

# Overview

## Introduction

This document contains information the test coordinator (TC) and test accommodations coordinator (TAC) need to request or arrange 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*, 4<sup>th</sup> or 5<sup>th</sup> 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
<b>Are scores reportable to colleges?</b>	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"> <li>• Yes, if provided with ACT-approved accommodations or standard time.</li> <li>• No, if provided with non-college reportable accommodations.</li> </ul>
<b>What options are available?</b>	<p><i>Extended time or additional breaks:</i></p> <ul style="list-style-type: none"> <li>• double time over multiple days</li> <li>• triple time over multiple days</li> <li>• standard time over multiple days or single session with authorized stop-the-clock breaks</li> <li>• time-and-a-half, single session, self-paced</li> <li>• time-and-a-half over multiple days</li> <li>• standard time for multiple-choice tests and double time for writing, single session</li> </ul> <p><i>Alternate formats or response modes:</i></p> <ul style="list-style-type: none"> <li>• braille, large type, DVDs, or a reader</li> <li>• scribe or computer for the writing test</li> <li>• scribe to grid multiple-choice answers, if examinee is not able to circle answers in the test booklet</li> </ul>	<p><i>Extended time or additional breaks:</i></p> <ul style="list-style-type: none"> <li>• more than standard time on the multiple-choice, and/or writing test</li> <li>• testing over multiple days</li> <li>• additional or stop-the-clock breaks</li> </ul> <p><i>Alternate formats or response modes:</i></p> <ul style="list-style-type: none"> <li>• large type, DVDs, or a reader</li> <li>• scribe or computer for the writing test</li> <li>• scribe to grid multiple-choice answers, if examinee is not able to circle answers in the test booklet</li> <li>• translation into a foreign language, if included in your testing program</li> </ul>	<p>These options are available:</p> <ul style="list-style-type: none"> <li>• wheelchair accessible room</li> <li>• seating near the front of room</li> <li>• lrlen filters/color overlays</li> <li>• individual or small group testing</li> <li>• food, drink, or access to medication, for examinees with medical needs</li> <li>• written verbal instructions and visual notification of time</li> <li>• sign language interpreter (not a relative, not for test items)</li> <li>• examinee circling multiple-choice answers in the test booklet and staff transferring answers to an answer document</li> </ul>
<b>What are the eligibility requirements?</b>	<p>ACT-approved accommodations are available for examinees with:</p> <ul style="list-style-type: none"> <li>• professional diagnosis</li> <li>• current Individualized Education Program (IEP), Section 504 Plan, or official accommodations plan</li> </ul> <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"> <li>• with an IEP, Section 504 Plan, official accommodations plan, or exceptions statement</li> <li>• whose request for ACT-approved accommodations cannot be approved</li> <li>• receiving services solely for limited English proficiency</li> </ul>	<p>Test arrangements may be provided without consulting with ACT if <b>all</b> of the following apply:</p> <ul style="list-style-type: none"> <li>• the test arrangements: <ul style="list-style-type: none"> <li>○ are consistent with the examinee’s accommodation plan at school</li> <li>○ do not disrupt testing, or provide an advantage to the examinee</li> </ul> </li> <li>• no unauthorized ACT-approved accommodations are provided (e.g., extended time or additional breaks)</li> </ul> <p>Additionally, if providing test arrangements with <b>standard time</b> testing:</p> <ul style="list-style-type: none"> <li>• The examinee must use a regular type (10-point) test booklet.</li> <li>• Testing must be completed in one session using standard timing.</li> <li>• Testing must occur only on test dates designated for standard time testing.</li> </ul>
<b>Is ACT approval required?</b>	Yes, see the “Requesting ACT-Approved Accommodations” section of this document below.	No, see the order information below.	No, see the eligibility requirements above.
<b>Does the TC place an order?</b>	No, ACT ships materials in an assigned test package for each examinee.	Yes, the TC orders the test type and quantity needed. See the <i>Schedule of Events</i> for the order window.	No, the TC or examinee is responsible for any additional supplies (e.g., filters, overlays, food, drink, medication).

# 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"> <li>• Requests trusted agent privileges in the online Test Accessibility and Accommodations System (TAA).</li> </ul>
2	TC and/or TAC	<ul style="list-style-type: none"> <li>• Submits requests and supporting documentation to ACT using TAA.</li> </ul>
3	ACT	<ul style="list-style-type: none"> <li>• Receives and reviews requests and documentation.</li> <li>• Provides an <i>Accommodations Decision Notification</i> in TAA.</li> <li>• Sends preliminary roster with nonsecure materials to the TC.</li> </ul>
4	TC and/or TAC	<ul style="list-style-type: none"> <li>• Reviews each <i>Accommodations Decision Notification</i>.</li> <li>• Edits requests for reconsideration using TAA, if applicable.</li> <li>• Reviews preliminary roster.</li> <li>• Calls ACT to request changes, such as to request a DVD instead of a reader.</li> </ul>
5	ACT	<ul style="list-style-type: none"> <li>• Receives and reviews all requests for reconsideration.</li> <li>• Provides an updated <i>Accommodations Decision Notification</i> in TAA.</li> <li>• If contacted to request a different format, confirms any requested format changes.</li> </ul>
6	TC and/or TAC	<ul style="list-style-type: none"> <li>• Reviews any updated Accommodations Decision Notifications.</li> </ul>
7	ACT	<ul style="list-style-type: none"> <li>• Ships final roster listing all paper format ACT-approved accommodations with test materials to the TC.</li> </ul>

## Accommodations Decision Notification

After ACT reviews a request for ACT-approved accommodations, an examinee-specific *Accommodations Decision Notification* is created in TAA. The notification contains the:

<ul style="list-style-type: none"> <li>• examinee's name</li> <li>• accommodations approved (including any special authorizations), or not approved, as applicable</li> </ul>	<ul style="list-style-type: none"> <li>• examinee's personal identification number (PIN) for TAA</li> <li>• reason accommodations are not approved, if applicable</li> </ul>
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When the *Accommodations Decision Notification* is available to view online, the individual who submitted the request will receive an email.

## 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.

NOTE: See the *Status of Requests in TAA* section of the *TAA 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.

NOTE: 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 *Accommodations Decision Notification* is available to view online, the individual who submitted the reconsideration request will receive an email.

## Final Roster

ACT will send a final roster of paper format ACT-approved accommodations to the TC with the secure test materials. Examinees must be tested with only the accommodations listed on the final roster. No additional ACT-approved accommodations are authorized.

NOTE: Testing with accommodations that are not listed on the final roster may result in no scores for the examinee.



# Requesting ACT-Approved Accommodations

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## 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

You will enter this examinee information:

- state assigned student ID (This is the unique identifying number given to each student by the state.)
- date of birth
- address
- Accommodations Reference Number and/or date last tested with ACT-approved accommodations (if applicable and available)

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.

### Testing Information

You will select this testing information:

- the ACT
- your testing window

### Diagnosed Disabilities

You will enter all applicable diagnosed disabilities. See the *Completing the Diagnosed Disabilities Section of the Request* below for help in matching special education categories to the disabilities in TAA.

### Plan Information

You will enter this plan information:

- the type of plan in place for the examinee
- if the plan has been in place less than one year, or one year or more

### Accommodations Information

You will select appropriate alternate format materials and timing.

*Note: If the examinee needs an accommodation that is not listed as an option on the online form, you may type in requests for other accommodations. See the *Completing the Accommodations Section of the Request* below for information about test packages.*

### Documentation

You will 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/aap/pdf/TeacherSurveyForm.pdf> and submit the form with the request.

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

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## Diagnosed Disabilities that Require Full Documentation

Full documentation, including specific diagnosis, is required for new requests if the examinee has any of the following diagnosed disabilities:

- speech/language disorder
- Autism spectrum disorder/PDD, Asperger's Syndrome
- anxiety disorder
- Tourette's Syndrome/tic disorder
- hearing impairment
- visual impairment
- epilepsy/seizures
- other

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

### Completing the Diagnosed Disabilities Section of the Request

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	(PD) Intellectual Impairment (FSIQ $\leq$ 85)
Traumatic Brain Injury/Post Concussive Syndrome		(TB) Traumatic Brain Injury/Post Concussive Syndrome
Specific Learning Disability - Reading	Learning Disability	(RD) Reading Disorder/Dyslexia
Specific Learning Disability - Mathematics		(DA) Mathematics Disorder
Specific Learning Disability - Writing /Written Expression		(DW) Writing Disorder/Written Expression
Speech and Language Disorder		(SL) Speech/Language Disorder
Physical Impairment, Orthopedic Impairment, Orthopedic Disability, or Severe Multiple Impairment: Physical or Health	Motor Disability	(PH) Cerebral Palsy (PH) Muscular Dystrophy (PH) Quadriplegia/Paralysis of Upper Extremities
Other Health Impairment: ADHD or ADD	Psychological Disability	(AD) Attention Deficit Disorder/ADHD
Autism or Autism Spectrum Disorders		(AU) Autism Spectrum Disorder/PDD/Asperger's
Emotional Impairment, Emotional Disability, Emotional Disturbance, Serious Emotional Disturbance, or Emotional/Behavioral Disabilities		(AX) Anxiety Disorder (BD) Depression (BD) Emotional/Behavioral Disorder (school team) (PD) Other Psychological/Cognitive Disability, including intellectual disability
Tourette's Syndrome		(TR) Tourette's Syndrome/Tic Disorder
Visual Impairment or Severe Multiple Impairment: Visual (Blindness) or Deaf-Blindness	Sensory Disability	(VI) Blind/Legally Blind (in both eyes) (VI) Visual Impairment
Hearing Impairment, Hard of Hearing, or Severe Multiple Impairment: Hearing (Deafness) or Deaf-Blindness		(DF) Deaf (DF) Hearing Impairment
Other Health Impairment: Diabetes Other Health Impairment: Migraines Other Health Impairment: Epilepsy	Physical/ Motor Disability	(OD) Diabetes (OD) Migraines (EP) 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	(OD) Other (HB) Confined to home



**Completing the Accommodations Section of the Request**

The information below defines each test format, and explains what is included in each test package.

**Regular type:** A test booklet printed in a 10-point font.

**Large type test booklet:** A test booklet printed in an 18-point font.

**Large type answer sheet:** An answer sheet printed in an 18-point font that is not scannable. Testing staff must transfer the responses to a regular type answer document to be scanned and scored.

**Braille:** A test booklet that contains braille, and tactile graphics.

**Reader's script:** A script of the test booklet (includes the examinee directions from the test booklet, passages, and test items) for the reader to read aloud to one examinee.

**Audio DVDs:** Audio (no video) of the test booklet equivalent to the reader's script.

Note: Verbal instructions are not included in any of these formats. The room supervisor must read the verbal instructions from the administration manual for each section of the test.

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

Test Format Requested	Test Package
(01) regular type	regular type test booklet
(02) large type	large type test booklet large type answer sheet regular type test booklet
(03) braille	braille test booklet regular type test booklet
(07) reader's script with regular type	reader's script regular type test booklet
(08) reader's script with large type	reader's script large type test booklet large type answer sheet regular type test booklet
(09) reader's script with tactile graphics	reader's script tactile graphics regular type test booklet

Test Format Requested	Test Package
(19) DVDs with regular type	English audio DVDs DVD usage guidelines DVD track listings regular type test booklet
(20) DVDs with large type	English audio DVDs DVD usage guidelines DVD track listings large type test booklet large type answer sheet regular type test booklet
(21) DVDs with tactile graphics	English audio DVDs DVD usage guidelines DVD track listings tactile graphics regular type test booklet

**Ordering Practice Materials**

You may order alternate format practice materials at no charge at: [http://media.actstudent.org/documents/alt\\_practice.pdf](http://media.actstudent.org/documents/alt_practice.pdf).

**Testing without ACT-Approved Accommodations**

If ACT is unable to approve *any part* of the request relating to timing or materials, the test must be administered using:

- standard timing and standard time materials, or
- non-college reportable timing guidelines and non-college reportable accommodations materials, if available

**Contacting Us**

For questions, contact ACT via one of the following means:

- **Phone:** 800.553.6244, extension 1788
- **Email:** ACTStateAccoms@act.org
- **Fax:** 319.337.1285, to the attention of "State and District Testing Accommodations"



# 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, 4<sup>th</sup> or 5<sup>th</sup> 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.

## Documentation Requirements

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

The information below indicates the required documentation for each condition.

<b>Learning Disabilities</b>
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
<b>ADD/ADHD</b>
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
<b>Psychiatric Conditions</b>
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> .
<b>Traumatic Brain Injuries (TBI) or Post Concussive Syndrome (PCS)</b>
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

<b>Speech and Language Disorders</b>
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
<b>Visual Impairments</b>
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)
<b>Hearing Impairments</b>
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
<b>Autism Spectrum Disorder</b>
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
<b>Tourette's Syndrome</b>
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

NOTE: You may include letters from teachers discussing specific ways in which the condition affects daily classroom functioning to strengthen supporting documentation.

## 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.