



Accessibility Supports Guide for the ACT—State and District Testing

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About This Guide

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

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

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

- [Terms and Topics](#)
- [Educational Team Decision Making](#)

Terms and Topics

Understanding the meaning of the following terms and topics you will encounter in this guide will help you better understand and appropriately implement accessibility supports and accommodations for students taking the ACT. (See [Understanding Accessibility Supports Options](#) for definitions and examples of individual accessibility supports and accommodations, such as medical devices, screen reader compatibility, speech-to-text [STT] software, and others.)

Accessibility supports

Embedded features and locally provided adjustments to the standardized testing procedures that allow for inclusive, accessible, and fair testing for diverse populations of students which include universal supports, designated supports, EL supports, and accommodations.

Accommodations

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

Designated supports

Adjustments to standardized testing procedures that change the way a student accesses the test without changing the content being assessed. They are available to any examinee for whom a need has been identified as long as test security is not compromised and testing environment requirements are met. Typically, these are adjustments to the testing environment. Most require advance planning to deliver. Also known as local arrangements.

Disability

As defined by the Americans with Disabilities Act (ADA), a physical or mental impairment that substantially limits a person's ability to perform one or more major life activities when compared to most people in the general population. The ADA defines a person with a disability as a person who has such an impairment, a person with a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Educational team

A group of educators who work in collaboration with families and students to design and provide effective educational plans that provide access to the general curriculum for students with an identified need.

English learner (EL)

A student, enrolled in a school within the United States and its territories, who is linguistically diverse and who is identified (using their state-approved English language proficiency criteria) as having limited English proficiency. This includes students who comprehend, speak, read, or write some English, but whose predominant comprehension or speech is in a language other than English.

Examinee with a disability

An individual with a professionally diagnosed and documented disability that meets criteria defined in the Individuals with Disabilities Education Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, or the ADA. See also disability.

Formal educational plan

A written document developed by an educational team which documents the student's qualification and need for accessibility supports and accommodations to access the general curriculum, and states how the accommodation will be implemented during instruction and assessment. The decision made regarding accommodations should be transparent. Students may fall into one of the following formal educational plan categories:

- Students who are referred, evaluated, and determined to be eligible using established criteria to receive special education services under IDEA will have an **individualized education program (IEP)** developed by an IEP team
- Students who are served under Section 504 of the Rehabilitation Act of 1973 will have a **Section 504 plan or individual accommodation plan (IAP)**, as defined by local educational agency policy and procedure
- Students who are identified with limited English proficiency as defined by state guidelines will have an **English language acquisition (ELA) plan**

If an examinee does not have a valid, current IEP or Section 504 plan, ACT requires additional documentation from a qualified professional to establish eligibility pursuant to ADA standards. See also disability.

Former EL

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

Test Nav

The test delivery platform used to administer the ACT online.

Universal supports

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

Parent topic: [About This Guide](#)

Educational Team Decision Making

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

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

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

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

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

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

If an examinee has a...	Options for accessibility supports include, but are not limited to...
Visual impairment	<ul style="list-style-type: none"> • Human reader • Pre-recorded audio (USB) • Screen reader software • Braille, braille note taker • Scribe (to mark responses) • Notification of time remaining • Extra testing time • Accessible calculator or abacus • Geoboard
Hearing impairment	<ul style="list-style-type: none"> • Sign language interpreter for verbal instructions • Printed copy of verbal instructions (for the examinee to read) • Preferential seating • Extra testing time
Learning disability	<ul style="list-style-type: none"> • Human reader • Text-to-speech software • Pre-recorded audio (USB) • Extra testing time • Scribe (to mark responses)
Physical disability	<ul style="list-style-type: none"> • Extra testing time • Breaks as needed (stop-the-clock breaks) • Scribe (to mark responses) • Medical device • Adaptive device (e.g., adaptive seating)

Parent topic: [About This Guide](#)

Testing with Accessibility Supports

Accessibility supports apply to all examinees. Although we design the standardized testing experience to be the same for all examinees, ACT does provide accommodations for examinees with diagnosed, documented disabilities and language supports for EL examinees to provide equitable access during the test without compromising the validity of test results. Accessibility

supports emphasize an individualized approach to implementing assessment practices for examinees with diverse needs who participate in large-scale standardized testing.

ACT approves allowable accommodations in accordance with the ADA, and in alignment with determinations made by educational teams pursuant to the IDEA and Section 504 of the Rehabilitation Act of 1973.

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

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

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

Examinees without a formal educational plan may submit an [exceptions statement](#) indicating why accommodations are needed at this time.

More information on documentation requirements can be found on your ACT state and district website for [accommodations and EL supports](#).

- [Types of Accessibility Supports](#)

Types of Accessibility Supports

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

Modifications that change what a test is designed to measure and prevent meaningful interpretation of an examinee's score are not permitted for testing. ACT may void a test if an examinee uses a modification during testing.

The four available types of accessibility supports for use in the ACT State and District testing program are as follows:

- Universal supports
- Designated supports
- EL supports

- Accommodations
- **Universal Supports**
- **Designated Supports**
- **English Learner Supports**
- **Accommodations**

Parent topic: [Testing with Accessibility Supports](#)

Universal Supports

A universal support is an aid made available to all examinees to foster greater inclusion in the standardized test. Universal supports are embedded into testing practices and do not require ACT approval.

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

- Test booklet or admission ticket used as scratch paper
- Standard calculator for mathematics section
- General administration directions repeated if requested
- Asking for clarification of verbal instructions

Parent topic: [Types of Accessibility Supports](#)

Designated Supports

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

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

- Assistive devices/technology
- Food, drink, or medication for examinees with a medical need in the test room (does not include medical devices)
- Frequent breaks that do not stop the testing clock
- Noise buffers/ear plugs
- Permission to stand during testing
- Personalized notification of time remaining
- Service animal
- Small group/one-to-one testing

Note: Designated supports cannot be recorded in PearsonAccess^{next}.

Parent topic: [Types of Accessibility Supports](#)

English Learner Supports

EL supports are available only for US students who are not proficient in English. Educational teams that are responsible for selecting supports needed to access curriculum, instruction, and assessments due to limited English proficiency should identify needed EL supports. ACT must authorize EL supports prior to use on the ACT test.

An examinee's English proficiency changes. Annual English language proficiency assessments in the four language domains of Reading, Writing, Speaking, and Listening measure an individual's current level of English proficiency. Thus, EL supports expire annually on July 31 and must be re-authorized after the expiration date noted on the decision notification by submitting updated EL documentation via the Test Accessibility and Accommodations (TAA) system.

EL supports are limited to the following provisions:

- ACT-authorized word-to-word [bilingual dictionary/glossary](#)
- One and one-half time
- Small-group testing
- Translated test directions, provided by ACT

Note:

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

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

Parent topic: [Types of Accessibility Supports](#)

Accommodations

Accommodations are authorized adaptations to the standardized testing procedures intended to reduce and/or eliminate the effects of an examinee's disability. They should never reduce learning expectations by reducing the scope, complexity, or rigor of a test.

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

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

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

- Timing/scheduling supports (e.g., extra testing time, breaks as needed)
- Presentation supports (e.g., alternate formats, assistive technology, auditory presentation)
- Response supports (e.g., assistive technology, speech-to-text for writing, scribe)

Parent topic: [Types of Accessibility Supports](#)

Authorizing Accessibility Supports

- [Submitting Requests](#)
- [Reviewing Requests](#)

Submitting Requests

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

- Ensures a completed [Consent to Release Information to ACT](#) form is on file at the school. This document is not provided to ACT.
Note: The *Consent to Release Information to ACT* form should be kept securely in your records for one year after the date the request is filed with ACT.
- Submits requests for ACT-authorized accommodations and EL supports in the TAA system, accessed at <https://success.act.org>.
- Helps organize materials for any examinees testing with accommodations and supports
- Helps administer tests with accommodations and EL supports
- Coordinates with the test coordinator to have ACT email communications forwarded to appropriate individuals

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

- EL supports based on limited English proficiency
- Accommodations based on the student's formal educational plan

Parent topic: [Authorizing Accessibility Supports](#)

Reviewing Requests

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

- Reviews documentation provided in the TAA system
- Determines whether to authorize the requested accommodations and EL supports for use on the ACT
- Creates an individualized decision notification

- Provides the decision notification to the TAC via the TAA system, who in turn is responsible to share the decision notification with the examinee

Requests for accommodations and EL supports must be submitted by the published deadline for your state or district contract. The deadline is available in your Schedule of Events.

Accommodation requests submitted after the published deadline will not be available for your state testing events.

In limited circumstances, such as a student enrolling in your school after the initial request deadline, the request may meet criteria for qualified exceptions to the deadline (QED). These requests must include a completed QED form, available on your ACT-hosted state or district website, and supporting documentation which verifies the information provided. The request must be submitted by the deadline in your Schedule of Events.

Note: ACT strictly enforces the deadlines for initial requests, subsequent reconsideration requests if a decision is contested and further documentation is provided to ACT, and QED requests. All deadlines are found in the Schedule of Events for your state or district contract.

Parent topic: [Authorizing Accessibility Supports](#)

Understanding Accessibility Supports Options

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

[Defining Accessibility Supports](#) describes what each support or accommodation is, provides a recommendation for who it applies to, and offers some notes about applying or using the support or accommodation.

Tables 2 through 5 in [Applying Accessibility Supports](#) contain high-level information including the accessibility supports name and content areas for which it is available (English, mathematics, reading, science, and/or writing). They also identify the type (universal support, temporary arrangement, and/or ACT-authorized accessibility support) and mode (paper and/or online testing) for which it is available.

These tables provide helpful guidance for choosing appropriate accessibility supports and give an at-a-glance comparison of available accommodations and supports that allow you to quickly identify what needs to be authorized and what does not need to be authorized.

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

- Paper braille test books and tactile graphics
- Large print test books and answer documents
- Translations of test directions
- Pre-recorded audio (USB drive)
- Reader's scripts

Examinees may choose not to use their authorized accommodations and/or EL supports. See the section [Examinees Who Decline Authorized Supports](#) for additional information.

- [Defining Accessibility Supports](#)
- [Applying Accessibility Supports](#)

Defining Accessibility Supports

The following table lists accessibility supports and accommodations available for use on the ACT, describes what each support or accommodation is and who it's for, and provides notes on its application or use in the testing environment.

Table 1. Accessibility Supports.

Accessibility Support Name	What It Is	Who It's For	Notes
Abacus	An instrument for performing calculations by sliding counters along rods or in grooves.	<ul style="list-style-type: none"> • Examinees with visual impairments 	<ul style="list-style-type: none"> • This accommodation may only be used for the mathematics test.
Accessible calculator	A calculator with features that make it usable for examinees with visual impairments, such as large key, braille, or talking. This is not the same as a standard calculator.	<ul style="list-style-type: none"> • Examinees with visual impairments 	<ul style="list-style-type: none"> • Examinees using talking calculators may test in a group if they use headphones. If headphones are not used, examinees must test individually. • If the keys or screen are larger than 1 inch, the examinee must be seated so other examinees cannot view the calculator (e.g., in the back row). • Calculators may only be used on the mathematics test.

Accessibility Support Name	What It Is	Who It's For	Notes
Answer/custom masking	<p>Answer masking—online testing: Multiple-choice answers are covered. The examinee uncovers choices when ready.</p> <p>Custom masking (line reader)—online testing: Sections of the screen are covered by a box which varies in size and location.</p> <p>Answer/custom masking—paper testing: Blank paper or cards are used to cover portions of the test booklet and/or answer document.</p>	<ul style="list-style-type: none"> Examinees who have difficulty with visual clutter 	<ul style="list-style-type: none"> All masking paper or cards must be examined at the end of each test section to ensure there are no marks or notes. Paper with writing of any type must be collected and not returned to the examinee. Replacing with blank paper/cards is allowed.
Answer eliminator	<p>The examinee crosses out multiple-choice answers to help determine the correct response.</p>	<ul style="list-style-type: none"> Examinees who use similar strategies during instruction 	<ul style="list-style-type: none"> Examinees use a system tool to cross out answers for online testing.

Accessibility Support Name	What It Is	Who It's For	Notes
Assistive devices/ technology	Specialized tools that allow access to the test such as a mouse, specialized seating, augmentative and alternative communication (AAC) devices, geoboards, or other assistive devices.	<ul style="list-style-type: none"> • Examinees with physical impairments • Examinees with motor control difficulties • Examinees with difficulties producing speech 	<ul style="list-style-type: none"> • Depending on the assistive technology used, local printing of examinee responses and/or transcription of responses may be required for the test to be scored. • No test materials may be copied or downloaded onto the assistive device. • If using digital projection, this requires one-to-one testing. • Extra testing time may also be authorized based on the support provided. • Word predicting AAC devices may be used to communicate with a scribe if the examinee independently selects the word choice. • The test accommodations coordinator (TAC) is responsible for collecting all nonscorable examinee work created from assistive technology devices. Test-related content must be cleared off all devices.

Accessibility Support Name	What It Is	Who It's For	Notes
Audio amplification/FM system	<p>Audio amplification: Examinees wear headphones and raise or lower volume as needed.</p> <p>FM system: The room supervisor wears a microphone that wirelessly transmits directly to examinee's hearing device.</p>	<ul style="list-style-type: none"> Examinees with hearing impairments who wear hearing aids, have cochlear implants, or who use an FM system 	<ul style="list-style-type: none"> Examinee's hearing aids or cochlear implants do not require authorization for use during testing. ACT does not promote or provide guidelines for Bluetooth usage.
Background music	Instrumental music played aloud in the test environment intended as an unobtrusive accompaniment to the test administration.	<ul style="list-style-type: none"> Examinees diagnosed with anxiety who use music as a therapeutic tool 	<ul style="list-style-type: none"> All examinees in the test environment must be authorized for background music, or an individual administration is required. Individual music player with headphones is not allowed.
Bilingual word-to-word dictionary (ACT-authorized)	A reference source in print containing words in English, and the equivalent word in another language.	<ul style="list-style-type: none"> Examinees who are not proficient in English, but have sufficient English to use the support effectively 	<ul style="list-style-type: none"> One and one-half time should be requested to use with this support. Only ACT-authorized bilingual dictionaries may be used.
Braille (see also tactile graphics)	A form of written language in which characters are represented by patterns of raised dots that are felt with the fingertips.	<ul style="list-style-type: none"> Examinees with visual impairments, including blindness, who are proficient in reading braille 	<ul style="list-style-type: none"> ACT offers three contracted Braille code options: <ul style="list-style-type: none"> UEB math/science UEB with Nemeth EBAE It is critical that the TAC requests the correct braille code for the examinee.

Accessibility Support Name	What It Is	Who It's For	Notes
	<ul style="list-style-type: none"> Unified English Braille (UEB) is used internationally for English Braille. UEB has its own mathematics and science notation but may also be used in conjunction with Nemeth. English Braille American Edition (EBAE) was used as the braille code until UEB was adopted. EBAE is used in conjunction with Nemeth. Nemeth is a code developed in the United States for mathematics and science notation. 		<p>Incorrect braille code tests will not allow the examinee to read the test.</p> <ul style="list-style-type: none"> If multiple braille codes are selected in the TAA system, UEB math/science will be provided. Braille test books include tactile graphics. Responses in braille must be transcribed to be scored. Transcription is completed by the TAC in the presence of the examinee, unless declined by the examinee. Responses must be reproduced exactly as provided by the examinee. Examinees authorized for braille are provided triple time.

Accessibility Support Name	What It Is	Who It's For	Notes
Braille/braille note taker	<p>Braille: Assistive technology featuring six keys that correspond to each of the six dots of the braille code. Like a manual typewriter, paper is inserted into the machine. Typing causes raised braille dots on the paper, which can be read with the fingers.</p> <p>Braille notetaker: Portable device with built-in refreshable braille display that connects to the internet and has a word processor and other software applications.</p>	<ul style="list-style-type: none"> Examinees with visual impairments, including blindness, who are proficient in writing braille 	<ul style="list-style-type: none"> Refreshable braille devices/notetakers must be disconnected from the internet and set to operate in dumb terminal mode. Responses in braille must be transcribed to be scored. Transcription is completed by the TAC in the presence of the examinee, unless declined by the examinee. Responses must be reproduced exactly as provided by the examinee. Examinees authorized for braille are provided triple time.

Accessibility Support Name	What It Is	Who It's For	Notes
Breaks, as needed	Additional rests with the test time paused on top of breaks scheduled for all examinees.	<ul style="list-style-type: none"> • Examinees with medical conditions which require immediate response • Examinees with behavioral concerns which require sensory breaks for calming 	<ul style="list-style-type: none"> • Examinees indicate when they need to take a break, and when they are ready to resume testing. • Examinees may not interact with other examinees when taking a break. • There is a 90-minute time limit inclusive of all breaks (including as-needed breaks and scheduled breaks between sections for all examinees). • Breaks may not be overnight.
Color overlay	Ability to adjust the contrast between the background and text.	<ul style="list-style-type: none"> • Examinees with visual impairments • Examinees who experience eye fatigue when reading black text on a white background 	<ul style="list-style-type: none"> • Overlays provided by examinee must be inspected prior to testing and post testing to ensure there is no writing on the overlay. • For online testing, examinees select from preset text and background combinations. • For paper testing, examinees may use color overlays to adjust the contrast in the test booklet.

Accessibility Support Name	What It Is	Who It's For	Notes
Computer for writing constructed response	An electronic device that runs software, available to examinees taking a paper assessment to write short answers and/or essay responses.	<ul style="list-style-type: none"> Examinees with graphomotor challenges, which impact their ability to express themselves through writing by hand 	<ul style="list-style-type: none"> The TAC must delete the essay from the computer used by the examinee (including the trash folder).
Countdown timer	A timing device which shows the time allowed for the test and counts down when the test administration starts.	<ul style="list-style-type: none"> Examinees who require a visual representation of time remaining in a test session, such as examinees who are deaf 	<ul style="list-style-type: none"> This is embedded on the online testing platform.
Examinee responds in alternate method	Examinee indicates responses to a scribe or transcriber in a non-verbal way. This includes, but is not limited to eye gaze, braille responses, or pointing with a finger/arm.	<ul style="list-style-type: none"> Examinees with visual impairments Examinees with fine motor control concerns 	<ul style="list-style-type: none"> Examinee responses must be transcribed locally to be scored. Transcription is completed by the TAC in the presence of the examinee, unless declined by the examinee. Responses are transcribed into the testing platform to be scored for online testing. Responses are transcribed on the answer document to be scored for paper testing. This must be a one-to-one administration.

Accessibility Support Name	What It Is	Who It's For	Notes
Extra testing time	Allowing additional time to complete testing, for example, one and one-half time, double time, or triple time.	<ul style="list-style-type: none"> • Examinees with a learning disability who require additional processing time • Examinees who use another accessibility support which requires additional time such as an oral presentation. 	<ul style="list-style-type: none"> • Extra testing time can fall into the following categories: <ul style="list-style-type: none"> ◦ One and one-half time, single session ◦ One and one-half time, multiple days ◦ Double time ◦ Double time, for writing only ◦ Triple time • Using extra time is a skill and should not be provided without prior instruction on time management to the examinee. • Timing is part of test standardization. • Providing extra time to examinees who do not require it to access the test may result in scores which are not representative of the examinee's skills.
Fidget device	Small, handheld item designed to relieve tension or stress and channel anxious energy allowing the examinee to concentrate on the test administration (e.g., fidget spinner, chewable jewelry, kneadable dough, stress ball).	<ul style="list-style-type: none"> • Examinees with focus impairment, obsessive compulsive disorder, or anxiety impairment 	<ul style="list-style-type: none"> • Devices may not make noise. • One-to-one administration (individual test room) must be requested and authorized by ACT.

Accessibility Support Name	What It Is	Who It's For	Notes
Food, drink, and medication for examinees with medical need	Allowing the examinee access to snacks, drinks, and/or medication in the testing environment.	<ul style="list-style-type: none"> Examinees with medical conditions who require access to food, drinks, or medication 	<ul style="list-style-type: none"> Care must be taken so damage to the test booklet does not occur. This does not include medical devices which would otherwise be prohibited in the testing environment such as a cell phone.
Highlighter	Allowing examinees to draw attention to sections of text by marking them with a color.	<ul style="list-style-type: none"> Examinees with visual or reading impairments who benefit from using a controlled color method for focusing, in everyday or academic settings 	<ul style="list-style-type: none"> Highlighters may not be used on the answer document, as it may interfere with the scoring equipment.
Human reader	The room supervisor for paper testing reads aloud to one examinee using the provided reader's script in English.	<ul style="list-style-type: none"> Examinees with a learning disability in reading decoding or comprehension 	<ul style="list-style-type: none"> Recommend examinees authorized for a human reader are also assigned triple time (extra testing time), as that is the length of time required to orally present the test. Requires the human reader to sign an agreement on test day. This must be a one-to-one administration. See Test Administration Details for administration instructions.

Accessibility Support Name	What It Is	Who It's For	Notes
Keyboard navigation	Ability to move to different areas on the screen through keyboard buttons (e.g., tab, arrow keys).	<ul style="list-style-type: none"> • Examinees who have difficulty manipulating a mouse or who use a switch to navigate on a computer 	<ul style="list-style-type: none"> • Designated support for online testing. • Examinees use the tab key to navigate between buttons on screen and space bar to select from multiple choice options. (Alpha keys cannot be used to select answer options.)
Large-print materials	Test booklets and answer documents printed in 18-point font, instead of the standard 10-point font.	<ul style="list-style-type: none"> • Examinees with visual impairments 	<ul style="list-style-type: none"> • Responses on the large-print answer document must be transcribed by the TAC to a standard print answer document in the presence of the examinee, unless declined by the examinee. • The large-print materials kit includes: <ul style="list-style-type: none"> ◦ Answer document ◦ Regular-print test booklet ◦ Large-print test booklet

Accessibility Support Name	What It Is	Who It's For	Notes
Magnification device/zoom	<p>Zoom: Enlarging the screen display using keyboard shortcuts (e.g., Ctrl +).</p> <p>Magnification: Enlarging a section of the screen using an embedded tool.</p> <p>CTV: Enlarging the test booklet using a closed-circuit TV/video magnifier.</p> <p>Magnifier: Enlarging printed text and graphics using a hand-held device (e.g., a magnifying glass or full-page magnifier).</p>	<ul style="list-style-type: none"> Examinees with visual impairments 	<ul style="list-style-type: none"> Examinees should be seated so other examinees in test room cannot see the enlarged text or screen. When using zoom, examinees may need to scroll to view all text and graphics. Content can be shown through the CCTV but cannot be recorded.
Mark answers in the test booklet or on a separate paper	Examinee indicates their responses in the test booklet or on a piece of scratch paper rather than the answer document or testing platform.	<ul style="list-style-type: none"> Examinees with impairments which impact their ability to use a scantron Examinees with fine motor control concerns 	<ul style="list-style-type: none"> Responses are transcribed on the answer document or testing platform to be scored. Failure to transcribe responses to the answer document or testing platform will result in scores not being reported. Transcription is completed by the TAC in the presence of the examinee, unless declined by the examinee.

Accessibility Support Name	What It Is	Who It's For	Notes
Mark item for review	Examinee flags items to return to them later.	<ul style="list-style-type: none"> Examinees who want to go back to a question and verify their answer choice 	<ul style="list-style-type: none"> This is embedded in the online testing platform.
Medical device	Any instrument, apparatus, machine, appliance, or implant an examinee uses for a medical condition.	<ul style="list-style-type: none"> Examinees with medical conditions which require a medical device 	<ul style="list-style-type: none"> Medical devices that are physically attached to an examinee such as a continuous glucose monitor (CGM), hearing aide, cochlear implant, heart monitor, or insulin pump do not need to be approved for use. If the device makes noises or sounds an alarm which may disrupt other examinees in the test environment, a one-to-one administration (individual test room) must be requested and authorized by ACT. Cell phones or other device used to monitor medical devices, must be requested and authorized by ACT in advance.

Accessibility Support Name	What It Is	Who It's For	Notes
Noise buffer/ear plugs	Equipment designed to block or minimize external sounds from distracting an examinee (e.g., individual carrel or study enclosure, noise canceling headphones, earplugs, ear muffers).	<ul style="list-style-type: none"> Examinees with a focus impairment 	<ul style="list-style-type: none"> The use of a carrel or enclosure must allow for monitoring of the examinee during testing. If noise canceling headphones or earplugs are used, a visual method to indicate time remaining must be used. Examinees authorized to use a noise buffer or wear headphones are prohibited from listening to music or white noise.
Notification of time remaining, personalized	Providing an alternate auditory or visual notification of time remaining, such as note cards.	<ul style="list-style-type: none"> Examinees with a hearing or visual impairment 	<ul style="list-style-type: none"> A visual five-minute warning is embedded in the online testing platform. The method of notification of time remaining should be determined in advance with the examinee.

Accessibility Support Name	What It Is	Who It's For	Notes
Other requests	Uncommon accommodations needed by examinees to access the ACT test which are not available in the selections provided in the TAA system.	<ul style="list-style-type: none"> Examinees who require unique tools or settings to access the test 	<ul style="list-style-type: none"> The "other" box should not be used to request additional time or calculators. Requesting uncommon accommodations may increase the review time for ACT to evaluate the request. Alternative accommodations are available for all test content areas dependent on the request and whether ACT can establish the accommodation would not change what the test is designed to measure.
Preferential seating	Allowing examinee a specific seat location (e.g., sitting in the front to see sign-language interpreter).	<ul style="list-style-type: none"> Examinees with sensory concerns Examinees who are easily distracted Examinees with behaviors that may distract others 	
Pre-recorded audio (USB drive)	Recording of the reader's script provided on a universal serial bus (USB) connection.	<ul style="list-style-type: none"> Examinees with a learning disability in reading decoding or comprehension 	<ul style="list-style-type: none"> Pre-recorded audio may be used in a group setting if each examinee has headphones and can advance through the test independently. A separate device with a USB port is required for administration.

Accessibility Support Name	What It Is	Who It's For	Notes
Printed copy of verbal instructions	Examinees are provided a printed copy of the verbal instructions locally.	<ul style="list-style-type: none"> • Examinees who have difficulty following the verbal instructions • Examinees with a hearing impairment who need to follow along with what is being said by the room supervisor 	<ul style="list-style-type: none"> • Verbal instructions are the instructions that the room supervisor reads aloud to examinees when administering the test. • The verbal instructions are locally copied from the administration manual and provided to the examinee.

Accessibility Support Name	What It Is	Who It's For	Notes
Screen reader software	Software that allows examinees with visual impairments to navigate and interact with the ACT test. Screen readers provide access via a speech synthesizer or braille display to on-screen text, alternative text for graphics, and navigation.	<ul style="list-style-type: none"> Examinees with visual impairments, including blindness 	<ul style="list-style-type: none"> This accommodation must be supported with supplemental paper materials in braille or large print for examinees to access the mathematics and science sections of the ACT. Tactile graphics must be used in conjunction with screen reader software; thus, the correct braille for the tactile graphics must be requested. Currently, only JAWS (Job Access With Speech) and NVDA (NonVisual Desktop Access) screen reader software are supported. Examinees who are authorized for use of screen reader software will participate in the ACT via an online test platform. When administering in a small group setting, each examinee must have their own headphones and be able to navigate through questions at their own pace.

Accessibility Support Name	What It Is	Who It's For	Notes
Scribe	A qualified individual marks responses for the examinee or types what the examinee says verbatim during testing.	<ul style="list-style-type: none"> Examinees with motor disabilities which impede their ability to independently write 	<ul style="list-style-type: none"> Requires the scribe to sign an agreement on test day. The scribe must be proficient in English. A scribe should not be used based solely on difficulty in marking responses. Use of a scribe to dictate responses is a skill that develops over time and an examinee should not use it for the first time during testing. This must be a one-to-one administration. Use of a scribe will require authorization of extra testing time. See Test Administration Details for administration instructions.
Service animal	An animal, typically a dog, trained to assist an individual who has a disability.	<ul style="list-style-type: none"> Any examinee with a disability who has a trained service animal 	<ul style="list-style-type: none"> The use of service animals is a protected right under the ADA. Service animals must be allowed in all areas of the test center where the public is allowed to go. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA and are not permitted in the testing environment. See Examinees Who Test with a Service Animal for more information.

Accessibility Support Name	What It Is	Who It's For	Notes
Sign language interpreter, for the entire test	A qualified individual who visually translates test directions, test items, and multiple-choice responses using the reader's script for the examinee.	<ul style="list-style-type: none"> Examinees with a hearing impairment who use sign language as their primary mode of communication 	<ul style="list-style-type: none"> Examinee must be seated so they have clear access to view the interpreter. The entire test, the interpreter follows the reader's script verbatim, without adding explanation, using Signing Exact English (SEE) or cued speech. Requires the interpreter to sign an agreement on test day. This must be a one-to-one administration. See Test Administration Details for administration instructions.

Accessibility Support Name	What It Is	Who It's For	Notes
Sign language interpreter, for verbal instructions	A qualified individual who visually translates verbal instructions for one or more examinees in the same testing environment.	<ul style="list-style-type: none"> • Examinees with a hearing impairment who use sign language as their primary mode of communication 	<ul style="list-style-type: none"> • Signing of verbal instructions may be provided at test center. • Examinee must be seated so they have clear access to view the interpreter. • One interpreter may sign verbal instructions to multiple authorized examinees who are seated in the same room and use the same sign language. • Verbal instructions may be translated into American Sign Language (ASL), SEE, Conceptually Accurate Signed English (CASE), or cued speech. • Requires the interpreter to sign an agreement on test day. • See Test Administration Details for administration instructions.
Small group/one-to-one testing	Allowing the testing in a small group or one to one as an individual administration.	<ul style="list-style-type: none"> • Examinees with sensory concerns • Examinees who are easily distracted • Examinees with behaviors that may distract others 	<ul style="list-style-type: none"> • Small group testing is only available in conjunction with another authorized accommodation, typically extended time.

Accessibility Support Name	What It Is	Who It's For	Notes
Speech-to-text (STT) software (see also computer for writing constructed response)	Software that allows an examinee to speak into a computer to navigate a screen reader or respond to the writing prompt.	<ul style="list-style-type: none"> Examinees with motor disabilities which impede their ability to independently write 	<ul style="list-style-type: none"> STT software can also be used to respond to the writing prompt, without navigation, during paper testing. STT software used in conjunction with screen reader software allows navigation in the testing platform. STT software used to respond to the writing prompt requires a computer with voice recognition software, which is provided locally, is required for paper testing. The response is printed and attached to the examinee's writing answer document. Voice recognition software on mobile telephone devices is not allowed. This must be a one-to-one administration.
Spell checker	Hand-held device used to correct spelling errors on the writing prompt. Electronic devices may not have word prediction, a thesaurus, or contain definitions.	<ul style="list-style-type: none"> Examinees whose spelling errors impact their writing to the point of being incomprehensible to others 	<ul style="list-style-type: none"> Grammar check must be turned off. Electronic and external spell check device must not be embedded in word processing software.

Accessibility Support Name	What It Is	Who It's For	Notes
Stand/walk/pace	Seating an examinee in a location which allows them to move and not distract other examinees.	<ul style="list-style-type: none">• Examinees who need an environment that allows for movement.	<ul style="list-style-type: none">• This is typically provided as an individual administration.

Accessibility Support Name	What It Is	Who It's For	Notes
Tactile graphics (see also braille)	Palpable representation of non-textual information for examinees who are blind or visually impaired. Graphics for braille are called tactile graphics or raised line drawings. Charts, graphs, maps, diagrams, models, and symbols are translated into tactile graphics using multiple line heights, dashes, and textures to be felt by the fingertips.	<ul style="list-style-type: none"> • Examinees with visual impairments, including blindness, who are proficient in reading braille 	<ul style="list-style-type: none"> • Examinees are able to feel the raised lines and surfaces to obtain the same information people who are sighted get through visual images. • Tactile graphics are available only for the mathematics and science tests. • All examinees with visual impairments who are using screen reader software, pre-recorded audio (USB drive), or a human reader will need to use a companion paper form with braille and tactile graphics as critical interpretive information within math and science graphics may not be read aloud. • Tactile graphics often use labels to assist in understanding the tactile representation. The braille code read by the examinee must be indicated in the TAA system. • Tactile graphics are used in conjunction with: <ul style="list-style-type: none"> ◦ Screen reader software ◦ Pre-recorded audio or a human reader for paper testing • Braille test booklets have tactile graphics embedded.

Accessibility Support Name	What It Is	Who It's For	Notes
Testing over multiple days	Examinees are administered sections of the test on different days.	<ul style="list-style-type: none"> • Examinees who are authorized for companion accessibility supports such as a verbal presentation of the ACT or braille • Examinees with medical conditions which affect stamina 	<ul style="list-style-type: none"> • One or more content areas may be administered in a day. Testing days do not need to be consecutive. However, all testing must be completed during the published accommodations test window. • Once a content area has been started, it must be completed in the same sitting with the authorized time. • Multiple-day testing options include standard time, one and one-half time, double time, and triple time. • ACT recommends the same person act as the test proctor for all test sessions; however, this is not required. • Examinees should be reminded not to share test content with peers who are on a different test schedule to minimize exposure to secure test content.

Accessibility Support Name	What It Is	Who It's For	Notes
Test location: Administration at home or care facility	Allowing examinees to test in a secure location other than the usual test environment.	<ul style="list-style-type: none"> • Examinees with medical concerns, anxiety, or other conditions who are unable to test with other examinees • Examinees who are not allowed in the standard test environment 	<ul style="list-style-type: none"> • This is provided through the accommodated testing program. • ACT will securely ship materials to the arranged location.
Text-to-speech (TTS) software	An embedded, online, auditory presentation accommodation that reads the test items and answer choices to examinees. TTS software converts on-screen test directions and test items into spoken voice output.	<ul style="list-style-type: none"> • Examinees with a learning disability in reading comprehension or decoding • Examinees with a visual impairment 	<ul style="list-style-type: none"> • This auditory presentation of the assessment replaces the need for a human reader reading from the reader script. • When administered in a small group, each examinee must have their own headphones. • TTS is available in English.
Time of day	Allowing examinees to test at a time other than the standard schedule (e.g., testing does not need to begin first thing in the morning).	<ul style="list-style-type: none"> • Examinees who take medication that affects their ability to stay focused or causes drowsiness 	<ul style="list-style-type: none"> • Examinees should be reminded not to share test content with peers who are on a different test schedule to minimize exposure to secure test content.

Accessibility Support Name	What It Is	Who It's For	Notes
Translated test directions, provided by ACT	Copy of the test directions (the directions found in the test booklet that the examinee reads when taking the test), translated into languages other than English.	<ul style="list-style-type: none"> • Examinees enrolled in school in the United States who are not proficient in English and are literate in their native language 	<ul style="list-style-type: none"> • Local translations of test directions may not be used during testing. • ACT provides translated test directions in a limited number of languages. • ACT makes translations of test directions for the ACT (for both paper and online testing) available in the following languages: <ul style="list-style-type: none"> ◦ Arabic ◦ Brazilian Portuguese ◦ Chinese, simplified and traditional (for Mandarin and Cantonese) ◦ French ◦ German ◦ Haitian Creole ◦ Hmong White (also called White Miao, Hmong Daw, or Hmong Der) ◦ Japanese ◦ Korean ◦ Navajo ◦ Russian ◦ Samoan ◦ Somali ◦ Spanish ◦ Tagalog ◦ Tongan ◦ Vietnamese

Accessibility Support Name	What It Is	Who It's For	Notes
Visual environment	Adjusting the test environment based on identified examinee need. This may include, but is not limited to, minimizing visual clutter, brighter or dimmer lighting, or seating to minimize glare or increase natural light.	<ul style="list-style-type: none"> • Examinees with visual impairments • Examinees with migraines 	<ul style="list-style-type: none"> • The environment should be adjusted in addition to the general preparation of a test room.
Wheelchair accessible room	Ensuring examinees who use a wheelchair are able to enter and exit the test facility and room. If the test environment is not on the main level, access to elevators or ramps must be available.	<ul style="list-style-type: none"> • Examinees for whom walking is difficult or impossible due to illness, injury, or disability 	<ul style="list-style-type: none"> • Table heights may need to be adjusted to accommodate the examinee.
Work on scratch paper	Allowing the examinee to calculate, write, or draw to help determine an answer.	<ul style="list-style-type: none"> • Examinees who use similar strategies during instruction 	<ul style="list-style-type: none"> • Using the test booklet as scratch paper is a universal support for paper testing. • Sheet of paper may be lined, graph, or plain. • A dry erase board is allowed. • Paper must be collected by the test proctor and returned to ACT.

Parent topic: [Understanding Accessibility Supports Options](#)

Applying Accessibility Supports

The following tables contain high-level information about accessibility supports including the accessibility supports name, its designation as a support type (e.g., ACT-authorized accommodation, designated support, EL support, universal support) given the testing mode (paper or online), and the content areas for which it is available.

Accessibility supports used with required ACT authorization, designated supports, EL supports, embedded universal supports and combinations of the accessibility supports listed in these tables will result in a college reportable score. Accessibility supports used without required ACT authorization, or other tools not listed here (i.e., modifications that are not allowed/not authorized), will result in a nonreportable score.

Note: Key to abbreviations:

- A = ACT-authorized accommodation
- DS = designated support
- EL = English learner support
- U = universal support
- NA = not applicable

Table 1. Presentation Supports

Accessibility Support	Type and Mode		Content Area				
	Paper	Online	English	Mathematics	Reading	Science	Writing
Answer/custom masking	U	U	Yes	Yes	Yes	Yes	Yes
Bilingual word-to-word dictionary (ACT-authorized)	EL	EL	Yes	Yes	Yes	Yes	Yes
Braille	A	NA	Yes	Yes	Yes	Yes	Yes
Braille/braille note taker	A	NA	Yes	Yes	Yes	Yes	Yes
Color contrast/color overlay	DS	U	Yes	Yes	Yes	Yes	Yes

Accessibility Support	Type and Mode		Content Area					
	Name	Paper	Online	English	Mathematics	Reading	Science	Writing
Human reader	A	NA	Yes	Yes	Yes	Yes	Yes	Yes
Large-print materials	A	NA	Yes	Yes	Yes	Yes	Yes	Yes
Magnification device/zoom	DS	U	Yes	Yes	Yes	Yes	Yes	Yes
Pre-recorded audio (USB)	A	NA	Yes	Yes	Yes	Yes	Yes	Yes
Printed copy of verbal instructions	A	A	Yes	Yes	Yes	Yes	Yes	Yes
Screen reader software	NA	A	Yes	Yes	Yes	Yes	Yes	Yes
Sign language interpreter, for entire test	A	NA	Yes	Yes	Yes	Yes	Yes	Yes
Sign language interpreter, for verbal instructions	A	A	Yes	Yes	Yes	Yes	Yes	Yes
Tactile graphics	A	A	Yes	Yes	No	Yes	No	No
Text-to-speech (TTS) software	NA	A	Yes	Yes	Yes	Yes	Yes	Yes

Accessibility Support	Type and Mode		Content Area				
	Paper	Online	English	Mathematics	Reading	Science	Writing
Translated test directions, provided by ACT	EL	EL	Yes	Yes	Yes	Yes	Yes

Table 2. Interaction and Navigation Supports

Accessibility Support	Type and Mode		Content Area				
	Paper	Online	English	Mathematics	Reading	Science	Writing
Abacus	A	A	No	Yes	No	No	No
Accessible calculator	A	A	No	Yes	No	No	No
Answer/custom masking	A	U	Yes	Yes	Yes	Yes	Yes
Answer eliminator	A	U	Yes	Yes	Yes	Yes	Yes
Highlighter	A	U	Yes	Yes	Yes	Yes	Yes
Keyboard navigation	NA	U	Yes	Yes	Yes	Yes	Yes
Mark answers in the test booklet or on a separate paper	DS	NA	Yes	Yes	Yes	Yes	Yes

Accessibility Support	Type and Mode		Content Area					
	Name	Paper	Online	English	Mathematics	Reading	Science	Writing
Test booklet as scratch paper				Yes				
	U	NA	Yes		Yes	Yes	Yes	
Work on scratch paper	U	U	Yes	Yes	Yes	Yes	Yes	

Table 3. Response Supports

Accessibility Support	Type and Mode		Content Area				
	Name	Paper	Online	English	Mathematics	Reading	Science
Computer for writing constructed response	A	U	No	No	No	No	Yes
Examinee responds in alternate method	A	A	Yes	Yes	Yes	Yes	Yes
Mark item for review	U	U	Yes	Yes	Yes	Yes	Yes
Scribe	A	A	Yes	Yes	Yes	Yes	Yes

Accessibility Support	Type and Mode		Content Area				
	Name	Paper	Online	English	Mathematics	Reading	Science
Speech-to-text (STT) software	A	A	Yes	Yes	Yes	Yes	Yes
Spell checker	A	A	No	No	No	No	Yes

Table 4. General Test Conditions Supports

Accessibility Support	Type and Mode		Content Area				
	Name	Paper	Online	English	Mathematics	Reading	Science
Assistive device/technology	DS	DS	Yes	Yes	Yes	Yes	Yes
Audio amplification/FM system	DS	DS	Yes	Yes	Yes	Yes	Yes
Background music	A	A	Yes	Yes	Yes	Yes	Yes
Breaks, as needed	A	A	Yes	Yes	Yes	Yes	Yes
Countdown timer	A	NA	Yes	Yes	Yes	Yes	Yes
Extra testing time	A EL	A EL	Yes	Yes	Yes	Yes	Yes
Fidget device	A	A	Yes	Yes	Yes	Yes	Yes

Accessibility Support	Type and Mode		Content Area					
	Name	Paper	Online	English	Mathematics	Reading	Science	Writing
Food, drink, and medication for examinees with medical need	DS	DS	Yes	Yes		Yes	Yes	Yes
Medical device	A	A	Yes	Yes		Yes	Yes	Yes
Noise buffer/ear plugs	DS	DS	Yes	Yes		Yes	Yes	Yes
Notification of time remaining, personalized	DS	DS	Yes	Yes		Yes	Yes	Yes
Other requests	A	A	Yes	Yes		Yes	Yes	Yes
Preferential seating	DS	DS	Yes	Yes		Yes	Yes	Yes
Service animal	DS	DS	Yes	Yes		Yes	Yes	Yes
Small group/one-to-one testing	DS EL	DS EL	Yes	Yes		Yes	Yes	Yes
Stand/walk/pace	DS	DS	Yes	Yes		Yes	Yes	Yes
Testing over multiple days	A	A	Yes	Yes		Yes	Yes	Yes

Accessibility Support	Type and Mode		Content Area				
	Name	Paper	Online	English	Mathematics	Reading	Science
Test location: Administration at home or care facility	DS	NA	Yes	Yes	Yes	Yes	Yes
Time of day	DS	DS	Yes	Yes	Yes	Yes	Yes
Visual environment	DS	DS	Yes	Yes	Yes	Yes	Yes
Wheelchair accessible room	DS	DS	Yes	Yes	Yes	Yes	Yes

Parent topic: [Understanding Accessibility Supports Options](#)

Test Administration Details

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

- [Facility Requirements](#)
- [Accommodations and Supports Roster](#)
- [Timing Guidelines](#)
- [Testing More Than One Examinee at a Time](#)
- [Examinees Who Test with a Service Animal](#)
- [Testing with Interpreters, Readers, or Scribes](#)
- [Testing with Screen Reader Software](#)
- [Testing with Text-to-Speech or Pre-Recorded Audio](#)
- [Examinees Who Decline Authorized Accommodations](#)

Facility Requirements

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

In addition to the general test room selection requirements described in the *Test Administration Manual*, the following considerations must be addressed when selecting test rooms for accessibility

supports:

- Examinees with different timing must test in separate rooms.
- Examinees with authorized accommodations and/or EL supports must not test in a general standard time room.
- Examinees authorized to test with a reader or breaks as needed require one-to-one testing.
- Examinees using pre-recorded audio may test as a group if they use headphones, can control the progress of their own devices, and begin each test at the same time.
- ACT encourages group administrations for examinees authorized for the same accommodations and/or supports.
- ACT prefers classrooms and recommends no more than 20 examinees in one room.
- ACT recommends reserving the same room for each day you will be testing and scheduling consecutive days for examinees authorized to test over multiple days (although you may skip days as necessary).

Parent topic: [Test Administration Details](#)

Accommodations and Supports Roster

The Accommodations and Supports Roster in PearsonAccess^{next} lists all examinees and their authorized accommodations and/or EL supports after the TAA PIN is applied to the examinee's test. It lists each examinee's test name, delivery format, accommodations materials kit, and timing code.

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

Do not provide any accommodation or EL support that has not been authorized by ACT. See the Accommodations and Supports Roster and the Decision Notification in TAA to verify the authorized accommodations.

Parent topic: [Test Administration Details](#)

Timing Guidelines

All examinees in the room must have the same authorized timing. Examinees with the same testing time should test together as a group unless an accommodation requires one-to-one testing. Examinees testing with accommodations may not test in a standard time room. If they do, tests from that room will not be scored or scores will be canceled. A timing chart is provided in [Timing for Tests](#).

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

- [Timing for Tests](#)

Parent topic: [Test Administration Details](#)

Timing for Tests

Table 1. ACT Content Area Test Timing Chart

Time Allowed (English)	Test 1—English	Test 2—Mathematics	Test 3—Reading	Test 4—Science	Writing Test
Standard time, multiple days; or standard time, breaks as needed, single day Note: Total break time cannot exceed 90 minutes	45 minutes	60 minutes	35 minutes	35 minutes	45 minutes
Standard time, multiple choice; double time, writing only	45 minutes	60 minutes	35 minutes	35 minutes	80 minutes
One and one-half time, single day or multiple days	70 minutes	90 minutes	55 minutes	55 minutes	60 minutes
Double time, multiple days	90 minutes	120 minutes	70 minutes	70 minutes	80 minutes
Triple time, multiple days	135 minutes (or 180 minutes when testing with TTS software, screen reader software, a human reader, or pre-recorded audio)	180 minutes	105 minutes	105 minutes	120 minutes

Parent topic: [Timing Guidelines](#)

Testing More Than One Examinee at a Time

ACT requires group administrations for examinees with the same timing and similar accommodations and/or supports. If more than 20 examinees will test in one room, ACT requires a proctor to assist with the administration. Every additional 20 students in the same room requires an additional proctor.

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

Parent topic: [Test Administration Details](#)

Examinees Who Test with a Service Animal

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

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

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

Following are guidelines for testing examinees with a service animal:

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

Parent topic: [Test Administration Details](#)

Testing with Interpreters, Readers, or Scribes

Examinees may be authorized to test with a sign language interpreter, reader, or scribe under the following circumstances:

- Sign language interpreter
 - An interpreter may sign **verbal instructions**, if authorized by ACT.
 - Sign systems for verbal instructions include ASL, SEE, CASE, and cued speech.
 - When signing verbal instructions only, the administration does not need to be one-to-one testing.
 - The interpreter must sign all questions from examinees and the room supervisor's responses.
 - An interpreter may sign **test directions and test items** for paper testing, if authorized by ACT.
 - Sign systems for test items include SEE or cued speech following the reader's script. No other sign systems are allowed for test items.
 - The interpreter follows the reader script verbatim, without adding explanation.
 - When signing test items, this must be a one-to-one administration.
- Human reader
 - The test is administered as one-to-one testing. The reader may not read the test to a group.
 - The reader follows the reader's script verbatim, without adding explanation. Refer to [Administration Instructions for Human Reader](#).
 - Any portion of any test may be repeated at the examinee's request within the time allowed for that test.
 - The examinee may indicate they do not want a portion of the test read, such as formulas for the mathematics assessment. An irregularity report must be completed if an examinee chooses to not have a portion or all of the tests read.
 - If using tactile graphics, do not describe the graphics, attempt to interpret the graphics, provide information not in the graphics, or present the graphics in any other format. Note: The tactile graphics provided with the reader's script for examinees with visual impairments or blind examinees are for examinee use only.
 - If ACT determines that any explanation or additional information has been provided to the examinee, that any test materials were not read verbatim, or were read to a group of examinees the examinee's scores will be canceled. Note: All ACT 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 would affect what the tests are designed to measure.
 - The reader must sign a Reader's Agreement affirming you have read, understand, and will abide by the procedures outlined in ACT documentation.
- Scribe
 - A scribe may be authorized for examinees who are unable to mark multiple-choice answers or hand write their response to the writing prompt.
 - During the test, the examinee dictates answers to the scribe who marks responses.
 - The scribe may not make any corrections not dictated by the examinee.
 - The scribe may write down notes dictated by the examinee on the blank pages of the test booklet. The examinee is responsible for telling the scribe what is and is not part of the final essay or the final multiple-choice answer.

- The scribe may write down notes dictated by the examinee on the blank pages of the test booklet. The examinee is responsible for telling the scribe what is and is not part of the final essay or the final multiple-choice answer.
- The test is administered as one-to-one testing.

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

- Be proficient in English and, if applicable, SEE or cued speech
- Be experienced in testing
- Be employed by the school district where the examinee will be taking the test. (This only applies if the examinee is taking the ACT at their school.)
- Agree to administer the tests in compliance with the policies and procedures in this manual
- Read and sign the appropriate agreement:
 - ACT Interpreter's Agreement
 - ACT Reader's Agreement
 - ACT Scribe's Agreement

Note: These agreements can be found on the ACT-hosted state or district website.

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

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

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

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

- [Administration Instructions for Human Reader](#)
- [Administration Instructions for Scribe](#)

Parent topic: [Test Administration Details](#)

Administration Instructions for Human Reader

An examinee who is not able to read may require a human reader to read the test directions or test questions and answers for the examinee.

Following are instructions for use of a human reader:

- You will read the entire test to one examinee.

- The examinee must take the test alone in a separate room. They cannot take the test with a group.
 - You must read the directions, passages, and all the test questions from the script in English to the examinee.
 - You must read exactly what is in the script (without changing words) in your normal voice, unless emphasis is indicated in the script.
 - The examinee can ask you to read any part of the test again, but you cannot give explanations, translations, or extra information.
 - The examinee can ask you to skip portions of the test, such as formulas for the mathematics test, they would like to read themselves.
 - Follow these guidelines for how to read the test:
 - After reading the question number, pause before reading the question.
 - Emphasize words or phrases that are italicized. Also, emphasize only the words "NOT," "EXCEPT," "MOST," and "LEAST" printed in all capital letters. Do not emphasize other words printed in all capital letters.
 - Read only quotation marks [""] and parentheses [(/)] out loud, which should be read as "quote," "end quote," "open parenthesis," and "close parenthesis." Other punctuation, such as periods [.] , commas [,], exclamation marks [!], brackets[[/]], etc., is not read aloud unless specifically indicated in the script.
 - Read punctuation spelled out in capital letters in the script (e.g., COMMA). This occurs in items where grammar is being assessed.
 - Words with slashes [/] on either end don't need to be emphasized nor read as "slash."
 - Some sentences on the test have bad grammar on purpose. Read these sentences smoothly to avoid giving the examinee any hints.
 - On the English test, spell out words that have the same sound but are spelled differently (i.e., homonyms).
 - Read the letters of acronyms separately when it is not pronounceable as a word (e.g., C-I-A or N-I-H or F-B-I).
 - Read acronyms that are pronounceable as a word as the word (e.g., UNESCO or NATO).
 - Read numbers using proper place or class values. Read dates as two numbers (except for the first 10 years of a century). For example:
 - For 108, say "one hundred eight" NOT "one-oh-eight"
 - For 2334, say "two thousand three hundred thirty-four" NOT "twenty-three hundred and thirty-four"
 - For years like 1046, say "ten forty-six"; for decades like 1840s, say "eighteen forties"
 - On the mathematics and science tests, zero is always spelled in the reader's script. An O on the mathematics and science tests is not the number zero; it is the letter "o".
 - The letter "l" and the number "1" look similar. On the reader's script, the letter "l" is written phonetically as "el". Say "el" when you see it.
- Note: If you do not follow these instructions and guidelines, ACT will void the test and the examinee will **not** receive their test scores from ACT.

Parent topic: [Testing with Interpreters, Readers, or Scribes](#)

Administration Instructions for Scribe

An examinee who is not able to write may require a scribe who can handwrite or type the answers for the examinee on the test.

Following are instructions for use of a scribe:

- You may scribe for only one examinee individually in a separate room. The examinee cannot take the test with a group.
- You must answer exactly as the examinee tells you. You must record verbatim on the lined pages of the writing answer document or computer exactly what the examinee dictates, even if there is an error.
 - If handwriting the examinee's responses, you must write or print legibly with a No. 2 pencil on the answer document.
 - If typing the examinee's responses, you must use a word processing program (like Microsoft Word) with the spelling and grammar check turned off or type directly into TestNav.
- You may not organize or paraphrase the examinee's thoughts into a final draft.
- If the examinee requests you to write down any notes or outlines, you may do so in the test booklet, but the examinee is responsible for indicating what is and is not part of their final answer.
- Do not make any corrections not dictated to you by the examinee. If you are not clear on what the examinee wants you to write, you may ask the examinee to repeat or clarify, but may not point out or fix any errors.
- The examinee must provide all information, including spelling of difficult words, spelling for words that can be spelled more than one way (e.g., homonyms such as two, to, and too), punctuation, paragraphing, grammar, etc.
- The first time an examinee tells you a word, they must spell it out. Also, the examinee must spell homonyms every time (e.g., their, there, they're). You can ask the examinee to spell words.
- At any time before "STOP" is called, the examinee may review what you have written by asking to read it. If the examinee is visually impaired or has a human reader, you may read what you have written to the examinee verbatim, with no changes, inflections, or pauses that would alert the examinee to any mistakes.
- Adhere to the following steps to prepare an examinee's computer-generated essay for scoring:
 - Use 12-point type on standard 8½" x 11" paper
 - Apply a 2" margin at the top, 1½" margin at the bottom, and 1" side margins
 - Print all pages of the essay
 - Print the examinee's name at the top of the first page
 - Cut and tape all pages of the essay into the writing portion of the answer document using clear tape (not glue)
Note: If the printed essay is not taped to the writing answer document, it may result in a delayed or canceled score.
 - Delete the essay from the computer used by the scribe (including the trash folder).

Parent topic: [Testing with Interpreters, Readers, or Scribes](#)

Testing with Screen Reader Software

Screen reader software helps examinees with visual disabilities including blindness access printed text. It converts text, buttons, images, and other screen elements into speech or braille. It also has on-screen zoom magnification features. Screen reader software differs from TTS software and pre-recorded audio (USB drive) as it not only reads the entire test aloud to the student, but it provides screen orientation and navigation. Screen reader software should be requested only for an examinee who is familiar with and knows how to use a screen reader.

Typically, screen readers are used exclusively by students who are blind. If a student has not used a screen reader before, it will be quite difficult for them to use and navigate because it requires use of keyboard shortcuts which are not intuitive for those who are unfamiliar with the software. Examinees who simply require the test to be read aloud should request TTS software or prerecorded audio (USB drive).

For test administration via screen reader, the TAC will access the test via the online test platform and the student will test exclusively on the computer. ACT currently only supports administration of the test via JAWs or NVDA software, which must be provided locally by the test center. Instructions for accessing the online testing platform will be sent out in advance via email to the person listed on the screen reader fulfillment form.

Examinees authorized for testing with screen reader software are also assigned triple time (extra testing time), as that is the length of time required to present the test. Examinees may replay any portion of any test as needed within the time allowed for each test. ACT will send supplemental paper materials out for the examinee's use (which may include large-print materials, braille, or tactile graphics).

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

Parent topic: [Test Administration Details](#)

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

Examinees authorized for TTS or pre-recorded audio (USB drive) may test as a group if they have their own headphones, can control the progress of their own device, and work on the same test at the same time (e.g., when administering Test 1, all examinees in the room must be working on Test 1).

Examinees authorized for testing with TTS or pre-recorded audio are also assigned triple time (extra testing time), as that is the length of time required to present the test. Examinees may replay any portion of any test as needed within the time allowed for each test. For paper testing, each examinee should also be given a regular print test booklet to follow along.

Each pre-recorded audio kit includes Usage Guidelines and a USB drive. Read these guidelines, remove USB drives from the shrink-wrapped kits to test that the audio works, and consult with your technical support staff before the first scheduled test date. If the audio does not work, contact ACT for a replacement USB drive.

Conduct a practice session with examinees by ordering practice materials using the [Order Form for Alternate Format Practice Tests](#) (found under the Forms section).

Parent topic: [Test Administration Details](#)

Examinees Who Decline Authorized Accommodations

Examinees may choose not to use their authorized accommodations and/or EL supports.

Examinees who choose to test without their authorized accommodations and/or EL supports must test in a standard test room.

- If testing has not started and space is available in a standard room, you may move the examinee to a standard room. Be sure to add the examinee to the Seating Diagram and Roster.
Note: Complete an Irregularity Report and note that the examinee declined accommodations/supports and was transferred to a standard room.
- If space is not available in a standard room or if testing is underway, inform the examinee. They may choose not to test or to test with the authorized accommodations or EL supports.
 - If the examinee chooses not to test, complete an Irregularity Report, and then dismiss the examinee.
Note: Complete an Irregularity Report and note that the examinee declined accommodations/supports and was dismissed.
 - If the examinee chooses to test with the authorized accommodations or EL supports after all, provide the authorized accommodations/supports as planned.

Parent topic: [Test Administration Details](#)

For More Information

ACT is committed to making the ACT accessible for all examinees. If you have examinees who qualify for supports or accommodations that require advance planning and authorization from ACT, requests can be made via ACT's Test Accessibility and Accommodations (TAA) system available at <https://success.act.org>. For more information on administering accommodations or English learner supports on the ACT, see the resources available for educators and administrators on your ACT-hosted state or district website.

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