without consulting with ACT if all of the following apply:</p> <ul style="list-style-type: none"> • the test arrangements: <ul style="list-style-type: none"> ○ are consistent with the examinee’s accommodation plan at school ○ do not disrupt testing, or provide an advantage to the examinee • no unauthorized ACT-approved accommodations are provided (e.g., extended time or additional breaks) <p>Additionally, if providing test arrangements with standard time testing:</p> <ul style="list-style-type: none"> • The examinee must use a regular type (10-point) test booklet (paper testing). • Testing must be completed in one session using standard timing. • Testing must occur only on test dates designated for standard time testing.
<p>Is ACT approval required?</p>	<p>Yes, see the Requesting ACT-Approved Accommodations section of this document below.</p>	<p>No, see the Testing without ACT-Approved Accommodations or with Non-College Reportable Accommodations section of this document below.</p>	<p>No, see the eligibility requirements above.</p>



	ACT-Approved	Non-College Reportable	Local Test Arrangements
Does the TC place an order?	<p>Yes, by way of the TC entering the TAA PIN in the <i>Manage Student Test</i> screen in PearsonAccess^{next}™ (Pearson Access). Entering this PIN retrieves the approval from the Test Accessibility and Accommodations System (TAA). ACT then ships materials in packages based on the accommodations approvals in TAA.</p> <p><i>Note: The packages are not examinee-specific. The TC will assign packages to examinees based on the type of accommodations approved.</i></p>	<p>No, a small overage of accommodations materials will be sent to your school. If you will need additional materials beyond what is being sent, the TC will need to place an additional order.</p> <p><i>Note: ACT will not send an overage of Braille or Raised Line Drawings materials.</i></p>	<p>No, the TC or examinee is responsible for any additional supplies (e.g., filters, overlays, food, drink, medication).</p>



Request Process Overview

Introduction to the Test Accessibility and Accommodations System (TAA)

The online Test Accessibility and Accommodations System (TAA) is used for ACT-approved accommodations management. The test coordinator (TC), and/or test accommodations coordinator (TAC) use TAA for:

- submitting requests for ACT-approved accommodations to ACT
- checking the status of requests
- reviewing decision notifications
- requesting reconsideration of requests that were not approved initially, if applicable
- viewing examinee information for planning purposes, as needed

Process Overview

The process for requesting ACT-approved accommodations is shown below.

Stage	Who	Does What
1	TC	<ul style="list-style-type: none"> • Requests test coordinator access in TAA. <p><i>Note: For TACs to assist the TC, the TC must first invite staff members to TAA, and then authorize access after staff members have requested this access.</i></p>
2	TC or TAC	<ul style="list-style-type: none"> • Submits requests and supporting documentation to ACT using TAA.
3	ACT	<ul style="list-style-type: none"> • Receives and reviews requests and documentation. • Provides an <i>Accommodations Decision Notification</i> in TAA.
4	TC or TAC	<ul style="list-style-type: none"> • Reviews each <i>Accommodations Decision Notification</i>. • New and important! For all <i>approved</i> decisions, enters the TAA PIN on the <i>Manage Student Test</i> screen in Pearson Access and selects the Retrieve Accommodations button. This retrieves the approval from TAA to ship the correct accommodations materials. <p><i>Note: If an approved decision occurs after the initial deadline to request ACT-approved accommodations, an additional order must be placed.</i></p> <ul style="list-style-type: none"> • Edits requests for reconsideration using TAA, if applicable. • Calls ACT to request format changes, such as to request a DVD instead of a reader.
5	ACT	<ul style="list-style-type: none"> • Receives and reviews all requests for reconsideration. • Provides an updated <i>Accommodations Decision Notification</i> in TAA. • If contacted to request a different format, confirms any requested format changes.
6	TC or TAC	<ul style="list-style-type: none"> • Reviews any updated <i>Accommodations Decision Notifications</i>. <p><i>Note: If the accommodations change for an examinee, you must reenter the TAA PIN (and select the Retrieve Accommodations button) in Pearson Access to retrieve the updated test materials package. If this occurs after the initial deadline, an additional order must be placed.</i></p> <ul style="list-style-type: none"> • Downloads advanced search results in TAA to plan for test day. A roster of examinees can be created from downloading the search results.
7	ACT	<ul style="list-style-type: none"> • Ships all paper format test materials to the TC for examinees testing with ACT-approved accommodations.

Accommodations Decision Notification

After ACT reviews a request for ACT-approved accommodations, an examinee-specific *Accommodations Decision Notification* is created in TAA. When the notification is available, the individual who submitted the request will receive an email. The notification contains the:

<ul style="list-style-type: none"> • examinee's name 	<ul style="list-style-type: none"> • examinee's personal identification number (PIN) for TAA <p><i>Note: When the decision is approved, this PIN needs to be entered into Pearson Access on the Manage Student Test screen to retrieve the materials for shipping.</i></p>
<ul style="list-style-type: none"> • accommodations approved (including any special authorizations), or not approved, as applicable 	<ul style="list-style-type: none"> • reason accommodations are not approved, if applicable



Entering the TAA PIN in Pearson Access

The TAA PIN **must** be entered into Pearson Access to have accommodations materials shipped. The field can be found on the examinee's record within the *Manage Student Test* screen.

The TAA PIN cannot be entered into Pearson Access until *both* of the following events occurs:

- The Student Data Upload (SDU) file has been loaded, or the examinee has been created, in Pearson Access (refer to your *Schedule of Events* for the window when this activity occurs and who loads the file).
- The accommodations decision has been approved by TAA.

Note: More information can be found about this process in the Pearson Access: Ordering Guide for ACT Accommodations that will be available on your program's webpage.

Using Advanced Search in TAA

Use the advanced search in TAA to ensure all requests for ACT-approved accommodations are submitted, and to determine how many rooms and staff members are needed. See the Status of Requests in TAA section of the *Test Accessibility and Accommodations User Guide* for instructions on conducting an advanced search.

Reconsideration of Accommodations Not Approved

ACT will reconsider requests for ACT-approved accommodations that were not initially approved. If you would like ACT to reconsider a request, you may use TAA to submit additional documentation. See your *Schedule of Events* for the deadline to submit reconsideration requests. If a reconsideration request is submitted after the deadline, decisions will not be available for the scheduled test event.

Notification of Reconsideration

The reconsideration decision will be in an updated *Accommodations Decision Notification*. When the updated notification is available, the individual who submitted the reconsideration request will receive an email.

Late Considerations

A late consideration process is available after the ACT-approved accommodations deadline passes. The *ACT-Approved Accommodations Late Consideration Form* is posted on your program's webpage. It can be downloaded, completed, and uploaded to TAA, but is only available to examinees who:

- are newly enrolled at the school or newly classified as an eligible grade level
- have a newly identified disability
- have been previously approved with ACT-approved accommodations
- have medical emergencies or a sudden onset of a medical condition



Requesting ACT-Approved Accommodations

Information to Have Ready before Submitting Requests

Before you log into TAA to submit requests, have all of the following information ready. Requests must be based on the plan and documentation on file for the examinee.

Examinee Information

Enter this examinee information:

- state assigned student ID (This is the unique identifying number given to each student by the state or district. If examinees in your district do not have a state assigned student ID, you may use a local student ID.)
- date of birth
- address

If the examinee tested with ACT-approved accommodations in the past (through ACT National Extended Time testing, Special testing, or State and District testing), and you have the ACT Reference Number (found on the examinee's approval letter) and/or the test date, you may provide this information to expedite the current request.

Consent to Release Information to ACT

A consent form must be printed, signed by parent or legal guardian, or examinee if over age 18, and filed at the school.

This form can be found

at <http://www.act.org/content/dam/act/unsecured/documents/TAA%20Consent%20to%20Release%20Information%20to%20ACT.pdf>.

Testing Information

Select this testing information:

- the ACT, State and District
- your test date or testing window (refer to your *Schedule of Events* or program's webpage for your test date)

Diagnosed Disabilities

Enter all applicable diagnosed disabilities. See Completing the Diagnosed Disabilities Section below for help in matching special education categories to the disabilities in TAA.

Plan Information

Enter the plan details by first selecting the type of plan. Then, if applicable, you will answer the question, "How long has the plan been in place?"

Accommodations Information

Select appropriate alternate format materials, such as pre-recorded audio (DVDs) or a reader's script, and timing codes (e.g., time-and-a-half over multiple days or double time), based on the examinee's needs and the accommodations the examinee uses on classroom tests.

IMPORTANT! Please select *either* DVDs or a reader's script for an examinee, *not both*. If DVDs and a reader's script are selected and the examinee is approved for this request, DVDs will be shipped to the school.

Note: If the examinee needs an accommodation that is not listed as an option in TAA, you may type in requests for other accommodations. However, do not type in local test arrangements, such as small group testing, as ACT does not need to approve these arrangements.

Documentation

Upload the most current test accommodations/services pages from the examinee's IEP, 504 Plan, or official accommodations plan. In addition, this documentation may be required:

- a psychoeducational/neuropsychological evaluation
- a qualified professional diagnosis
- a complete evaluation

You may upload any relevant information under "other documentation." An example of this is a letter from a teacher discussing specific ways in which conditions affect daily classroom functioning. You may ask teachers to complete this *Teacher Survey Form*: <http://www.act.org/content/dam/act/unsecured/documents/TeacherSurveyForm.pdf> and submit the form with the request. This form can also be used to strengthen supporting documentation.

Note: The accepted file types are PDF, doc, docx, and txt. The maximum file size is 5 megabytes.



When Full Documentation is Required

Full documentation, including specific diagnosis, is required for accommodations requests if the examinee recently began receiving accommodations pursuant to an IEP or 504 plan or does not receive accommodations at school according to an exceptions statement.

See the Guiding Principles for specific information about what documentation to include with each request.

Completing the Diagnosed Disabilities Section

Use the chart below to complete the Diagnosed Disabilities section of requests for ACT-approved accommodations. It provides special education eligibility categories and the equivalent ACT diagnosed disability.

Special Education Eligibility Categories	ACT Diagnosed Disability	
Cognitive Impairment or Intellectual Disability	Cognitive/ Intellectual Disability	Intellectual Impairment (FSIQ ≤ 85)
Traumatic Brain Injury/Post Concussive Syndrome		Traumatic Brain Injury/Post Concussive Syndrome
Specific Learning Disability - Reading	Learning Disability	Reading Disorder/Dyslexia
Specific Learning Disability - Mathematics		Mathematics Disorder
Specific Learning Disability - Writing /Written Expression		Writing Disorder/Written Expression
Speech and Language Disorder		Speech/Language Disorder
Physical Impairment, Orthopedic Impairment, Orthopedic Disability, or Severe Multiple Impairment: Physical or Health	Motor Disability	Cerebral Palsy Muscular Dystrophy Quadriplegia/Paralysis of Upper Extremities
Other Health Impairment: ADHD or ADD	Psychological Disability	Attention Deficit Disorder/ADHD
Autism or Autism Spectrum Disorders		Autism Spectrum Disorder/PDD/Asperger's
Emotional Impairment, Emotional Disability, Emotional Disturbance, Serious Emotional Disturbance, or Emotional/Behavioral Disabilities		Anxiety Disorder Depression Emotional/Behavioral Disorder (school team) Other Psychological/Cognitive Disability, including intellectual disability
Tourette's Syndrome		Tourette's Syndrome/Tic Disorder
Visual Impairment or Severe Multiple Impairment: Visual (Blindness) or Deaf-Blindness	Sensory Disability	Blind/Legally Blind (in both eyes) Visual Impairment
Hearing Impairment, Hard of Hearing, or Severe Multiple Impairment: Hearing (Deafness) or Deaf-Blindness		Deaf Hearing Impairment
Other Health Impairment: Diabetes Other Health Impairment: Migraines Other Health Impairment: Epilepsy	Physical/ Motor Disability	Diabetes Migraines Epilepsy or Seizures
Other Health Impairment including but not limited to: asthma, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia	Other Disability	Other Confined to home

Ordering Practice Materials

You may order alternate format practice materials at no charge

at: <http://www.act.org/content/dam/act/unsecured/documents/Alt-Format-Practice-Tests-Order.pdf>



Testing without ACT-Approved Accommodations or with Non-College Reportable Accommodations

If ACT is unable to approve the accommodations request, the test must be administered using:

- standard timing and standard time materials, or
- non-college reportable guidelines and materials, if available in your program

Refer to “What are the Eligibility Requirements” in the Comparison of Accommodations and Arrangements section above to determine who is eligible for testing with non-college reportable accommodations. A small overage of accommodations formats will be sent to your school for examinees that may need non-college reportable accommodations. The materials are the same.

Preparing for the ACT

To better prepare examinees, a regular-type copy of *Preparing for the ACT Test*, which includes information about the tests, test-taking strategies, and a complete practice test, is available at <http://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html>. Download this free preparation booklet found under Sample Test Questions.

For examinees taking the ACT in the online format, a similar resource is *Preparing for the ACT Taken Online*, which is available at <http://www.act.org/content/act/en/products-and-services/state-and-district-solutions/act-online-testing/act-online-examinee.html>.



Guiding Principles

Introduction

The purpose of the Guiding Principles is to provide information about what documentation to submit with requests for ACT-approved accommodations.

Professional Diagnosis

The disability must be diagnosed by a qualified professional with credentials appropriate to the diagnosis. A psychologist, psychiatrist, physician, or learning disabilities specialist/team may diagnose learning disabilities. Only a physician may diagnose physical disabilities.

Policy for Documentation

ACT-approved accommodations are provided to examinees with disabilities in accordance with *Title III of the Americans with Disabilities Act (ADA)*. The ADA defines a disability as a mental or physical impairment that substantially limits a major life activity compared to the average person in the general population. The guidelines of the *Diagnostic and Statistical Manual of Mental Disorders, 4th or 5th Edition (DSM-IV or DSM-5)* are used to substantiate the presence of a disabling condition.

To qualify for ACT-approved accommodations, the school must provide documentation which shows:

- The diagnosed condition substantially limits one or more major life activities.
 - Requests are appropriate and reasonable for the documented disability.
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Confidentiality of Documentation

Documentation will be kept confidential and used solely to review accommodations requests. It will not become part of the examinee's ACT score record.

Documentation Requirements

Generally speaking, the examinee's accommodations page of his/her IEP or 504 plan will be sufficient documentation to substantiate a need for accommodations on the ACT. However, in limited circumstances, particularly when accommodations have been recently provided to the examinee or when accommodations are not provided to the examinee at school, full documentation is necessary. In those cases, documentation must be written by the diagnosing professional and must meet *all* of these guidelines:

- states the specific impairment as diagnosed
- is current (*diagnosed or reconfirmed within three academic years*)
- describes presenting problems and developmental history, including relevant educational and medical history
- describes substantial limitations (adverse effects on learning, or other major life activities) resulting from the impairment, as supported by test results
- describes recommended accommodations and provides rationale explaining how these specific accommodations address the substantial limitations
- establishes the professional credentials of the evaluator, including information about licensure or certification, education, and area of specialization
- includes comprehensive assessments (neuropsychological or psychoeducational evaluations), with evaluation dates, used to arrive at the diagnosis



Full Documentation Checklist

When full documentation is required by ACT, the information below is recommended for each condition.

Learning Disabilities
o Complete test/subtest results, with <i>standard scores</i> and percentiles from:
o an intellectual assessment using a valid and comprehensive battery
o an achievement battery
o evidence that alternative explanations were ruled out
ADD/ADHD
o evidence of early impairment
o evidence of current impairment, including presenting problem and diagnostic interview
o evidence that alternative explanations were ruled out
o results from valid, standardized, age-appropriate assessments
o number of DSM-IV or DSM-5 criteria and how they impair the individual
Psychiatric Conditions
o age of onset and course of illness
o psychological tests used
o history of treatment for the disorder
o if treatment includes medication and/or psychotherapy
o how the impairment affects functioning across settings
o Due to the variable nature of these conditions, documentation must be <i>current within the past year</i> .
Traumatic Brain Injuries (TBI) or Post Concussive Syndrome (PCS)
o evidence of <i>current</i> , continued educational impairment relating to requested accommodations, <i>supported by objective data</i> (psychological or neuropsychological testing, observations, rating scales, etc.)
o date of incident/accident
o status and diagnosis upon hospital admission
o length of hospital stay
o discharge date, review of type and outcome of outpatient therapy (occupational therapy, physical therapy, speech therapy), if applicable

Speech and Language Disorders
o specific diagnosis, including presenting problems
o developmental and educational history
o evidence of supporting the current impact on reading, written communication, and/or learning
Visual Impairments
o specific ocular diagnosis
o record of complete, current (<i>within past 12 months</i>) ocular examination by an optometrist or ophthalmologist including: chief complaint, history of illness, visual acuity, ocular motility exam (versions, tropias, phorias, stereopsis), slit lamp exam, visual field, and pupil, optic nerve, and retina exam
o if the diagnosed condition is purported to affect reading, results of a <i>measure of reading</i> (decoding, rate, and comprehension)
Hearing Impairments
o most recent evaluation of communication skills including speech, reading, and receptive/expressive language skills
o if a psychoeducational evaluation is available, provide standard scores and percentiles achieved on all tests administered
Autism Spectrum Disorder
o information in the areas such as adaptive behavior, executive functioning, attention, mental health, and academic fluency to support an inability to take a standardized exam in a quiet, controlled setting in the normal time allotted
Tourette's Syndrome
o history regarding type, frequency, intensity, and duration of motor, visual, and/or verbal tics
o if medication or other factors (lighting, noise, etc.) are known to exacerbate the examinee's condition, provide documentation to describe
o if the tics are cause for academically-relevant concerns, (slow reading rate, diminished fluency, or poor attention/concentration) provide evidence from diagnostic tests, rating scales, and teacher observations to objectively support anecdotal findings

Contacting Us

If you have questions regarding State and District testing, you may:

- Call us at 800.553.6244, ext. 1788
- Email us at ACTStateAccoms@ACT.org
- Fax us at 319.337.1285, to the attention of "State and District Testing Accommodations"