Accessibility Supports Guide for the ACT International Subject Tests (AIST)

The**ACT**®

Contents

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, 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
- Temporary arrangements
- Accommodations

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

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 test. (See **Understanding Accessibility Supports Options**, page 5 for definitions and examples of individual accessibility supports and accommodations, such as medical monitoring devices 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, temporary arrangements, 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 test.
Disability	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. A person with a disability is one 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.
Examinee with a disability	An individual with a professionally diagnosed and documented disability. 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. See also disability.
Temporary arrangements	Accessibility supports available upon request for an impairment which is expected to last less than 6 months, such as a broken bone. Temporary arrangements must be requested in advance and are generally adaptations to the test environment.
Universal supports	Supports embedded into standardized testing processes and procedures to support access to the test for all examinees.

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 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.

Temporary arrangements and accommodations must be requested and authorized by ACT prior to use on the test. Deadlines to request accommodations for ACT International Subject Tests (AIST) events coincide with the published **registration deadline**.

A testing coordinator must submit documentation to ACT to establish a disability and qualify an examinee 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 examinee'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.

More information on documentation requirements can be found in the **Quick Start Guide for Requesting Accommodations for ACT International Subject Tests**.

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.

The available types of accessibility supports for use in the test AIST testing program are as follows:

- Universal supports
- Temporary arrangements
- Accommodations

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.

Common universal supports appear in the tables found in **Applying Accessibility Supports**. Examples of universal supports include, but are not limited to, the following:

- Using a white board as scratch paper
- Standard calculator for Mathematics 1, Mathematics 2, Chemistry, and Physics
- Marking items for review
- Magnification
- Color contrast
- Service animal

Temporary Arrangements

Temporary arrangements may be available to any examinee for whom a need has been identified due to a documented temporary condition, such as a recently occurring accident or illness. ACT must authorize temporary arrangements prior to use, generally for one test date only. Typically, these are adjustments to the testing environment. Most require advance planning to deliver.

If an examinee requires a temporary arrangement on their preferred test date, a request for temporary condition arrangements along with supporting documentation and a **Consent to Release Information to ACT** must be submitted to ACT no later than noon (central time) the Wednesday prior to the test date. (The request form is available by emailing ACT at **ACTAccom@act.org**.) ACT will authorize requests for temporary arrangements only after it determines the use of the accessibility support will result in a valid score for the examinee.

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

- Wheelchair accessibility (test at a table instead of a desk)
- Permission for food/drink/medication in the testing room
- Permission for use of a cushion
- Permission to use a chair to prop up a leg
- Seating in front or back of the room

Accommodations

Accommodations are authorized adjustments 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 accommodations plan and/or other documentation that substantiates a disability. Accommodations provided for the test should be used regularly in the academic environment; they should not be introduced just prior to taking the test. Not all instructional accommodations are allowable for use on the test as they may change what the test is designed to measure. There are consequences for the use of non-allowable and/or non-authorized accommodations during the test.

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

All allowable accommodations appear in the tables found in **Applying Accessibility Supports**. Examples of accommodations include, but are not limited to, the following:

- Presentation and formats supports (e.g., alternate formats, assistive technology, auditory presentation)

- Response and navigation supports (e.g., assistive technology, scribe)
- Setting and location supports (e.g., preferential seating, small group, adaptive furniture)
- Timing supports (e.g., extra testing time, breaks as needed)

Note: Students with an impairment that generally lasts less than 6 months may request temporary arrangements if a need is identified.

AUTHORIZING ACCESSIBILITY SUPPORTS

Submitting Requests

Anyone authorized to enter information into the system is referred to as a test accommodations coordinator (TAC). 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 in your records. This document is not provided to ACT.

  Note: The Consent to Release Information to ACT form should be kept securely in your records for at least one year after the request is entered into the Test Accessibility and Accommodations (TAA) system.

- Submits requests for ACT-authorized accommodations in the TAA system, accessed at **https://success.act.org**.

The TAC identifies and requests authorizations for examinees to test with accommodations based on the student's formal educational plan. The following table shows some 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	- Scribe (to mark responses) - Time remaining indicator - Extra testing time - Accessible calculator
Hearing impairment	- Preferential seating - Hearing assistive device (audio amplification, FM/DM system)
Learning disability	- Human reader - Extra testing time - Scribe (to mark responses)
Physical disability	- Extra testing time - Breaks as needed (stop-the-clock breaks) - Scribe (to mark responses) - Medical device - Adaptive device/technology (e.g., adaptive seating)

If the examinee is not enrolled in a school or their school is unable to submit the request on their behalf, the examinee may request an application for accommodations by emailing ACT at

ACTAccom@act.org. ACT will upload the application and any submitted documentation into the TAA system for processing.

Reviewing Requests

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

- Reviews documentation provided in the TAA system
- Determines whether to authorize the requested accommodations for use on the ACT
- Creates an individualized *Decision Notification*
- Provides the decision notification to the requester

Requests for accommodations and any required documentation must be submitted by the published for the examinee's preferred test date. Accommodation requests submitted after the late registration deadline will not be available for the examinee's preferred test date.

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 test 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 test
- Are monitored for effectiveness during daily instruction
- Are based on individual needs

UNDERSTANDING ACCESSIBILITY SUPPORTS OPTIONS

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

Tables 2 through 5 in Defining and Applying Accessibility Supports describe what each support or accommodation is, provide a recommendation for who it applies to, offer some notes about the support or accommodation during administration, and identify the type (universal support, temporary arrangement, and/or ACT-authorized accessibility support).

These tables provide helpful guidance for choosing appropriate accessibility supports, give an at-a-glance comparison of available accommodations and supports, and 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, but ACT provides braille.

Defining and Applying Accessibility Supports

The following tables list accessibility supports and accommodations available for use on the test; describe what each support or accommodation is and who it's for; and provide notes on its application or use in the testing environment. The tables are grouped into the following four categories:

- Presentation & formats supports (e.g., alternate formats, assistive technology, auditory presentation), which address the way information is presented or formatted
- Response & navigation supports (e.g., assistive technology, scribe), which address the way an examinee navigates the assessment or responds to test items
- Setting & location supports (e.g., preferential seating, small group, adaptive furniture), which address the characteristics of the setting or the location where the assessment is administered
- Timing supports (e.g., extra testing time, breaks as needed), which address the scheduling of and timing allowed for the test administration

Accessibility supports used with required ACT authorization, temporary arrangements, embedded universal supports, and combinations of the accessibility supports listed in theses tables will result in a college reportable score. Accessibility supports used without required ACT approval, or other tools not listed here (i.e., modifications that are not allowed/not authorized), will result in a canceled score. Examinees may choose not to use their authorized accommodations.

Note: Key to abbreviations in this table:

- *A = ACT-authorized accommodation*
- *TA = temporary arrangement*
- *U = universal support*

Some combinations of accommodations may require special testing arrangements.

Accessibility Supports: Presentation & Formats

Accessibility Support Name	What It Is	Who It's For	Notes	Type

Braille with tactile graphics	A form of written language in which characters are represented by patterns of raised dots that are felt with the fingertips.
	• 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.
	• Nemeth is a code developed in the United States for mathematics and science notation.
		• Examinees with visual impairments, including blindness, who are proficient in reading braille	• Braille is the only paper-based test option available, and is administered through special arrangement.
			• The braille code read by the examinee must be indicated in the TAA system.
			• ACT offers two contracted braille code options:
			  ~ UEB math/science
			  ~ UEB with Nemeth
			• ACT no longer offers English Braille American Edition (EBAE).
			• It is critical that the TAC requests the correct braille code for the examinee. Incorrect braille code tests will not allow the examinee to read the test.
			• **If multiple braille codes are ordered, UEB math/science will be provided.**
			• Braille test books include embedded tactile graphics.
			• Tactile graphics allow examinees to feel raised lines and surfaces to obtain the same information that people who are sighted get through visual images.
			• Examinees authorized for braille are provided triple time.
				A

Color contrast/ color overlay	Ability to adjust the contrast between the background and text.	• Examinees with visual impairments • Examinees who experience eye fatigue when reading black text on a white background	• For online testing, examinees select from preset text and background combinations.	U

(continued)

7

Accessibility Supports: Presentation & Formats (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Human reader who reads the entire test	The room supervisor reads aloud to one examinee using the text on the computer screen in English.	• Examinees with a learning disability in reading decoding or comprehension	• To assign this accommodation for a student in the TAA system choose human reader for online testing. • The entire test is read, not just words or passages upon request. • 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. • One-to-one administration (individual test room) must be requested and authorized by ACT. • See **Administration Instructions for Human Reader or Sign Language Interpreter**, page 22 for administration instructions.	A
Magnification device/zoom	Zoom: Enlarging the screen display using keyboard shortcuts (e.g., Ctrl +). Magnification: Enlarging a section of the screen using an embedded tool.	• Examinees with visual impairments	• 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.	U
Other requests	Uncommon accommodations needed by examinees which are not available in the selections provided in the TAA system.	• Examinees who require unique tools or settings to access the test	• Common examples include accessible calculator or verbal cues to stay on task. • Alternative accommodations are available for all test content areas dependent on the request and whether the accommodation would not change what the test is designed to measure.	A

(continued)

Accessibility Supports: Presentation & Formats (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Read aloud to self	The examinee reads test items and/or answers aloud in an individual setting.	• Examinees with a learning disability in reading decoding or comprehension	• Examinees authorized to read the test aloud to themselves who require extra testing time must request it. • One-to-one administration (individual test room) must be requested and authorized by ACT.	A
Sign language interpreter, for the entire test	A qualified individual who visually translates test directions, test items, and multiple-choice responses using the text on the computer screen for the examinee.	• Examinees with a hearing impairment, in conjunction with a reading disability, who use sign language as their primary mode of communication	• Examinee must be seated so they have clear access to view the interpreter. • The entire test, the interpreter follows the on-screen text verbatim, without adding explanation, using Signing Exact English (SEE) or cued speech. • This requires the interpreter to sign an agreement on test day. • One-to-one administration (individual test room) must be requested and authorized by ACT. • See **Administration Instructions for Human Reader or Sign Language Interpreter**, page 22 for administration instructions.	A
Verbal cues to stay on task	An action intended to encourage an examinee to stay on task.	• Examinees who have difficulty staying on task	• The test proctor may provide a verbal queue to return to testing. • The test proctor may not point to the computer screen or use any gesture which may be interpreted as indicating a response is correct or incorrect. • One-to-one administration (individual test room) must be requested and authorized by ACT. • Requests for use on the test should be submitted under "Other Accommodations."	A

Accessibility Supports: Response & Navigation

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Accessible calculator (see also calculator)	A calculator with features that make it usable for examinees with visual impairments, such as an abacus or large key, braille, or talking calculator. This is not the same as a standard calculator.	• Examinees with visual impairments	• Accessible calculators may only be used on subject tests Mathematics 1, Mathematics 2, Chemistry, and Physics. • Examinees using talking calculators may test in a group setting if they use headphones. If headphones are not used, examinees must be provided one-to-one administration (individual test room). • 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). • Requests for use on the test should be submitted under "Other Accommodations."	A
Answer/ custom masking	Answer masking–online testing: Multiple-choice answers are covered. The examinee uncovers choices when ready. Custom masking (line reader)–online testing: Sections of the screen are covered by a box which varies in size and location.	• Examinees who have difficulty with visual clutter	• Answer and custom masking are embedded in the online testing platform as a universal support.	U
Answer eliminator	The examinee crosses out multiple-choice answers to help determine the correct response.	• Examinees who use similar strategies during instruction	• Examinees use a system tool to cross out answers for online testing.	U

(continued)

Accessibility Supports: Response & Navigation (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Brailled response	Specialized tools that allow examinees to produce braille responses. Brailler: 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. Braille notetaker: Portable device with built-in refreshable braille display that may connect to the internet and has other software applications.	• Examinees with visual impairments, including blindness, who are proficient in writing braille	• Refreshable braille devices/notetakers must be disconnected from the internet and set to operate in dumb terminal mode. • Responses in braille for paper-based testing must be transcribed to be scored. Transcription is completed by the TAC or someone proficient in braille authorized by the TAC (e.g., a teacher of the visually impaired [TVI]) in the presence of the examinee, unless the examinee declines to be present. • Responses must be reproduced exactly as provided by the examinee. • The TAC must delete the essay from the braille writer or computer used by the examinee and the transcriber (including the trash folder). • Examinees authorized for brailled response are provided triple time.	A
Other requests	Uncommon accommodations needed by examinees which are not available in the selections provided in the TAA system.	• Examinees who require unique tools or settings to access the test	• A common example includes responding in an alternate method (e.g., pointing, eye gaze). • Alternative accommodations are available for all test content areas dependent on the request and whether the accommodation would not change what the test is designed to measure.	A

(continued)

11

Accessibility Supports: Response & Navigation (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Scribe	A qualified individual enters responses for the examinee or types what the examinee says verbatim during testing.	• Examinees with motor disabilities which impede their ability to independently use a computer	• Requires the scribe to sign an agreement on test day. • The scribe must be proficient in English. • 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. • One-to-one administration (individual test room) must be requested and authorized by ACT. • Use of a scribe will require extra testing time that must be requested and authorized by ACT. • See **Administration Instructions for Scribe** for administration instructions.	A | TA

Accessibility Supports: Setting & Location

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Assistive devices/ technology	Specialized tools that allow access to the test such as adaptive keyboards, mouse, specialized seating, augmentative and alternative communication (AAC) devices, geoboards, switch, or other assistive devices.	• Examinees with physical impairments • Examinees with motor control difficulties • Examinees with difficulties producing speech	• If the assistive technology used is not compatible with the computer used for testing, a scribe may be required. • No test materials may be copied or downloaded onto the assistive device. • Extra testing time may need to be requested and authorized by ACT, 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.	A
Background music/white noise machine	Instrumental music or white noise played aloud in the test environment intended as an unobtrusive accompaniment to the test administration.	• Examinees diagnosed with anxiety who use music as a therapeutic tool	• All examinees in the test environment must be authorized for background music, or one-to-one administration (individual test room) must be requested and authorized by ACT. • Individual music player with headphones is not allowed.	A
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).	• Examinees with focus impairment, obsessive compulsive disorder, or anxiety impairment	• Devices may not make noise. • One-to-one administration (individual test room) must be requested and authorized by ACT.	A

(continued)

Accessibility Supports: Setting & Location (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Food, drink, and medication for examinees with medical need	Allowing the examinee access to snacks, drinks, and/or medication in the testing environment.	• Examinees with medical conditions who require access to food, drinks, or medication		A
Hearing assistive device (audio amplification, FM/DM system)	Specialized tools that eliminate the effects of distance, background noise, and reverberation and deliver sound direct to the users' ears. Audio amplification: Examinees wear headphones and raise or lower volume as needed. FM/DM system: The room supervisor wears a microphone that wirelessly transmits radio (FM) or digital (DM) sound directly to examinee's hearing device.	• Examinees with hearing impairments who wear hearing aids, have cochlear implants, or who use an FM/DM system	• Examinee's hearing aids or cochlear implants do not require authorization for use during testing. • Devices cannot be connected to the internet or have recording capabilities. • Hearing assistive devices may be used as a Bluetooth headphone when testing with a computer but cannot be connected to the internet or have recording capabilities.	A

(continued)

14

Accessibility Supports: Setting & Location (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Medical monitoring device (not physically attached to the examinee)	Any cell phone or other smart device used to check the performance of paired medical monitoring equipment.	• Examinees with medical conditions which require a medical device	• 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 allowable medical 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 smart devices used to monitor medical conditions must be requested and authorized by ACT in advance. Such use requires a one-to-one administration (individual test room) in which the test proctor supervises the use of the otherwise prohibited device to ensure it is only used for its medical purpose.	A
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 mufflers).	• Examinees with a focus impairment	• The use of a carrel or enclosure must allow for monitoring of the examinee during testing. • Examinees authorized to use a noise buffer or wear headphones are prohibited from listening to music or white noise. • Noise buffers/ear plugs may not connect to the internet or have recording or communication capabilities. All paired devices must be powered off and remain out of sight (or proximity) during testing.	A

(continued)

Accessibility Supports: Setting & Location (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Other requests	Uncommon accommodations needed by examinees to access the test which are not available in the selections provided in the TAA system.	• Examinees who require unique tools or settings to access the test	• Common examples include closed windows or air conditioning, adaptive furniture or a slant board, or special lighting. • Alternative accommodations are available for all subject tests dependent on the request and whether the accommodation would not change what the test is designed to measure. • The "other accommodations" box should not be used to request additional time or calculator use on the science test.	A
Permission to stand during testing	Seating an examinee in a location which allows them to stand, walk, pace, or otherwise move and not distract other examinees.	• Examinees who need an environment that allows for movement.	• One-to-one administration (individual test room) must be requested and authorized by ACT.	A
Personal aide	An adult, not related to the examinee, who cares for the examinee's medical needs.	• Examinees with health restrictions which require constant human monitoring	• The aide cares for the examinee's medical needs and does not act in another testing role (e.g., test proctor, reader, scribe). • One-to-one administration (individual test room) must be requested and authorized by ACT.	A | TA
Preferential seating	Allowing examinee a specific seat location (e.g., sitting in the front to see sign-language interpreter).	• Examinees with sensory concerns • Examinees who are easily distracted • Examinees with behaviors that may distract others		A

(continued)

16

Accessibility Supports: Setting & Location (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Service animal	An animal, typically a dog, trained to assist an individual who has a disability.	• Any examinee with a disability who has a trained service animal	• 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 are not permitted in the testing environment. • See **Examinees Who Test with a Service Animal**, page 21 for more information.	U
Small group/ one-to-one testing	Allowing the testing in a small group or one to one as an individual administration.	• Examinees with sensory concerns • Examinees who are easily distracted	• ACT recommends that a small group be less than the number of examinees in a standard room, with a maximum of 20 examinees.	A
Time remaining indicator	Providing an alternate auditory or visual notification of time remaining, such as countdown timer, note cards with time remaining, or tap on shoulder.	• Examinees with a hearing or visual impairment • Examinees who require a visual representation of time remaining in a test session, such as examinees who are deaf	• The method of notification of time remaining should be determined in advance with the examinee. • Countdown timers are embedded on the online testing platform as a universal support. They show the time allowed for the test and count down when the test administration starts. • A visual five-minute warning is embedded in the online testing platform.	U
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.	• Examinees with visual impairments • Examinees with migraines	• The environment should be adjusted in addition to the general preparation of a test room.	A

(continued)

Accessibility Supports: Setting & Location (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Wheelchair accessibility	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.	• Examinees for whom walking is difficult or impossible due to illness, injury, or disability	• Table heights may need to be adjusted to accommodate the examinee.	A | TA

Accessibility Supports: Timing

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Breaks, as needed	Additional rests with the test time paused on top of breaks scheduled for all examinees.	• Examinees with medical conditions which require immediate response • Examinees with behavioral concerns which require sensory breaks for calming	• 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. • One-to-one administration (individual test room) must be requested and authorized by ACT. • Breaks must be supervised. • Breaks may not be overnight.	A

(continued)

Accessibility Supports: Timing (continued)

Accessibility Support Name	What It Is	Who It's For	Notes	Type
Extended testing time	Examinees are allowed additional time to complete testing (extra time).	• Examinees with a learning disability who require additional processing time • Examinees who use another accessibility support which requires additional time such as braille or a verbal presentation of the test • Examinees with medical conditions which affect stamina	• Extra testing time options include one and one-half time, double time, and triple time. • Examinees using one and one-half time can be administered up to two subjects on a given day with one subject test administered in the morning and one in the afternoon, if afternoon testing is available. • Examinees using double or triple time require a morning administration, and only one subject test can be administered on the test day. • 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. Using extra time is a skill and should not be provided without prior instruction on time management to the examinee. • Once a subject test has been started, it must be completed in the same sitting with the authorized time. • See **Timing Guidelines** for administration instructions.	A

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

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*, rooms for one-to-one administration (individual test room) should be identified and available.

Timing Guidelines

A timing chart is provided in **Timing for Tests**. Examinees testing for multiple subjects or under multiple authorized timings are allowed to test in the same room. When testing with accessibility supports, examinees may use less time than allowed with their authorized timing.

Timing for Tests

Content Area Test Timing Chart: ACT International Subject Test

Time Allowed (English)	Standard time or breaks as needed	One and one-half time	Double time	Triple time
Biology	90 minutes	135 minutes	180 minutes	270 minutes
Chemistry	90 minutes	135 minutes	180 minutes	270 minutes
English 1 and 2	90 minutes	135 minutes	180 minutes	270 minutes
Mathematics 1 and 2	60 minutes each	90 minutes	120 minutes	180 minutes
Physics	90 minutes	135 minutes	180 minutes	270 minutes
US History	90 minutes	135 minutes	180 minutes	270 minutes

Note: All subject tests are administered in two equally timed sessions, with the exception of Mathematics 1 and 2. Those sessions are as follows:

- *90 minutes: 45 minutes each*
- *135 minutes: 67 minutes each*
- *180 minutes: 90 minutes each*
- *270 minutes: 135 minutes each*

For examinees authorized to test with breaks as needed, total break time cannot exceed 90 minutes

Examinees Who Test with a Service Animal

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 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 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 may be excluded from the testing environment.

Testing with Sign Language Interpreters, Readers, or Scribes

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

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

- Be proficient in English and, if applicable, the sign language system
- Be experienced in testing
- Agree to administer the tests in compliance with the policies and procedures in this manual.
- Read and sign the appropriate agreement:

  Note: These agreements are shipped with the materials sent to test centers.

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 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 or reader are also assigned triple time (extra testing time), as that is the length of time required to present the test.

Administration Instructions for Human Reader or Sign Language Interpreter

An examinee who is not able to read may require a human reader who uses the text on the computer screen and, if needed, sign system (SEE or CASE) to read the test directions, test questions, and answers for an examinee.

Following are instructions for use of a human reader or sign language interpreter. The word "read" should be interpreted to include signing in these instructions.

- You will read the entire test to one examinee using the text on the computer screen.
- 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 screen in English to the examinee.
- You must read exactly what is on the screen (without changing words) in your normal voice.
- The examinee can ask you to read any part of the test again, but you cannot give explanations or extra information.
- The examinee can ask you to skip portions of test items, such as formulas for the mathematics test, they would like to read themselves.
- Sign language interpreters must be cognizant when translating items that the sign does not lead or cue the examinee to a particular response or give unfair advantage or disadvantage to the student.
- Follow these guidelines for how to read the test:
  ~ After reading the question number, pause before reading the question.
  ~ 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.
  ~ 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"

Administration Instructions for Scribe

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

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.
- If the examinee requests you to write down any notes or outlines, you may do so on the white board.
- 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.
- 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.

FOR MORE INFORMATION

ACT is committed to making the test 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**.

If you still have questions about accessibility supports after reading this guide, submit a question or comment through the online **Contact Us** form, call us at +1 319.337.1332, or contact us at **ACTAccom@act.org**.

ACT®