

SPRING 2020



Accessibility User's Guide

Summative Testing

ACT[®] **Aspire**[®]

Contact Information and Resources

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- **URL:** <https://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf>

Resources

This manual references various websites and systems. Use this list to locate the url to that website or system.

| Website | URL |
|--|---|
| ACT Privacy Policy | https://www.act.org/content/act/en/privacy-policy.html |
| PearsonAccess ^{next} (administration platform) | https://aspire.act.org |
| ACT Knowledge Hub (ACT Aspire resource web page) | https://success.act.org/s/topic/0TO1B000000P3VIWAK/act-aspire |
| ACT Aspire product page | http://act.org/aspire |
| TestNav™ Support Site | https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support |

ACT Privacy Policy

Examinee scores and other information provided on their answer documents for ACT Aspire are governed by the *ACT Privacy Policy*.

Accessibility and Accommodations

The ACT Aspire resource web page also includes accommodations and accessibility resources. Some examples include:

- Spanish Pre-Recorded Audio Test Directions
- Braille Notes (for the room supervisor)
- ACT-Approved Bilingual Word-to-Word Dictionaries

Prepare Your Examinees

There are two resources available for examinees who wish to prepare for testing:

- Student Sandbox
- Exemplar Test Question Booklets

For more information, see the Exemplar Items section of the ACT Aspire resource web page.

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Introduction

This guide provides information about accessibility supports, tools, and options for ACT® Aspire® Summative testing.

Use this guide to:

- Ensure ACT Aspire assessments are administered in accessible and standardized ways
- Make appropriate choices for examinees
- Train testing staff in the administration of chosen supports
- Supplement the information provided in the
 - ~ *Test Coordinator Manual*
 - ~ *Room Supervisor Manual—Online*
 - ~ *Room Supervisor Manual—Paper*

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 examinee performance on the assessments. All the supports fully honor the content, knowledge, and skills the tests measure.

Personal Needs Profile (PNP)

The unique combination of supports needed by an examinee is called the Personal Needs Profile (PNP). A PNP tells the testing system which supports to provide for the identified examinee.

Many examinees will not need supports which change how they interact with the test platform. When an examinee's accessibility support needs do not change anything on this level, the examinee will fall under the category of a "default user." This means that the examinee's needs can be met through the embedded tools available to all users (see Level 1, Figure 1) and a PNP is not needed.

Note: For examinees who need additional supports, the information from their PNP should be entered into the administration platform. See "How to Create a Personal Needs Profile (PNP)" on page 31.

Understanding Levels of Accessibility Support

There are four levels of support that represent a continuum from minor support (i.e., default embedded system tools) to intensive support (i.e., modifications). Figure 1 shows the accessibility support levels.

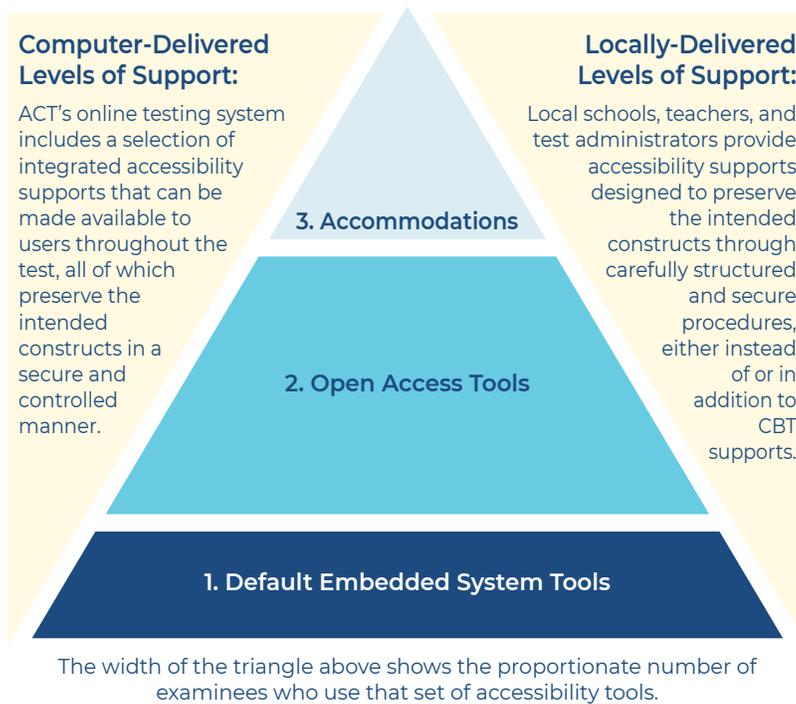


Figure 1. Levels of Support

Support Level 1: Default Embedded System Tools

Embedded tools (some examples are listed below) are automatically available to all examinees taking Aspire on a computer. Examinees determine how and when to utilize these tools throughout the testing experience.

- Cut, copy, and paste functions in a text entry box (online)
- Browser zoom in and out (online)
- Answer eliminator (online)
- Scratch paper (online and paper)
- Calculator/abacus for mathematics tests (online and paper)
- Mark items for review/bookmark (online and paper)
- Answer masking tool (online)
- Color contrast (online)
- Color overlay (online and paper)
- Countdown timer (online)
- Highlighter (online and paper)
- Line reader mask (online and paper)
- Magnifier (online and paper)

Support Level 2: Open Access Tools

Districts and schools have the authority to make administrative determinations for a limited number of supports for any examinees as long as test security is not compromised, and testing environment requirements are met. These supports are called **open access tools**. These supports do not require review or approval by ACT. While open access tools can be made available to all examinees, they may not be appropriate for all examinees.

Note: Documented open access tools in the PNP also function as a day-of-testing data capture for schools and classrooms to identify supports needed across a specified group of examinees.

These tools are slightly more intensive than the default embedded system tools. Some require the use of tool-specific administration procedures. Some examples include:

- Group size (online and paper)
- Wheelchair accessible room (online and paper)
- Specified seating (online and paper)
- Access to food, drink, or medication (online and paper)
- Sign language interpretation of directions (online and paper)
- Hearing aids or other audio amplification (online and paper)
- Written copy of the verbal instructions (paper)
- Visual notification of time (online and paper)
- Adapted keyboard or other computer input (online)
- Location (home or other setting) (online and paper)
- Supervised break within each day (online and paper)
- Location for movement (online and paper)
- Specialized equipment (online and paper)
- Environmental changes for vision or medical needs (online and paper)
- Large print (paper)
- Respond in test booklet (paper)
- Dictate responses/scribe (online and paper)

Support Level 3: Accommodations

Beyond the accessibility features available to all examinees, **assessment accommodations** are available to some examinees with a documented disability who have an IEP, 504 plan or other formal educational plan. Assessment accommodations are changes made to assessment procedures that provide an examinee with access to comprehensible information without affecting the reliability or validity of the assessment.

Accommodations used on ACT Aspire must be used regularly by examinees in their educational environment, including during interim and summative assessments. Specific accommodations and their use must be documented on their formal educational plan. Qualified testing staff may request these tools on behalf of an examinee through the PNP. Some examples include:

- Text-to-speech English audio (online)
- Text-to-speech English audio + orienting description for blind/low vision (online)
- Text-to-speech Spanish audio (online)
- Word-to-word dictionary (online and paper)
- Human reader, English audio (online and paper)
- Translated test directions (online and paper)
- Braille + tactile graphics (online and paper)
- Sign language interpretation of items
- Cued speech of items (online and paper)
- Electronic spell checker (online and paper)
- Extra time (online and paper)
- Breaks: securely extend session over multiple days (paper)

Accessibility Supports

Tables 1–8 on the following pages identify the accessibility supports available in the paper (tables 1–4) and online (tables 5–8) test formats.

It is strongly recommended that use of all accommodations-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 examinee need, and then planned, practiced, and documented prior to the test.

Paper Testing

Table 1. Paper Testing Presentation Supports

| Presentation Supports | Support Level | Subject Test | | | | |
|--|----------------|---|---|---|---|---|
| | | Reading | English | Writing | Math | Science |
| Human Reader (English Audio) <ul style="list-style-type: none"> Intended for user with ability to see graphics. Requires: Locally provided; follow procedure in Appendix E Recommended: Extra time 300%—must separately select. | Accommodation* | — | — | Yes | Yes | Yes |
| Human Reader (English Audio + Orienting Description) <ul style="list-style-type: none"> Intended for user with blindness or low vision. Requires: Locally provided; follow procedure in Appendix E. Must separately select and use Braille + Tactile Graphics companion. Allow time for shipping of braille materials. Examinee will also need response support to record responses in paper form. Recommended: Extra time 300%—must separately select. | Accommodation* | — (then must use Braille + Tactile Graphics) | — (then must use Braille + Tactile Graphics) | Yes (with Braille + Tactile Graphics) | Yes (with Braille + Tactile Graphics) | Yes (with Braille + Tactile Graphics) |
| Translated Test Directions <ul style="list-style-type: none"> Allowed for all grades. Requires: Locally provided. | Accommodation* | Yes | Yes | Yes | Yes | Yes |

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

Table 1. (continued)

| Presentation Supports | Support Level | Subject Test | | | | |
|--|----------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Word-to-Word Dictionary, ACT-Approved • Requires: Locally provided (see, page 47). | Accommodation* | — | — | Yes | Yes | Yes |
| American Sign Language (ASL): Directions Only (English Text) • Requires: Locally provided; follow procedure in Appendix C. | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| American Sign Language (ASL): Full Translation (English Text) • Requires: Locally-provided 1:1 administration; follow procedure in Appendix C. • Recommended: Extra time. | Accommodation* | — | — | Yes | Yes | Yes |
| Signing Exact English (SEE): Directions Only (English Text) • Requires: Locally-provided; follow procedure in Appendix C. | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| Signing Exact English (SEE): Full Translation (English Text) • Requires: Locally-provided 1:1 administration; follow procedure in Appendix C. • Recommended: Extra time. | Accommodation* | — | — | Yes | Yes | Yes |
| Cued Speech • Requires: Locally provided; follow procedure in Appendix E. | Accommodation* | — | — | Yes | Yes | Yes |
| Braille, Contracted, American Edition (EBAE) Includes Tactile Graphics • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time. | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| Braille, Contracted, Unified English (UEB) Includes Tactile Graphics • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time. | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| Large Print • Requires: Time for shipment of materials. | Open Access | Yes | Yes | Yes | Yes | Yes |
| Magnifier Tool • Requires: Locally provided. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Line Reader Mask • Requires: Locally provided. | Embedded | Yes | Yes | Yes | Yes | Yes |

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

Table 1. (continued)

| Presentation Supports | Support Level | Subject Test | | | | |
|---|---------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Color Overlay • Requires: Locally provided. | Embedded | Yes | Yes | Yes | Yes | Yes |

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

Table 2. Paper Testing Interaction and Navigation Supports

| Interaction and Navigation Supports | Support Level | Subject Test | | | | |
|---|----------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Abacus • Requires: Locally provided. | Accommodation* | — | — | — | Yes | — |
| Custom Masking (Answer Masking) • Requires: Locally provided. | Embedded | Yes | Yes | — | Yes | Yes |
| Answer Eliminator • Requires: Locally provided; used in test booklet only. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Highlighter • Requires: Locally provided; used in test booklet only. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Scratch Paper • Requires: Locally provided. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Calculator (Grades 6–EHS) • Requires: Locally provided. • Follow ACT Aspire <i>Calculator Policy</i> ; may use accessible calculators. | Embedded | — | — | — | Yes | — |

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

Table 3. Paper Testing Response Supports

| Response Supports | Support Level | Subject Test | | | | |
|--|----------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Electronic Spell Checker • Requires: Locally-provided separate device which must meet specifications (see page 21.). | Accommodation* | — | — | Yes | Yes | Yes |

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

Table 3. (continued)

| Response Supports | Support Level | Subject Test | | | | |
|---|---------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Respond in Test Booklet or on Separate Paper • Requires: Response transcription • Recommended: Extra time. | Open Access | Yes | Yes | Yes | Yes | Yes |
| Dictate Responses • Requires: Follow procedure in Appendix B. • Recommended: Extra time. | Open Access | Yes | Yes | Yes | Yes | Yes |
| Keyboard or AAC + Local Print • Requires: Response transcription; original work must be returned. • Recommended: Extra time. | Open Access | Yes | Yes | Yes | Yes | Yes |
| Mark Item for Review • Requires: Examinee mark, once made, must be erased thoroughly. | Embedded | Yes | Yes | Yes | Yes | Yes |

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

Table 4. Paper Testing General Test Condition Supports

| General Test Condition Supports | Support Level | Subject Test | | | | |
|---|----------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Extra Time † | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| Breaks: Securely Extend Session over Multiple Days | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| Breaks: Supervised within Each Day | Open Access | Yes | Yes | Yes | Yes | Yes |
| Special Seating/Grouping | Open Access | Yes | Yes | Yes | Yes | Yes |
| Location for Movement | Open Access | Yes | Yes | Yes | Yes | Yes |
| Individual Administration | Open Access | Yes | Yes | Yes | Yes | Yes |
| Home Administration | Open Access | Yes | Yes | Yes | Yes | Yes |
| Other Setting | Open Access | Yes | Yes | Yes | Yes | Yes |
| Audio Environment | Open Access | Yes | Yes | Yes | Yes | Yes |
| Visual Environment | Open Access | Yes | Yes | Yes | Yes | Yes |
| Physical/Motor Equipment | Open Access | Yes | Yes | Yes | Yes | Yes |

* Qualification for use of permitted accessibility supports must follow policies of your governing 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.

Online Summative Testing

Table 5. Online Testing Presentation Supports

| Presentation Supports | Support Level | Subject Test | | | | |
|---|----------------|---|---|---|---|---|
| | | Reading | English | Writing | Math | Science |
| Text-to-Speech (English Audio) <ul style="list-style-type: none"> Intended for user with ability to see graphics. Requires: PNP system automatically assigns extra time 300%.† | Accommodation* | — | — | Yes | Yes | Yes |
| Text-to-Speech (English Audio + Orienting Description) <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; PNP system automatically assigns extra time 300%.† | Accommodation* | — (then must use Braille + Tactile Graphics) | — (then must use Braille + Tactile Graphics) | Yes (with Braille + Tactile Graphics) | Yes (with Braille + Tactile Graphics) | Yes (with Braille + Tactile Graphics) |
| Translated Test Directions <ul style="list-style-type: none"> Allowed for all grades. Requires: Must be provided before test launch. Spanish provided in online system; other languages must be locally provided. | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| Text-to-Speech (Spanish Audio) Item Translation <ul style="list-style-type: none"> Requires: Online prerecorded format; PNP system automatically assigns extra time 300%.† | Accommodation* | — | — | Yes | Yes | Yes |
| Word-to-Word Dictionary, ACT-Approved <ul style="list-style-type: none"> Requires: Locally provided (see Appendix D, page 48). | Accommodation* | — | — | Yes | Yes | Yes |
| Cued Speech <ul style="list-style-type: none"> Requires: Locally provided (see Appendix D, 52). | Accommodation* | — | — | Yes | Yes | Yes |
| Braille, Contracted, American Edition (EBAE) Includes Tactile Graphics <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 | Yes |

* Qualification for use of permitted accessibility supports must follow policies of your governing 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.

Table 5. (continued)

| Presentation Supports | Support Level | Subject Test | | | | |
|---|----------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Braille Contracted, Unified English (UEB) Includes Tactile Graphics • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time. | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| Magnifier Tool • Online platform tool; may be locally provided. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Line Reader Mask • Online platform tool; may be locally provided. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Color Contrast • Online platform tool or locally-provided color overlay. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Browser Zoom Magnification • Online only. | Embedded | Yes | Yes | Yes | Yes | Yes |

* Qualification for use of permitted accessibility supports must follow policies of your governing 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.

Table 6. Online Testing Interaction and Navigation Supports

| Interaction and Navigation Supports | Support Level | Subject Test | | | | |
|--|----------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Abacus • Requires: Locally provided. | Accommodation* | — | — | — | Yes | — |
| Custom Masking (Answer Masking) • Online platform tool. | Embedded | Yes | Yes | — | Yes | Yes |
| Answer Eliminator • Online platform tool. • Multiple-choice only. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Highlighter Tool • Online platform tool. | Embedded | Yes | Yes | Yes | Yes | Yes |

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

Table 6. (continued)

| Interaction and Navigation Supports | Support Level | Subject Test | | | | |
|--|---------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Browser Cut, Copy, and Paste • Online only. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Scratch Paper • Requires: Locally provided. | Embedded | Yes | Yes | Yes | Yes | Yes |
| Calculator (Grades 6–EHS) • Requires: Locally provided. • Online platform tool. • Follow ACT Aspire <i>Calculator Policy</i> ; may use accessible calculators. | Embedded | — | — | — | Yes | — |
| Toggle Timer • Online only. • Available for all subjects. | Embedded | Yes | Yes | Yes | Yes | Yes |

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

Table 7. Online Testing Response Supports

| Response Supports | Support Level | Subject Test | | | | |
|---|----------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Electronic Spell Checker • Requires: Locally-provided separate device which must meet specifications (see page 21). | Accommodation* | — | — | Yes | Yes | Yes |
| Respond on Separate Paper • Requires: Locally provided; response transcription. • Recommended: Extra time. | Open Access | Yes | Yes | Yes | Yes | Yes |
| Dictate Responses • Requires: Follow procedure in Appendix B. • Recommended: Extra time. | Open Access | Yes | Yes | Yes | Yes | Yes |
| Keyboard or AAC + Local Print • Requires: Response transcription. • Recommended: Extra time. | Open Access | Yes | Yes | Yes | Yes | Yes |
| Mark Item for Review • Online platform. | Embedded | Yes | Yes | Yes | Yes | Yes |

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

Table 8. Online Testing General Test Condition Supports

| General Test Condition Supports | Support Level | Subject Test | | | | |
|---|----------------|--------------|---------|---------|------|---------|
| | | Reading | English | Writing | Math | Science |
| Extra Time† | Accommodation* | Yes | Yes | Yes | Yes | Yes |
| Breaks: Supervised within Each Day | Open Access | Yes | Yes | Yes | Yes | Yes |
| Special Seating/Grouping | Open Access | Yes | Yes | Yes | Yes | Yes |
| Location for Movement | Open Access | Yes | Yes | Yes | Yes | Yes |
| Individual Administration | Open Access | Yes | Yes | Yes | Yes | Yes |
| Home Administration | Open Access | Yes | Yes | Yes | Yes | Yes |
| Other Setting | Open Access | Yes | Yes | Yes | Yes | Yes |
| Audio Environment | Open Access | Yes | Yes | Yes | Yes | Yes |
| Visual Environment | Open Access | Yes | Yes | Yes | Yes | Yes |
| Physical/Motor Equipment | Open Access | Yes | Yes | Yes | Yes | Yes |

* Qualification for use of permitted accessibility supports must follow policies of your governing 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.

Administration Procedures for Accessibility Supports

Before the Test Session

Reading Test Directions Aloud to Examinees

There are two kinds of test directions:

- **Common instructions** are read aloud to all examinees 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 appropriate *Room Supervisor Manual*. All test directions are read aloud to all examinees 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 appropriate room supervisor manual for details regarding the standard reading of test directions.

Test Directions in Languages Other Than English

Spanish language test directions for the online Summative test are available in digital audio on the ACT Aspire resource web page. An examinee who wishes to use this resource must visit the website prior to testing.

Note: Spanish directions may also be orally translated by a human reader for the paper form.

How to Download Spanish Test Directions

1. Go to the ACT Aspire resource web page.
2. Select the appropriate directions and then the file name (.mp4 extension).
3. Select **Play** to start the video.
4. Right-click on the video.
5. Save the video.

It is also acceptable to have the standard English test directions translated into languages other than Spanish; 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 instructions for reading the directions are the same as those for English administrations. See the appropriate *Room Supervisor Manual* for details regarding the standard reading of test directions.

Test directions may also be locally provided in American Sign Language (ASL), Signing Exact English (see Appendix C), or Cued Speech (see Appendix E).

During the Test Session

Presentation Supports

Text-to-Speech (TTS English Audio)

- Online Summative testing.
- Includes 300% extra time for Summative testing only – automatically assigned.
- Group testing is allowed as long as each examinee has their own set of headphones. For examinees who are not using headphones, individual administration is required.

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

- Online Summative testing.
- When TTS is used with braille or large print or any paper format, school must transcribe original examinee responses onto paper answer document for scoring.
- Includes 300% extra time for Summative testing only – automatically assigned.
- Group testing is allowed as long as each examinee has their own set of headphones. For examinees who are not using headphones, individual administration is required.

Human Reader (English Audio)

- A human reader may read to only one examinee at a time, so individual administration is required.
- Extra time of 300% is recommended for this paper form test support but is not automatically assigned. Extra time must be manually selected in the PNP. Examinees are not required to sit for the entire extended time period.

Human Reader (English Audio + Orienting Description)

- A human reader may read to only one examinee at a time, so individual administration is required.
- Extra time of 300% is strongly recommended with this paper form test support but is not automatically assigned. Extra time must be manually selected in the PNP. Examinees are not required to sit for the entire extended time period.

Translated Test Directions

- **Spanish language test directions** (North American Spanish) recorded by a human speaker are available for all grades of online Summative testing. These directions may be used prior to starting the test and are available on the ACT Aspire resource web page.
- **Languages other than Spanish:** Test directions support may be provided by a room supervisor locally in languages as needed by examinees (see “Before the Test Session,” page 14”).
- All examinee responses **must** be in English.

Text-To-Speech (Spanish Audio) Item Translation

- Grades 3–EHS.
- Mathematics, science, and writing tests **only**.
- Online Summative testing **only**.
- Items presented in North American Spanish language text with Spanish audio read-aloud option.
- Writing prompt presented in both English and Spanish text presented side-by-side on-screen.
- All examinee responses **must** be in English.
- Includes 300% extra time (automatically). If the examinee is manually assigned more extra time, the new time will be added to the extra time already assigned by the computer system. Examinees are not required to sit for the entire extended time period.
- Audio check must be completed prior to starting test.

Word-to-Word Dictionary

- Allowed use of ACT Aspire-approved formats (see Appendix D, page 48).
- Mathematics, science, and writing tests **only**.
- Extra time is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Examinees are not required to sit for the entire extended time period.

American Sign Language (ASL) Test Directions

- All grades and content areas
- Summative tests: All forms
- Online Summative testing: May be locally provided (see *Room Supervisor Manual: Online Summative Testing*)
- Paper Summative testing: Locally provided for use in conjunction with paper directions (see *Room Supervisor Manual: Paper Summative Testing*)
- Required: A trained interpreter fluent in ASL and who is 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**.
- Paper Summative testing **only**.
- Procedure: Test interpreter, upon request of examinee, carefully translates into ASL all text or problematic words based on the presented text.
- 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. Examinees are not required to sit for the entire extended time period.
- **All** examinee responses must be in English.

- Required: A trained interpreter fluent in ASL and who is 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.

Signing Exact English (SEE) Test Directions

- All grades and content areas.
- Mouthing may be used.
- Online Summative testing: May be locally provided (see *Room Supervisor Manual: Online Summative Testing*).
- Paper Summative testing: Locally provided for use in conjunction with paper directions (see *Room Supervisor Manual: Paper Summative Testing*).
- Required: A trained interpreter fluent in SEE and who is 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**.
- Paper Summative testing **only**.
- Procedure: Test interpreter, upon request of examinee, carefully translates into SEE all text or problematic words based on the text presented in the paper Summative 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. Examinees are not required to sit for the entire extended time period.
- Follow the procedures in Appendix C, page 43.
- **All** examinee responses must be in English.
- Required: A trained interpreter fluent in SEE and who is 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 Human Reader accommodation.
- Math and science.
- Must follow applicable administration procedures provided in Appendix E.

Braille and Tactile Graphics

Two forms of braille (including tactile graphics) are available in contracted format:

- English Braille American Edition (EBAE)
- Unified English Braille (UEB)

Braille is available in stand-alone paper form for Summative testing as needed. Braille is also required whenever online *TTS English Audio + Orienting Description* is selected in the PNP.

The braille test packet includes a braille test booklet, a companion standard test booklet, a blank answer document, and an accommodations memo.

English Braille American Edition (EBAE)

- If you request English TTS Audio for examinees with blindness, the PNP will automatically prompt you to select a companion EBAE form.
- If you request English TTS Audio for sighted examinees, and also request a companion braille document, the PNP will direct you to choose an EBAE form.

Unified English Braille (UEB)

If an examinee needs both UEB and read-aloud, order the following in the PNP:

- Paper testing
- Human reader

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 selected in the PNP. Examinees are not required to sit for the entire extended time period.
- **Braille (including tactile graphics) notes** for use by the room supervisor are provided online for download on the ACT Aspire resource web page.
- **Summative test answer choices.** If you are working with a blind examinee who is listening to the audio version of the test with the TTS voice, you may notice that the screen will show answer options labeled A–E. However, the audio, braille, and paper forms will all show answer choices with alternating labels A–E and F–K. Although this may seem confusing for the proctor, the examinee is hearing and reading the same answer option labels.
- **A type of Response Support (see tables 3 and 7) must be selected in the PNP.** The examinee will need an assigned proctor or other certified staff to enter responses exactly as provided by the examinee into the online testing platform.

Large Print

- Paper version available in 18-point font.
- Examinees testing online are encouraged to use the browser zoom and magnifier tool functions to achieve large print representation. When combined, these tools can produce font sizes larger than 18 points if needed.

Note: A large print kit includes a large print test booklet, companion test booklet, answer document, and instruction sheet.

Administration

- Extra time of 200% is strongly recommended with this support but is not automatically assigned. Extra time must be selected in the PNP. Examinees are not required to sit for the entire extended time period.
- **A type of Response Support (see tables 3 and 7) must be selected in the PNP.** The examinee will need an assigned proctor or other certified staff to transcribe responses exactly as provided by the examinee into the standard answer format (paper or online) for scoring purposes.

Timer

- An examinee may choose to view or hide the timer by selecting the stopwatch icon.

- Online testing only.
- Available for all subjects.

Line Reader Mask

- Visual tracking support tool for reading.
- Online testing: Available.
- Paper testing: Locally-provided manual tracking device (e.g., plain index card).

Color Contrast or Color Overlay

- A set of preset text and background color combinations are available in the online platform.
- A locally-provided color acetate sheet may be placed over the paper test booklet and/or answer document and/or user's computer monitor to change the color and contrast of the text and background.

Browser Zoom

- 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 0" ("Command 0") to return to the default font and graphic size. Alternatively, users may select their browser's Zoom function from the drop-down menu in the upper-right corner of the browser, then select "+", "-", or enter the zoom value desired.
- Because the browser zoom enlarges both text and graphics, it may cause reflowing of page content.

Magnifier Tool

- The magnifier tool is a movable "magnifying glass" tool that enlarges text and graphics under the selected area of the magnifying glass. This tool provides lower magnification power than the browser zoom magnification tool (see "Browser Zoom" on page 19).
- This tool is available to all examinees in the toolbar.

Note: Examinees that use this tool may require extra testing time.

Locally-Provided Magnification

- A hand-held magnification tool is permitted for paper testing.
- Examinees may use a digital scanning magnification device to produce extremely large magnification for both paper and online testing.
 - ~ Consider using other forms of magnification (for example, magnifier tool and/or the browser zoom enlargement).
 - ~ If an examinee uses a form of digital projection that requires answers to be recorded outside of the standard testing platform (TestNav for online, paper answer document for paper testing), testing staff will transcribe the responses into that platform for scoring (see "Transcribe Original Examinee Responses for Scoring," page 32).

Interaction and Navigation Supports

Abacus

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

Custom Masking (Answer Masking)

- Summative testing: Multiple-choice only.
- Tool that supports memory and focus and helps examinees 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: Examinee may use masking tool to cover up or reveal selected-response answer options.
- Paper testing: Examinee may use pencil to cross out selected-response answer options.
- Typically not used for constructed responses.

Answer Eliminator

- Summative testing: Multiple-choice only.
- Examinee 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

- Summative testing: All forms.
- Paper Summative testing: Locally-provided highlighters may be used directly in paper test booklet.
 - ~ **Caution!** Highlighters may **not** be used on any paper answer document or answer space—this may interfere with scoring.

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

Note: See the appropriate room supervisor manual for more information.

- Online testing: Examinees may use their student authorization testing tickets as scratch paper.
- Paper testing: Examinees do most figuring or other scratch work inside the test booklet.
- Additional scratch paper is allowed as needed by any examinee.
- Any size or color of locally-provided plain, lined, graph, or raised-line graph paper (not otherwise marked) may be used.
- Collect all used scratch paper, including printouts from assistive technology, after each test session (see “After Each Test,” page 32).

- Assistive technologies, such as a braille note taker or adaptive keyboard, also are permitted to do figuring or other scratch work if needed but must be selected in the PNP.
 - ~ Printouts of examinee responses must be considered to be original examinee work and therefore secure test material (see “Items to Retain or Destroy,” page 32).

Calculator

- Grades 6–EHS Mathematics **only**.
- See the *ACT Calculator Policy* on the ACT Aspire resource web page.

Response Supports

Submit examinee answers for scoring under the test session (paper or online) in which they were entered (see “After Each Test,” page 32).

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 examinee.
 - ~ Examinee must independently identify and select the word the examinee wants from choices offered for written response without further support.
 - ~ May be used in support of writing, mathematics, and science tests only.
 - ~ If using with writing test, must follow Appendix B, Response Dictation Procedure, and indicate in PNP.

Respond in Test Booklet or on Separate Paper

- Examinee responds directly in test booklet or large print test booklet (common for examinees with low motor control or very low vision) or separate plain sheet of paper (common for examinees who have limited motor control but are able to write responses on very large or other special paper).
- Original examinee responses in a test booklet or on a separate paper must be transcribed into a scorable answer format for the purposes of scoring (see “Transcribe Original Examinee Responses for Scoring,” page 32).
- Extra time is recommended with this support.
- Examinee responds via braille note taker.
- Once testing is completed, these ‘test booklet or separate paper’ responses are treated as original examinee work and as secure test material (see “After Each Test,” page 32).

Dictate Responses

- One-to-one individualized administration **required**.
- Examinee dictates response and trained room supervisor or proctor scribes response exactly as dictated. Includes:
 - ~ spoken dictation.
 - ~ use of an Augmentative and Alternative Communication (AAC) device to dictate responses including devices with word-prediction. Examinees must independently dictate responses.
- See Appendix B, page 38, for scribing procedures with all tests as well as cautionary advice.
- Extra time of 300% is recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Examinees 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.
- Specific transcribing procedure **required**. See “After Each Test,” page 32.
- 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 examinee independently selects the appropriate word.
- Extra time should be provided with this support.

Mark Item for Review

- Allows examinee to mark an item for later review while continuing with the test.
- This is a default embedded system tool available to all users of ACT Aspire.

General Test Conditions Supports

Extra Time

- Test coordinator or designee specifies extra time, and room supervisor provides appropriate supervision for the amount of extra time needed.
- Examinees are not required to sit for the entire extended time period.
- **Before testing**, a decision must be made regarding how much extra time an examinee 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 examinees have enough time to finish within the standard time allowed.
- Local staff **must** plan in advance a suitable location, appropriate staff supervision, and test security for those examinees who will need extra time.
- Examinees with Signing extra time accommodations should be tested either individually or in a group with other examinees receiving the same amount of extra time.

- Extra time is expressed in terms of percent of time above and beyond standard allowable time (150% standard time, 200% standard time, etc.). If an examinee 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. The online PNP allows the selection of extra time in the following increments of standard time:
 - ~ 150%
 - ~ 200%
 - ~ 250%
 - ~ 300%
 - ~ 400%

Breaks—Securely Extend Session over Multiple Days

- Paper testing **only**.
- 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 examinee to view and work in only small part—one or two pages, or “chunks” of the test—at a time. Each chunk of the test may be secured shut by clips, staples, or tape. Already-tested mini sessions must be secured similarly and out of the examinee’s view.
- Mini sessions are meant to be used with examinees who have severe medical problems (e.g., seizures, severe diabetic conditions, fatigue/strength/endurance issues, or other medical issues) that only allow the examinee to work in a focused way for short periods of time. These sessions thus allow an examinee with such a medical condition to complete a test in short bursts while also keeping the test secure and the experience fair to all.
- Overnight breaks between mini sessions are allowed, but the examinee must begin the next session with the next unopened mini session. The examinee may not return to work on any mini session 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.

Breaks—Supervised within Each Day

- Test coordinator or room supervisor stops the clock (paper) or pauses the test on the examinee’s screen (online) to provide short, supervised, same-day breaks as needed. Using this support, the examinee still completes the entire test session within one day.
- During a break, test materials must be properly secured and individual examinee supervision must be provided. Examinees may not interact with other examinees or any academic information or materials during the break.
- For online testing, see the *Room Supervisor Manual* for instructions to resume a test 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 examinees in the same grade, take the same test, and share the same time constraints. The recommended small group size is six examinees or less to minimize disruption to examinees 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 examinee is able to move, stand, or pace during test in a manner where others' work cannot be seen and examinee is not distracting to others.

Individual Administration

- Individual test administration.

Home Administration

- Administration at home for homebound examinee or in a care facility when medically necessary with appropriate supervision by testing staff.
- Requires secure handling of test materials by testing staff **only**—not parents, guardians, relatives, or friends. It is not required that two staff be present to test an examinee at home.

Other Setting

- Test administered and supervised in setting identified on examinee's accommodations plan.

Audio Environment

- Locally-provided modified acoustic/auditory environment (e.g., examinee 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 test site provides a known and controlled form of background music or white noise, this may be used if it does not permit the examinee 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

- **Physical/motor equipment** includes locally-provided supports for fine and gross motor impairments. Such items are intended to enhance motor control and/or reduce fatigue. **Gross motor equipment** includes items such as adaptive furniture and balance or positioning equipment. **Fine motor supports** include items such as pencil grips, adaptive keyboards, slant boards, and pointers.
- AAC devices or procedures are **not** included as physical/motor equipment supports as these are considered the examinee's voice.
- Prompting of any kind is **not** included as a physical/motor equipment support.

Choosing Appropriate Supports for Testing

Introduction

At specific and predictable points in all examinees' 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 2 on the next page). The **general test conditions** (i.e., test setting, background 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 an examinee's ability to effectively engage and communicate during a testing situation. If an access point does not provide the examinee with a fair chance to communicate what the examinee knows about the construct being tested, then the resulting score will not accurately represent the examinee's true knowledge.

Every access point is a critical point for ensuring that examinees 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 an examinee supports a fair and reasonable opportunity for the examinee to communicate the content that is being measured if the examinee knows this material. These checkpoints are also shown in Figure 2. If the construct fidelity checkpoint is violated, it means that communication support is being provided in a way that prevents an examinee 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.

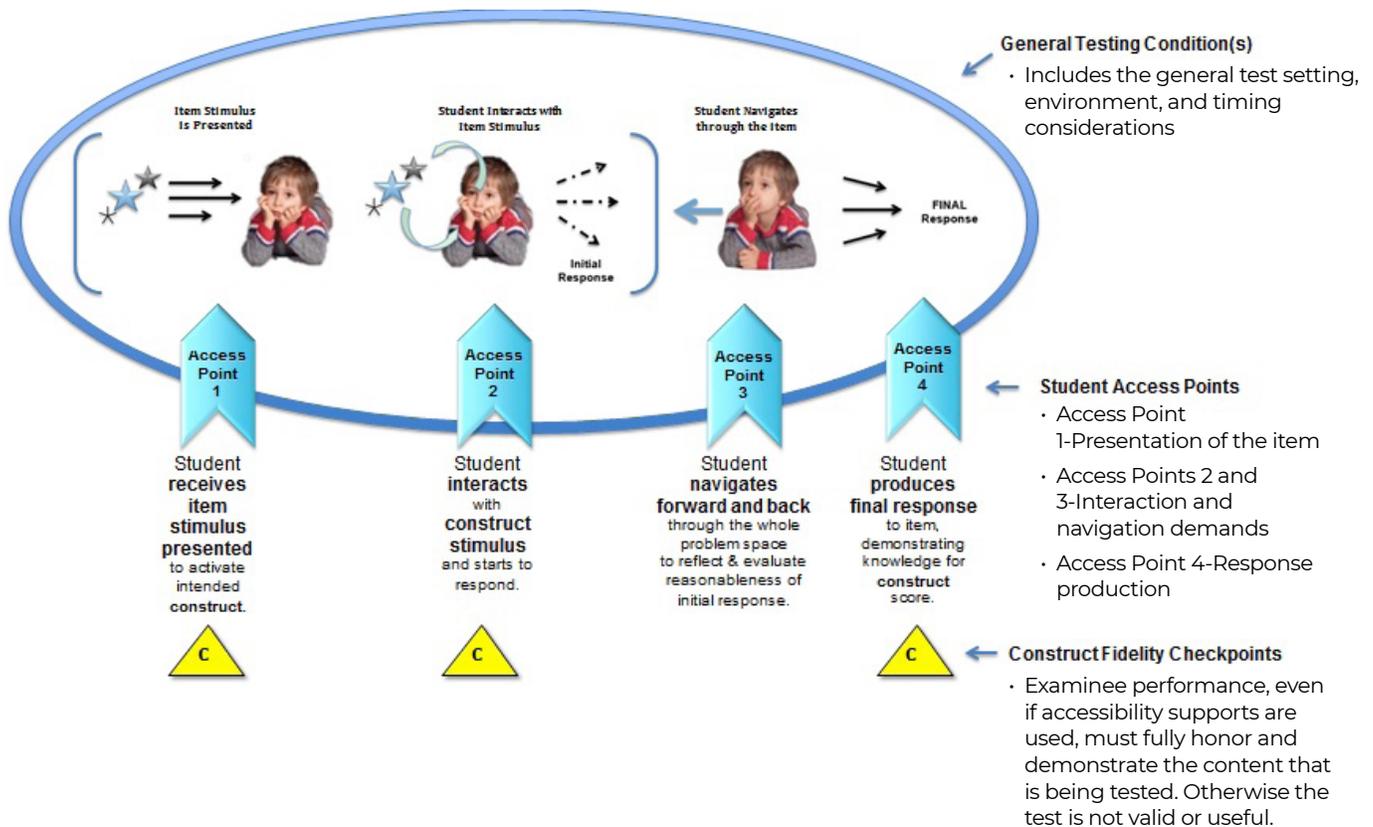


Figure 2. How an examinee experiences a test item

The figure illustrates schematically how all examinees cognitively engage with a test when they are trying to solve test items. Critical elements in the examinee information processing path are shown: the general testing conditions impacting the examinee 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.

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 examinees experience, learn, and practice a new skill. The long-term purpose of instructional supports or other early supports is to help the examinee 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 examinee is learning, helping to guide, shape, and successively approximate the examinee’s behavior to ensure that the examinee experiences some early success while moving closer to real skill performance. However, the path to examinee 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 an examinee can assume.

As an examinee achieves increasingly high levels of skill independence, the accessibility supports the examinee 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 examinee to demonstrate the skill in the most independent manner possible for that examinee—is achieved.

For example, an examinee 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 examinee. Eventually, however, the examinee should learn to perform the actual reading task with full independence to the extent of their capability. At the point of testing, the examinee no longer needs a person to hold the tool or to read the passage aloud; this has become the independent responsibility of the examinee. Remaining examinee needs for support may still be met, such as through examinee-controlled visual tracking support on a computer. Independent use of a visual tracking tool thus becomes the least intrusive accommodation for the examinee at this point.

Testing accessibility supports should be those accommodations that are the least intrusive supports possible to meet the needs of an examinee while allowing that examinee the maximum level of independence possible to give the examinee 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 examinee and actively, consistently, and constructively supporting the growth of examinee independence.

Figure 3. Sample PNP worksheet

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

1. Describe Sensory and Communication Strengths and Challenges

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

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 3. (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 examinee accessibility need in terms of an observed alternate identified strength or available skill that allows the examinee 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 mode (online or paper) in which the examinee 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 examinee 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 examinee 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 mask answer masking magnifier tool | <ul style="list-style-type: none"> English audio magnifier tool | <ul style="list-style-type: none"> line reader mask answer masking English audio magnifier tool | <ul style="list-style-type: none"> line reader mask answer masking English audio magnifier tool |
| Interaction and Navigation <i>Note what alternate strength or available skill the examinee has used successfully to compensate for this barrier to interacting with or navigating content.</i> | Alternate Strength | | | |
| | | | | |
| | Accessibility Support | | | |
| | | | | |

Figure 3. (continued)

| Access Point | Reading or English | Writing | Mathematics | Science |
|---|--|--|--|--|
| Response <i>Note what alternate strength or available skill the examinee 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 examinee 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% special seating/grouping | <ul style="list-style-type: none"> extra time, 150% special seating/grouping | <ul style="list-style-type: none"> extra time, 150% special seating/grouping | <ul style="list-style-type: none"> extra time, 150% special seating/grouping |

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

Think through the whole test experience for the examinee. 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 examinee.

How to Create a Personal Needs Profile (PNP)

The PNP illustrated in Figure 3 contains the information that will be used for data entry in the 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 examinee's needs develop and change over time.

The entry of PNP information into the ACT Aspire administration platform must be completed to ensure critical supports are made active within the computer system so that the examinee can use them. Correct information also allows room supervisors to produce a report listing exactly which examinees are using which supports during a given test session.

The information below is intended as a conceptual overview to help prepare PNP information for entry to the administration platform.

Which examinees must have a PNP? Only those examinees who use accommodations- or open access-level supports require an online PNP.

Who enters the PNP into the administration platform? This role is locally assigned. This role is usually best filled by someone who uses the administration platform frequently and is comfortable with the data entry process. For training resources, see the ACT Aspire resource web page. The person who enters the PNP data must be able to communicate with the local educators who have put together this information and who know the examinee best. This person will need to be assigned the Test Coordinator role in the administration platform.

Completing the PNP

Test sites may either load the examinee PNP information or manually assign PNP to an individual examinee.

Note: Enter only accommodations- and open access-level supports. Embedded supports are already available and may be provided as needed to all examinees either locally or via the administration platform.

Changing a PNP That Has Already Been Entered

To change or edit a PNP after data entry:

1. Change the PNP data as needed.
2. Place the examinee into a new test session as needed for the new test assignment.

Note: Paper test assignments do not need a test session. See the Test Coordinator Manual: Summative Testing for details on this process.

After Each Test

Transcribe Original Examinee Responses for Scoring

Any time an examinee responds in a non-standard format, their responses must be transcribed into the online test engine. Examinee work not submitted via the standardized format will not be scored. The local room supervisor must arrange for transcription to occur as soon as possible after the examinee completes a test session. Online transcription must occur prior to the test being submitted for scoring. The following supports will result in a need for secure transcription after the testing time has ended:

- Keyboard and Local Print
- Magnifier Tool (only when a digital scanning enlargement is used)
- Respond in Test Booklet or on Separate Paper

Items to Retain or Destroy

See the *Test Coordinator Manual: Summative Testing* for a list of items to retain or destroy.

Appendix A: Personal Needs Profile (PNP) Examinee-Level Worksheet

Examinee: _____ Age: _____ Grade: _____ Today's Date: _____

1. Describe Sensory and Communication Strengths and Challenges

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

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 examinee accessibility need in terms of an observed alternate identified strength or available skill that allows the examinee 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 mode (online or paper) in which the examinee 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 examinee 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 examinee has used successfully to compensate for this barrier to receiving or perceiving content presentation.</i> | Alternate Strength | | | |
| | | | | |
| | Accessibility Support | | | |
| | | | | |
| Interaction and Navigation <i>Note what alternate strength or available skill the examinee has used successfully to compensate for this barrier to interacting with or navigating content.</i> | Alternate Strength | | | |
| | | | | |
| | Accessibility Support | | | |
| | | | | |

APPENDIX A: PERSONAL NEEDS PROFILE (PNP) EXAMINEE-LEVEL WORKSHEET

| Access Point | Reading or English | Writing | Mathematics | Science |
|---|------------------------------|---------|-------------|---------|
| <p>Response</p> <p><i>Note what alternate strength or available skill the examinee 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 examinee has used successfully to compensate for this barrier to general performance task settings, test environments, or timed situations.</i></p> | Alternate Strength | | | |
| | | | | |
| | Accessibility Support | | | |
| | | | | |

Accessibility Supports: Online versus Paper

Use table A1 to help identify the appropriate accessibility supports for each examinee based on the test delivery method. (For permitted content areas, see “Accessibility Supports,” page 6.) To use the table, follow these steps:

1. Identify how the examinee’s responses will be submitted for scoring purposes.
2. Select the needed supports from the appropriate response format column.

Supports that are not yet available in one platform but are in another are left blank. Some supports are not permitted to be used for specific content area tests. For information about implementing the supports, see the full accessibility features chart for content area detail and the “Administration Procedures for Accessibility Supports” section of this guide.

Table A1. Accessibility Supports Allowable by Format

| Online | Type of Support | Paper | Type of Support |
|---|-----------------|---|-----------------|
| Presentation Supports | | | |
| Text-to-Speech (TTS English Audio) | A | Human Reader (English Audio) | A |
| Text-to-Speech (TTS English Audio + Orienting Description) | A | Human Reader (English Audio + Orienting Description) | A |
| Translated Test Directions (locally provided) | A | Translated Test Directions (locally provided) | A |
| Text-To-Speech (Spanish Audio) Item Translation | A | | |
| Word-to-Word Dictionary (see Appendix D, page 48) | A | Word-to-Word Dictionary (see Appendix D, page 48) | A |
| American Sign Language (ASL) Test Directions | A | American Sign Language (ASL) Test Directions | A |
| | | ASL Full Translation | A |
| Signing Exact English (SEE) Test Directions | A | Signing Exact English (SEE) Test Directions | A |
| | | SEE Full Translation | A |
| Cued Speech (locally provided, follow procedure in Appendix E) | A | Cued Speech (locally provided, follow procedure in Appendix E) | A |
| Braille—Contracted, American Edition (EBAE) with Tactile Graphics | A | Braille—Contracted, American Edition (EBAE) with Tactile Graphics | A |
| Braille—Contracted, Unified English (UEB) with Tactile Graphics | A | Braille—Contracted, Unified English (UEB) with Tactile Graphics | A |
| | | Large Print | O |
| Magnifier Tool (in CBT) | E | Magnifier Tool (locally provided) | E |
| Line Reader Mask (in CBT) | E | Line Reader Mask (locally provided) | E |
| Color Contrast (in CBT) | E | Color Overlay (locally provided) | E |
| Browser Zoom Magnification (in Browser) | E ¹ | | |
| Toggle Timer | E ¹ | | |

Note: E = embedded system tool, O = open access tool, A = accommodation.

¹E Support types (embedded) are not listed in the online PNP but should be locally noted in the examinee PNP for planning purposes.

Table A1. (continued)

| Online | Type of Support | Paper | Type of Support |
|--|-----------------|--|-----------------|
| Interaction and Navigation Supports | | | |
| Abacus | A | Abacus | A |
| Answer Masking | E | Answer Masking | E |
| Answer Eliminator | E ¹ | Answer Eliminator | E ¹ |
| Highlighter (in CBT) | E ¹ | Highlighter (locally provided) | E ¹ |
| Browser Cut, Copy, and Paste | E ¹ | | |
| Scratch Paper | E ¹ | Scratch Paper | E ¹ |
| Calculator | E ¹ | Calculator | E ¹ |
| Response Supports | | | |
| Electronic Spell Checker (as defined by ACT) | A | Electronic Spell Checker (as defined by ACT) | A |
| Respond on Separate Paper | O | Respond in Test Booklet or On Separate Paper | O |
| Dictate Responses | O | Dictate Responses | O |
| Keyboard or AAC + Local Print | O | Keyboard or AAC + Local Print | O |
| Mark Item for Review (in CBT) | E ¹ | | |
| General Test Conditions | | | |
| Extra Time | A | Extra Time | A |
| | | Breaks: Securely Extend Session over Multiple Days | A |
| Breaks: Supervised within Each Day | O | Breaks: Supervised within Each Day | O |
| Special Seating/Grouping | O | Special Seating/Grouping | O |
| Location for Movement | O | Location for Movement | O |
| Individual Administration | O | Individual Administration | O |
| Home Administration | O | Home Administration | O |
| Other Setting | O | Other Setting | O |
| Audio Environment | O | Audio Environment | O |
| Visual Environment | O | Visual Environment | O |
| Physical/Motor Equipment | O | Physical/Motor Equipment | O |

Note: E = embedded system tool, O = open access tool, A = accommodation.

¹E Support types (embedded) are not listed in the online PNP but should be locally noted in the examinee PNP for planning purposes.

Appendix B: General Response Dictation and Scribing Procedures

Characteristics of Dictate Response Users

- Examinees with physical disabilities that impede the motor process of writing
- Examinees 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)
- Examinees whose handwriting is indecipherable, resulting in illegible written products (scribbling)
- Examinees 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 an examinee 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 examinee have authorship control over both the language conventions used and the substance of the communication: the examinee *must* be the sole author of the communication. A designated responsible scribe transfers (“scribes”) the examinee’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 examinees with identified need a way to access the ACT Aspire Summative 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 software

Additional Requirements for Dictation

- Dictation (open access-level support) must be provided in an individual administration.
- Extra time (accommodations-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 an examinee dictates. Only a trained room supervisor or the supervisor's 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 examinee in accessing the test and responding to it
- Be as familiar as possible with the method of dictation the examinee typically uses for instruction and assessments
- Repeat test or task directions to the examinee as needed
- Produce legible text so that the written portion of the test can be scored

The scribe may **not**:

- Alert the examinee to mistakes during testing
- Prompt the examinee in any way that would result in a better response or essay
- Answer examinee questions about the test material
- Influence the examinee's response in any way

Procedures for Response Dictation and Scribing during Reading, English, Mathematics, and Science Tests

Selected Response Procedure

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

Constructed Response Procedure

For constructed-response questions, the scribe should be familiar with the preferred mode of recording the examinee's response before the date of the test. For all tests except Writing, the examinee simply provides a response through the examinee's normal communication medium for exact transcription by the scribe to record as given. Examinees are not required to specify exact spelling or punctuation.

An examinee using dictation must be given the same opportunity as other examinees to plan, draft, and revise the constructed response. The scribe's responsibility is to be both accurate and fair, neither diminishing the fluency of the examinee's response nor helping to improve or alter what the examinee asks to be recorded. This means that the scribe may, if provided specific direction and dictation by the examinee, scribe an outline or other writing plan. The scribe may not prompt or cue the examinee to conduct this step.

When the examinee's constructed response is complete, the scribe should confirm the examinee's response in the same way that selected-response answers are confirmed before recording in final form. The scribe shall write the words of the examinee exactly as dictated, including all spelling and language conventions indicated, if any, by the examinee.

Dictating and Scribing the Writing Test

Wherever possible, it is preferable for examinees to produce their responses to the Writing test on paper, word processor, or by another writing communication device that better supports examinee independence. Scribing the Writing test is considered to be a support of last resort; it should only be used when there is no other option for the examinee to participate in the Writing test. The reason for this caution is that the procedure necessary to produce a valid and meaningful Writing test response is difficult for both examinee and scribe. Individual administration is required and significant extra time, effort, and endurance is necessary. Indeed, it is common to find that an examinee with a broken arm or hand, for example, actually prefers to type with the non-dominant hand rather than undergo the Writing test protocol, which includes the following exacting requirements:

- The examinee **must** spell every word in the response the first time the word is used. Except in the case of homonyms (see next item), the examinee does not need to spell a word on subsequent use.

*Note: The examinee may use, **if also identified in the PNP as an accommodation,** an Electronic Spell Checker device to support the spelling required on the writing test, as long as the device meets the required criteria listed in the Accessibility User Guide under “Administration Procedures for Accessibility Supports” (see “Response Supports,” page 21).*

- For homonyms and often-confused words such as *to, two, and too; there, their, and they’re; or than and then*, the examinee must spell or select the spelling of the word each time it is used.

If, after careful consideration, it is decided that an examinee needs to have the Writing test scribed, then the following procedure should be followed.

Procedure for Scribing the Writing Test

1. Allow the examinee to dictate the entire response without interruption. Do not prompt the examinee in any way that would result in a better essay or response.
2. Follow the step relevant to the dictation method used:
 - ~ **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses; Audio Recorders:** Transcribe a draft of the examinee’s response exactly as dictated without including any conventions other than spelling. Do not allow the examinee to view this written transcription.
 - ~ **Speech-to-Text Software:** Read the displayed or printed version transcribed by the software to the examinee without vocal inflection to indicate punctuation or alert the examinee to possible mistakes. Do **not** allow the examinee to view this displayed or printed version.
3. Follow the step relevant to the dictation method used:
 - ~ **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses:** Read the draft to the examinee without vocal inflection to indicate punctuation or alert the examinee to possible mistakes.
 - ~ **Audio recorder:** Play back the recording of the examinee’s response.
 - ~ **Speech-to-Text Software:** Skip to step 4.

4. Ask the examinee to spell each word in the draft of the written response as follows:
 - ~ The examinee must spell every word in the constructed-response the first time it is used. Subsequent word use does not need spelling.
 - ~ The examinee must spell homonyms and often-confused words such as *to*, *two*, and *too*; *there*, *their*, and *they're*; and *then* and *than* each time the word is used.
5. Edit spelling as indicated by the examinee.
6. Allow the examinee to view the draft and/or listen as you read the draft of the response without vocal inflection to alert the examinee to mistakes.
7. Ask the examinee to tell you if there are any capital letters or punctuation needed and, if so, where? Insert these, if indicated, exactly as directed by the examinee. Then ask the examinee if any further edits are needed. (Do **not** suggest edits.)
8. Edit the final response exactly as indicated by the examinee.
9. Transfer the final response verbatim onto the examinee's answer document.
10. If there is time remaining, allow the examinee to continue to review and edit the response, following the process above, or have the examinee confirm completion of the response.
11. After the examinee is finished or time has ended, whichever occurs first, return all test materials to the test coordinator.

ACT Aspire Response Scribing Agreement

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

Complete this document if you are scribing or transcribing any dictated examinee response; or any examinee response created with assistive technology; or any examinee response created on a separate paper source.

All examinee-created responses that are not independently recorded by the examinee onto a scoreable format MUST be carefully and accurately scribed (or transcribed) by a trained school staff member onto a scoreable answer document format.

Test Site: _____

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

Name of Staff Scribe: _____

Examinee Name: _____ **Examinee Reference Number:** _____

The ACT Aspire *Accessibility User's Guide*, Appendix B, contains the required procedures for local staff who are scribing dictated examinee responses (including responses provided using Assistive Communication Devices). When administering the Scribe support to a qualified examinee, the procedures described in Appendix B are required and must be followed carefully.

The dictation and scribing support is permitted for qualified examinees during all content area tests. Procedures for scribing English, mathematics, reading, and science content area tests are provided in the first part of Appendix B. However, the writing test requires a special detailed procedure called *Dictating and Scribing the Writing Test* that must be carefully followed as described later in Appendix B.

If ACT determines that any explanation or additional response information has been provided to or for an examinee, or that any test materials were not scribed accurately within the procedures described, or that the scribe did not meet ACT qualifications for testing personnel, the examinee's scores will be canceled.

ACT requires both the test coordinator and the scribe to provide signatures to the following statement:

I certify that I have read, understand, and agree to administer the tests in accordance with ACT Aspire policies. I further assure ACT Aspire that all examinee responses that I have scribed are a precisely accurate documentation of the original responses provided to me by the examinee.

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

Scribe Signature: _____ **Date:** _____

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

English _____ **Mathematics** _____ **Reading** _____ **Science** _____ **Writing** _____

This document is for local educational agency use only. Do not return to ACT.

Appendix C: Guidelines for Sign Language Interpretation

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 Signing Exact English (SEE), depending on the sign language chosen in the examinee's PNP.

Note: These are temporary procedures. They are designed to maximize the quality of content delivery and the consistency of test administration from one examinee to another.

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 paper tests (print or braille) during the mathematics, science, and writing 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 examinee should be tested in either ASL or SEE:

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

Use of Cued Speech

Cued Speech is a presentation support feature that is permitted during mathematics, science, and writing 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, see Appendix E, page 52.

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 for multiple examinees at the same time. 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. Sign language interpreters may sign test questions to only one examinee at a time.

Examinee responses may **not** be interpreted from ASL or SEE or from any other form of sign for the purpose of recording the examinee answer. Dictation and scribing are permitted only if the examinee 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 examinee's PNP.

Guidelines for Sign Interpretation

- Sign interpreters may **not** include any relative, guardian, or friend of the examinee.
- 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 paper form 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 *Room Supervisor Manual: Paper Summative Testing*. Interpreters working with examinees 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 examinee.

Be sure the interpreter's test booklet has the same test form code as the examinee's test booklet.

Delivery

Test Directions

The interpreter, in selecting and providing signs, must stay precisely consistent with the meaning of the written general directions that are printed on the examinee booklet. Examinee 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

During test administration, the examinee 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.

- The interpreter must also voice for the partner interpreter what is signed by the examinee.
- The interpreter should, if needed, remind the examinee that the examinee's responses must be given in English.

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 examinee.
- Signs and their associated facial expressions or body postures must be carefully produced so that the examinee 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 examinees.
 - ~ Terms that must be finger-spelled include, but are not limited to, *parallel lines*, *perpendicular*, *perimeter*, *circumference*, and shape names. If, for some examinees, 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 in the test booklet as they come up instead of signing them. Either way, the examinee 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 examinee. Jewelry can interfere with sign presentation and should not be worn by the sign interpreter. In addition:

- The interpreter should mouth the words while signing for the examinee.
- 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 examinee's ability to read lips.

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 examinee has a clear, direct, and close view of the communication.

Additional Supports

When an examinee 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 examinee's answer document. For example:

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

ACT Aspire Signed Interpreter Agreement (ASL or SEE Support)

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

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

Test Site: _____

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

Interpreter Name: _____

Examinee Name: _____ **Examinee 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 a sign interpreter, you are required to review and comply with these procedures.

The sign interpretation support is permitted for qualified examinees during the mathematics, science, and writing tests **only**.

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

ACT 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 ACT Aspire policies. 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** _____

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Appendix D: Approved Bilingual Word-To-Word Dictionaries

Examinees at any grade level who are evaluated as able to benefit from the use of word-to-word dictionaries may use this linguistic support. The dictionary must be one from the [ACT-Approved Bilingual Word-to-Word Dictionaries](#) list, containing only word-to-word translations and having no definitions.

See the following chart for a list of which ACT Aspire tests may be assisted with an ACT-approved dictionary.

| Test | Yes | No |
|---------|-----|----|
| Reading | | X |
| English | | X |
| Writing | X | |
| Math | X | |
| Science | X | |

Responsibilities

To ensure appropriate use of bilingual word-to-word dictionaries, the following roles have specific responsibilities.

ACT Responsibilities

- Produce and make available the *ACT-Approved Bilingual Word-to-Word Dictionaries* list.
- Answer questions from examinees or testing staff about the use of the bilingual dictionaries.

Examinee Responsibilities

- Bring a dictionary on test day.
- Confirm that the dictionary is on the approved dictionaries list before arriving at the test site.
- Ensure the dictionary is free of writing, highlighting, notes, or other markings before arriving at the test site.

Note: Examinees may not write notes or make any kind of markings in their bilingual dictionaries.

Testing Staff Responsibilities

- Confirm that the examinee’s dictionary is from the approved list prior to the start of testing.
- Check the dictionary for writing and highlighting before and after testing.

Note: If writing or highlighting is found prior to testing, inform the examinee that the dictionary cannot be used and instruct that it be stored out of sight.

- Monitor examinees for prohibited behavior.
 - ~ If an examinee is found using an unapproved dictionary during testing, dismiss the examinee and void the test.
 - ~ If an examinee is seen writing in a dictionary during testing or if writing is found in the dictionary before the examinee leaves, dismiss the examinee and void the test.

Procedure for State Authority Approval of an Unlisted Word-to-Word Dictionary

If an examinee is already using and is familiar with a word-to-word dictionary that is not listed in the current ACT-approved list, the governing educational authority may choose to approve the use of that dictionary.

State Educational Authority Responsibilities

- Determine that the dictionary meets the required criteria. (See “ACT Criteria for Approval of Word-to-Word Bilingual Dictionaries” on page 2 of the *ACT-Approved Bilingual Word-to-Word Dictionaries* list.)
- Provide a copy of the dictionary title and ISBN number to ACT.
- Ensure the dictionary is used according to the policies and procedures listed in this manual.
- Support a valid test result after the use of the dictionary.

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

Definition of this Support

For accessibility purposes, a human 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 examinee 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 mathematics, science, and writing 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 Examinees* section of this guide
- ACT *Aspire Room Supervisor Manual: Paper Summative Testing* or *Room Supervisor Manual: Online Summative Testing*

Who May Deliver Human 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 examinee being tested.

Individual Test Administration

When decoding support is needed, the use of computer-based audio is recommended whenever possible. Providing this support through a human reader requires an individual test administration (1:1), and should only be used in those rare occasions when the need is clear and there is no other choice.

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 examinees 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. Examinees 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, examinees 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 examinee is verbalizing needs aloud for reading support and specifying which sections need to be reread, the examinee's needs are publicly displayed to all others—including the reader, any teacher, and all peers nearby. This creates a situation where the examinee 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 examinee. It is possible that these examinees 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 required. **If small group read-aloud cannot be avoided**, the test coordinator may contact ACT Aspire Customer Care to obtain instructions for appropriately matching test booklets.

Benefits of Online Delivery

Online delivery of read-aloud accommodations 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 examinee, 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 examinees within large groups, assuming examinees 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.

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 read-aloud support is not a substitute for the examinee interacting with the text; rather, it is a means of facilitating the examinee'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 an examinee is familiar with the delivery method used. The testing situation must not be the first time the examinee has experienced this kind of support.

All test items must be read exactly as they are printed in the examinee's test booklet. The examinee must be instructed to follow along in the test booklet as the reader reads the text aloud. The examinee may ask for any portion of the mathematics, science, or writing test to be reread as often as necessary within the time allowed for that test. Each time a reread 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 examinee through the reading.

All ACT Aspire test questions rely on the examinee 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 is used in conjunction with human reader accommodation. 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 is permitted **ONLY** for the mathematics, science, and writing tests. Cued speech may **NOT** be used to support the Reading or English test administration for any examinee.

Note: Read-aloud must 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 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 appropriate test materials and specific testing procedures prior to test administration.

The examinee depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The testing examinee 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 examinee. The expression on your face should remain neutral. Do not look at the examinee 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 examinee 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 examinee.

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

Do not get into conversation about the test questions, but respond to the examinee'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 examinee can grasp the content of the passage.

Some examinees 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 examinee has blindness, the examinee will also have a companion braille-tactile graphic booklet to use. The examinee 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 examinee 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 examinee will record the answer.

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

Allow the examinee to pause before responding. However, if the examinee 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 rereading 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 Writing Test

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

You may repeat portions of the writing prompt, as requested.

Pay attention to all punctuation marks while reading the writing prompt. Read the passage through once so that the test taker can grasp the content of the passage.

Some test takers 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.

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 examinee 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 | |
| | $^{\circ}\text{F}$ | degrees Fahrenheit | |
| | $^{\circ}\text{C}$ | degrees Celsius | |
| | + | plus | |
| | - | minus | |
| | = | equals | |
| | > | is greater than | |
| | < | is less than | |
| | \geq | is greater than or equal to | |
| | \leq | is less than or equal to | |
| | \approx | is approximately equal to | |
| | Symbols | 5 | the absolute value of five |
| | | # | number |
| | | % | percent |
| | | / | or |
| | | \times | times |
| \cdot | | times | |
| \sphericalangle | | 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

(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 an examinee who has been determined by the governing educational authority to be qualified and appropriate for this accessibility support.

Test Site: _____

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

Reader Name: _____

Examinee Name: _____ **Examinee 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 examinee, 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*. The read-aloud support is permitted for qualified examinees **only** during the mathematics, science, and writing tests.

Test Passages and Test Questions

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

Test Directions

Specific procedural information regarding the read-aloud of test directions is found here:

- ACT Aspire *Accessibility User’s Guide*: Summative Testing section “Reading Test Directions Aloud to Examinees”.
- ACT Aspire *Room Supervisor Manual: Paper Summative Testing* or the *Room Supervisor Manual: Online Summative Testing*

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

I certify that I have read, understand, and agree to administer the tests in accordance with ACT Aspire policy. 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 reader:

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

This document is for local educational agency use only. Do not return to ACT.

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