

ACT Aspire

Accessibility Supports Guide

Summative Testing

Online and Paper Testing

ACT[®] Aspire[®]



CONTACTS AND RESOURCES

Contact Information

ACT Aspire Customer Support

- Phone: 1.888.705.9421 Option 4 (ACT Aspire)
- Hours available: Mon-Fri 7:00 am - 7:00 pm (CST)
- To email Customer Support, please visit:

<https://download.pearsonaccessnext.com/ref/WebToCase.html?p=ARIZONA>

Resources

Website	URL
ACT Privacy Policy	https://aspire.pearsonaccessnext.com/customer/privacy-policy.action
Arizona ACT Aspire Support Page	https://az-support.mypearsonsupport.com/aspire/
ACT Calculator Policy	https://az-support.mypearsonsupport.com/resources/aspire/ACT-calculator-policy.pdf
PearsonAccess ^{next}	aspire.pearsonaccessnext.com
TestNav TM Support Site	https://support.assessment.pearson.com/TN/testnav-8-online-support-16908292.html

Accessibility Supports

The *Arizona ACT Aspire Support Page* includes the following accessibility resources:

- *ACT Aspire Accessibility Supports Guide*
- Braille Notes (for the Room Supervisor)
- *ACT-Authorized Bilingual Word-to-Word Dictionaries* list

For more information, see the **Accommodations and Supports** section of the *Arizona ACT Aspire Support Page*.

Prepare Your Examinees

The following resources are available for examinees to prepare for testing:

- Online Exemplars - intended to provide students with experience navigating TestNav and interacting with the various test item formats. The online exemplars are not meant to be scored, and a full answer key is not provided for the online exemplars.
- Exemplar Test Question Booklets - each booklet (one for each subject) describes reporting categories, standards, depth-of-knowledge levels, and correct responses.

For more information, see the **Exemplars** section of the *Arizona ACT Aspire Support Page*.

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TESTING WITH ACCESSIBILITY SUPPORTS

Types of Accessibility Supports

This guide applies to ACT Aspire Summative testing and complements other ACT Aspire manuals, including the *Test Coordinator Manual*, *Room Supervisor Manual: Online Testing*, and *Room Supervisor Manual: Paper Testing*.

ACT Aspire Summative testing is delivered online or on paper.

In ACT Aspire, any examinee - with or without an identified disability - may use accessibility supports that appropriately match the examinee's needs. It is recommended that examinees who use accommodations have a formally documented need as well as relevant knowledge and familiarity with these tools.

Those with Test Coordinator permissions in PearsonAccess^{next} must select accommodations through the online Personal Needs Profile (PNP) process in PearsonAccess^{next} prior to an examinee beginning to test.

Accessibility supports permitted during testing are designed to remove barriers to examinee access to the test and do not alter the validity of the test, test constructs, score interpretation, reliability, or security of the test.

It is important to abide by all outlined requirements for administering supports.

Types of accessibility supports:

- **Universal Supports**
- **Designated Supports**
- **English Learner (EL) Supports**
- **Accommodations**

It is recommended that examinees use the tutorial and online exemplars to learn how to navigate online tools before testing.

Universal Supports

Universal supports are available to all examinees based on examinee preference and selection and do not require a Personal Needs Profile (PNP). Students whose needs are met by default embedded tools do not need a PNP. For paper testing, universal supports are approved by the Test Coordinator. For online testing, universal supports are available to all students without requiring approval.

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

- Test booklet used as scratch paper (paper testing only)
- Answer eliminator
- Sheet of scratch paper

Designated Supports

Designated supports are available to any examinee for whom a need has been identified. Designated supports must be identified and planned for locally to ensure proper delivery. **Some supports may need to be entered in PearsonAccess^{next} on the student's PNP if they are listed on the PNP screen.**

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

- Testing in a small group or one-to-one
- Food, drink, or access to medication, for examinees with medical needs
- A written copy of the verbal instructions (provided locally)
- Using colored overlays for paper testing
- Using magnification for paper testing

English Learner Supports

English learner (EL) supports are available only for examinees who are not proficient in English.

EL supports are limited to:

- ACT-authorized word-to-word bilingual dictionary
- Translated verbal instructions, provided locally
- One and one-half time (one session)
- Small group testing

Accommodations

Accommodations are available only for examinees with disabilities as documented in an Individualized Education Program (IEP) or 504 Plan. Examinees with accommodations must use the designated accommodations test materials. Examinees with the same testing times should test together as a group unless an accommodation requires one-to-one testing.

Examples of accommodations include, but are not limited to:

- Timing/scheduling supports (e.g., extra testing time, breaks as needed [other than using the restroom])
- Audio supports (e.g., human reader, text-to-speech)
- Response supports (e.g., scribe to record responses, speech-to-text software for the writing test)
- Sign language interpreter
- Alternate formats (e.g., braille, large print)

Modifications

Modifications are alterations that are sometimes used during instruction. Modifications are not permitted on statewide assessments as they change what a test is designed to measure and prevent meaningful interpretation of a student's score.

IMPORTANT: If a modification is made, the test will be invalidated.

QUALIFICATION FOR ACCESSIBILITY SUPPORTS

Authorization

The Test Coordinator identifies examinees who qualify to test with:

- Accommodations–based on their Individualized Education Program (IEP) or 504 Plan
- English learner (EL) supports–based on limited English proficiency
- Designated supports–based on an identified need

The Test Coordinator documents accommodations, EL supports, and designated supports on the Personal Needs Profile (PNP).

Note: Keep written documentation securely on file for one year after testing.

Personal Needs Profile

Complete the Personal Needs Profile Worksheet

The Personal Needs Profile Worksheet may be used to identify appropriate accessibility supports before entering this into the administration platform.

1. Describe each examinee's strengths and challenges.
2. Consult the Accessibility Supports table and detailed descriptions to match the examinee's need with available supports.
3. Consider each type of support, designated supports, English learner (EL) supports, or accommodations, or a combination of supports.

Will the examinee need extra testing time, an individual administration, special seating, additional breaks?

4. Note the examinee's designated supports, EL supports, and/or accommodations for testing.
5. Import or manually assign student PNP information in the administration platform.

Personal Needs Profile Worksheet

PNP Worksheet

Examinee Name and Grade:	Reading or English	Math	Science	Writing
Strengths and Challenges				
Accessibility Supports				

Import Student PNP and Test Information File

Note:

- You may import student PNP and test session data in the same file at the same time, or you may choose to import this information separately.
- When this file is exported, if the organization had students associated with a PNP, test session, or group/class, that information is included in this file, so long as: 1) the student has not yet tested; 2) the session has not yet been prepared. If either of these two activities occurred prior to file export, those students will not be included in the file.
- **All PNPs must be added or modified prior to preparing online test sessions to ensure the PNP is automatically assigned to a student's test.**

1. Select the **Setup** icon.
2. Select **Import/Export Data**.
3. Select the drop-down arrow next to the **Start** button and select **Import/Export Data**.
4. Select the drop-down arrow in the **Type** field and select **Student PNP and Test Information**.
5. Select the box next to the options that apply.

*Note: Select the **Update only PNP Accessibility Supports** option if you do not want class/group or test session information updated. Only PNP data will be updated if this option is selected.*

6. Select the **Choose File** button.
 - a. Navigate to the file you want to import.

7. Select the **Process** button.

The file will stop processing if 500 errors are reached. The **View File Details** tab will show links to **Download Records in Error** or **Download Error Messages**, which can be used to review any errors.

It is recommended that you export the template for the file first. Choose the appropriate export option for the file you wish to use and process. Use the **View File Details** tab to view the status of this file. When completed, select **Download File**.

Use Registrations and PNP - Manually Assign PNP

Note: Personal Needs Profile (PNP) selections can be easily changed prior to starting a session by following these steps and editing the fields. After a session has been prepared, the examinee will need to be moved to a new session and you will need to update the PNP fields.

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.

The Students screen appears with a list of examinees. From here you can search for specific students. In the Search drop-down menu, select **Show all results** to see a list of all students. You also may apply a filter by entering additional details.
3. Select the box next to the examinee(s) to whom you need to assign Personal Needs Profile (PNP) supports.
4. In the Tasks pane, select **Registrations and PNP** from the drop-down menu.
5. Select the **Start** button.
6. Select the examinee to whom you need to assign an accessibility support from the **Student** drop-down menu.
7. Select all accessibility supports that apply to the test.
8. Select the **Save** button.

A "Success - Changes saved" message appears.
9. Select the **Exit Tasks** button.

The Students screen appears.

Run the Personal Needs Profile Report

After examinees have been assigned to test sessions, the Personal Needs Profile report lists each examinee's assigned session. Use this report to manage paper and online accommodations for examinees, set up test sessions, and assign examinees appropriately.

1. Select the **Reports** icon.
2. Select **Operational Reports** to access the Operational Reports screen.
3. Select the check box next to **Students & Registrations**.

A list of Students and Registrations reports appears.
4. Select the **Personal Needs Profile (PNP) Report for Student Tests**.

The report screen appears.
5. Select **Request Report Refresh** to view the most current report.
6. Modify options using the drop-down filters, if desired.

7. Select the **Refresh Report** button.
A "Success - Changes saved" message appears. The report will update.
8. Select the refresh icon, if necessary.
9. Select the **Download Report** button.
You will be prompted to save the report.
10. Select the **Exit Report** button.
The Operational Reports screen appears.

DESCRIPTIONS OF ACCESSIBILITY SUPPORTS

This section provides high-level overviews and detailed descriptions of accessibility supports. It is divided into two sections:

- Accessibility supports table, which includes the following high-level information:
 - Accessibility supports name
 - Designation for paper and online tests
 - Specific content areas for which the accessibility support is available
- Detailed descriptions of the accessibility supports, which include:
 - Definition
 - Support Type
 - Recommended Usage
 - Personal Needs Profile Selection
 - Notes

Accessibility Supports

For more information about each support in this table, see the next section for detailed descriptions.

The following Accessibility Supports require approval from Arizona Department of Education: Braille, Large Print Paper Test, American Sign Language (ASL) interpreter (Full Translation), and Speech-to-Text.

Accessibility Supports

Support	Type and Mode	Content Area
Abacus	<ul style="list-style-type: none"> Accommodation for Online Testing Accommodation for Paper Testing 	Available for math
Accessible Calculator (not a standard calculator)	<ul style="list-style-type: none"> Accommodation for Online Testing Accommodation for Paper Testing 	Available for math
Answer/Custom Masking	<ul style="list-style-type: none"> Universal Support for Online Testing Designated Support for Paper Testing 	Available for all tests
Answer Eliminator	<ul style="list-style-type: none"> Universal Support for Online Testing Universal Support for Paper Testing 	Available for all tests
Assistive Technology	<ul style="list-style-type: none"> Accommodation for Online Testing Accommodation for Paper Testing 	Available for all tests
Audio Amplification/FM System	<ul style="list-style-type: none"> Designated Support for Online Testing Designated Support for Paper Testing 	Available for all tests
Bilingual Word-to-Word Dictionary	<ul style="list-style-type: none"> English Learner Support for Online Testing English Learner Support for Paper Testing 	Available for math, science, and writing
Braille (ADE Approval Required)	<ul style="list-style-type: none"> Accommodation (requires Braille test kit) 	Available for all tests
Breaks as Needed	<ul style="list-style-type: none"> Accommodation for Online Testing Accommodation for Paper Testing 	Available for all tests

(continued)

Accessibility Supports (continued)

Support	Type and Mode	Content Area
Color Contrast/Overlay	<ul style="list-style-type: none"> • Universal Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Countdown Timer	<ul style="list-style-type: none"> • Universal Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Extra Testing Time	<ul style="list-style-type: none"> • Accommodation and English Learner Support for Online Testing • Accommodation and English Learner Support for Paper Testing 	Available for all tests
Food, Drink, and Medication for Individuals with Medical Need	<ul style="list-style-type: none"> • Designated Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Highlighter	<ul style="list-style-type: none"> • Universal Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Home/Hospital Testing for Homebound Students	<ul style="list-style-type: none"> • Designated Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Human Reader	<ul style="list-style-type: none"> • Accommodation for Paper Testing 	Available for math, science, and writing
Interpreter	<ul style="list-style-type: none"> • Accommodation to Translate Verbal Instructions for Paper or Online Testing • Accommodation to Translate Test Directions and Test Items for Paper Testing (ADE Approval Required) 	Available for math, science, and writing
Keyboard Navigation	<ul style="list-style-type: none"> • Universal Support for Online Testing 	Available for all tests
Large Print Paper Test (ADE Approval Required)	<ul style="list-style-type: none"> • Accommodation (requires large print paper test) 	Available for all tests
Magnification/Magnifier	<ul style="list-style-type: none"> • Universal Support for Online Testing • Designated Support for Paper Testing 	Available for all tests

(continued)

Accessibility Supports (continued)

Support	Type and Mode	Content Area
Mark Item for Review	<ul style="list-style-type: none"> • Universal Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Notification of Time Remaining (alternative method to verbal notification)	<ul style="list-style-type: none"> • Designated Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Preferential Seating	<ul style="list-style-type: none"> • Designated Support and English Learner Support for Online Testing • Designated Support and English Learner Support for Paper Testing 	Available for all tests
Printed Copy of Verbal Instructions, Provided Locally	<ul style="list-style-type: none"> • Designated Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Scratch Paper	<ul style="list-style-type: none"> • Universal Support to Use Sheets of Scratch Paper for Online Testing • Universal Support to Use Test Booklet or Sheets of Scratch Paper for Paper Testing 	Available for all tests
Speech-to-Text (ADE Approval Required)	<ul style="list-style-type: none"> • Accommodation for Paper Testing 	Available for writing
Spell Checker (Electronic and External Spell Check Device)	<ul style="list-style-type: none"> • Accommodation for Online Testing • Accommodation for Paper Testing 	Available for math, science, and writing
Testing over Multiple Days	<ul style="list-style-type: none"> • Accommodation for Online Testing • Accommodation for Paper Testing 	Available for all tests
Text-to-Speech	<ul style="list-style-type: none"> • Accommodation for Online Testing 	Available for math, science, and writing
Translated Verbal Instructions in Native Language, Provided Locally	<ul style="list-style-type: none"> • English Language Support for Online Testing • English Language Support for Paper Testing 	Available for all tests

(continued)

Accessibility Supports (continued)

Support	Type and Mode	Content Area
Visual Environment	<ul style="list-style-type: none"> • Designated Support for Online Testing • Designated Support for Paper Testing 	Available for all tests
Writer/Scribe to Record Responses	<ul style="list-style-type: none"> • Accommodation for Online Testing • Accommodation for Paper Testing 	Available for all tests

Detailed Description of Supports

The following detailed description of accessibility supports contains definitions, type, recommended usage, the Personal Needs Profile (PNP) selection, and requirements for using specific supports.

Abacus

Definition: An instrument for performing calculations by sliding counters along rods or in grooves.

Type:

- Accommodation for Online Testing
- Accommodation for Paper Testing

Recommended Usage: Examinees with visual impairments

Personal Needs Profile Selection: Abacus

Notes: This accommodation may only be used for the mathematics test. Extra testing time may be needed when providing this accommodation.

Accessible Calculator

Definition: 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.

Type:

- Accommodation for Online Testing
- Accommodation for Paper Testing

Recommended Usage: Examinees with visual impairments

Personal Needs Profile Selection: N/A

Notes: Examinees using talking calculators may test in a group if they have 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 are provided locally and may only be used on the mathematics test.

Answer/Custom Masking

Definition:

- 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.
- Answer/Custom Masking—paper testing: Blank paper or cards are used to cover portions of the test booklet and/or answer document.

Type:

- Universal Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees who have difficulty with visual clutter

Personal Needs Profile Selection: Custom Masking

Notes: All extra paper 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 is allowed.

Answer Eliminator

Definition: Crossing out multiple-choice answers to help determine the correct response.

Type:

- Universal Support for Online Testing
- Universal Support for Paper Testing

Recommended Usage: Examinees who use similar strategies during instruction

Personal Needs Profile Selection: N/A

Notes: Examinees use a system tool to cross out answers for online testing. Examinees cross out responses in the test booklet for paper testing; however, only answers on their answer sheet will be scored.

Assistive Technology

Definition: Assistive technologies are specialized tools which allow access to the test. These include adaptive keyboards, adaptive mouse, specialized seating, Augmentative Alternative Communication (AAC) devices, switches, or other assistive devices.

Type:

- Accommodation for Online Testing
- Accommodation for Paper Testing

Recommended Usage: Examinees with physical impairments, examinees with motor control difficulties, examinees with difficulties producing speech

Personal Needs Profile Selection:

- Keyboard, AAC + Local Print
- Physical / Motor Equipment

Notes: Local printing of examinee responses and/or transcription of responses may be required for scoring depending on the assistive technology used. 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.

Audio Amplification/FM System

Definition:

- Audio amplification—online testing: Examinees wear headphones and raise or lower volume, as needed.
- FM system—online and paper testing: The Room Supervisor wears a microphone that wirelessly transmits directly to examinee's hearing device.

Type:

- Designated Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees who are deaf or hard of hearing and who wear hearing aids, have cochlear implants, or who use an FM system

Personal Needs Profile Selection: Audio Environment

Notes: Examinee's hearing aids do not require authorization for use during testing. If examinees are unable to use headphones with audio amplification, they must test in a one-to-one test environment.

Bilingual Word-to-Word Dictionary

Definition: A reference source in print containing words in English, and the equivalent word in another language.

Type:

- English Learner Support for Online Testing
- English Learner Support for Paper Testing

Recommended Usage: Examinees who are not proficient in English, but have sufficient English to use the support effectively

Personal Needs Profile Selection: Word-to-Word Dictionary

Notes: Extra time may also be authorized. Only ACT-authorized dictionaries maybe used:

<https://az-support.mypearsonsupport.com/resources/aspire/ACT-ApprovedBilingualDictionariesList.pdf>

Braille (ADE Approval Required)

Definition: Braille is a code in which characters are represented by a system of six raised dots that are read with the fingertips.

ACT Aspire is available in contracted Unified English Braille (UEB) with Nemeth.

Nemeth is a code developed in the United States for mathematics and science notation.

Type: Accommodation (requires Braille kit)

Recommended Usage: Examinees with visual impairments, including blindness, who are proficient in reading braille

Personal Needs Profile Selection:

- Braille Contracted, Unified English Braille (UEB)

Notes: The braille accommodation requires time for shipment of a Braille kit. All braille tests must be administered within the ACT Aspire paper-based testing window. Braille responses must be transcribed to a standard answer document and returned for scoring at the end of the paper-based testing window. Responses must be reproduced exactly as provided by the examinee. Examinees authorized for braille should be provided triple time.

The Braille kit includes:

- Answer document for each subject
- Regular-print test booklet for each subject
- Braille test booklet for each subject
- Instruction sheet

Breaks as Needed

Definition: Breaks with the test time paused, in addition to breaks scheduled for all examinees. This is different than a restroom break.

Type:

- Accommodation for Online Testing
- Accommodation for Paper Testing

Recommended Usage: Examinees with medical conditions which require immediate response, examinees with behavioral concerns which require sensory breaks

Personal Needs Profile Selection: Breaks - Supervised within Each Day

Notes: Examinees indicate when they need to take a break, and when they are ready to resume testing.

Examinees may not interact with other examinees or have access to electronic devices when taking a break.

Breaks may not be overnight. Extra testing time may also be authorized.

Color Contrast/Overlay

Definition: Ability to adjust the contrast between the background and text.

- Examinees may select from preset text and background combinations.
- Examinees may use color overlays to adjust the contrast in the test booklet.

Type:

- Universal Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees with visual impairments or examinees who experience eye fatigue when reading black text on a white background

Personal Needs Profile Selection: N/A

Notes: Overlays provided by examinee must be inspected prior to testing and post testing to ensure there is no writing on the overlay. Adjusting the color contrast does not change the appearance of graphs or pictures.

Countdown Timer

Definition: A timing device which shows the time allowed for the test and counts down to no time remaining.

Type:

- Universal Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees who require a visual representation of time remaining in a test session.

Personal Needs Profile Selection: N/A

Extra Testing Time

Definition: Additional time to complete testing—one and one-half time, double time, two and one-half time, triple time, or quadruple time.

Example: If an examinee receives double the normal testing time, a 40-minute test would be 80 minutes, which is 200%.

Type:

- Accommodation and English Learner Support for Online Testing
- Accommodation and English Learner Support for Paper Testing

Recommended Usage: Examinees with a learning disability who require additional processing time

Personal Needs Profile Selection: Extra Time (expressed in terms of percent of time beyond standard allowable time: 150%, 200%, 250%, 300%, 400% or as designated in the file layout requirements)

Notes: Using extra time is a skill and should not be provided without prior instruction on time management. 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. For text-to-speech, triple time (300%) is built into TestNav; therefore, extra time cannot be selected in PearsonAccess^{next}. The time may be extended, if necessary, after the timer stops by using the Proctor Password. Contact the Arizona Department of Education for additional information about using the Proctor Password.

Food, Drink, and Medication for Individuals with Medical Needs

Definition: Snacks, drinks, and/or medication allowed in the testing environment when it otherwise would not be allowed.

Type:

- Designated Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees with medical conditions who require access to food, drinks, or medication. Care must be taken so damage to the computer or test booklet does not occur.

Personal Needs Profile Selection: N/A

Highlighter

Definition: Examinees may draw attention to sections of text by marking them with a color.

Type:

- Universal Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees with visual or reading impairments who benefit from using a controlled color method for focusing, in everyday or academic settings

Personal Needs Profile Selection: N/A

Notes: Highlighters may not be used on the answer document, as it may interfere with the scoring equipment.

Home/Hospital Testing for Homebound Students

Definition: Allowing homebound examinees to test in a secure location other than the usual test environment.

Type:

- Designated Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees with medical conditions who are unable to test with other examinees, or examinees who are not allowed in the standard test environment

Personal Needs Profile Selection:

- Home Administration
- Other Setting

Note: A written chain of custody must be maintained for the test materials. Two trained administrators who meet staff requirements outlined in the *Test Coordinator Manual* must be present to test an examinee.

Human Reader for Math, Science, and Writing

Definition: The Room Supervisor reads aloud to one examinee in English.

Type: Accommodation for Paper Testing

Recommended Usage: Examinees with a learning disability in reading, decoding, or comprehension

Personal Needs Profile Selection:

- Human Reader, English (paper test intended for user with ability to see graphics; no braille)
- Human Reader, English + Orienting Description (paper test intended for user with blindness or low vision; requires braille companion materials)

Notes: It is recommended that 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. This accommodation requires time for shipment of paper testing materials. The human reader must complete an agreement (found in this manual and in the *Test Coordinator Manual*) on test day. The examinee must be tested in a one-to-one test environment.

Interpreter

Definition: A qualified individual who translates for the examinee.

Type:

- Accommodation for Online or Paper Testing when translating the verbal instructions using American Sign Language (ASL), Signed Exact English (SEE), and cued speech
- Accommodation when translating the test directions and test items using Signed Exact English (SEE), American Sign Language (ASL), and cued speech (ADE approval and paper test required)

Recommended Usage:

- Examinees who are deaf or hard of hearing and who use sign language as their primary mode of communication

Personal Needs Profile Selection:

- American Sign Language (ASL): Full Translation (requires a paper test, a one-on-one test administration, and ADE approval)
- American Sign Language (ASL): Directions Only

- Signed Exact English (SEE): Full Translation (requires a paper test, a one-on-one test administration, and ADE approval)
- Signed Exact English (SEE): Directions Only
- Cued Speech

Notes:

When authorized to sign the entire test, the interpreter may not include additional explanation using Signed Exact English (SEE), American Sign Language (ASL), or cued speech. Graphics and images may not be described, but all text labels inside graphics may be translated as needed. When signing test items, this must be a one-to-one test administration. For examinees who are deaf or hard of hearing, you may copy the verbal instructions found in the *Room Supervisor Manual* to provide to the examinee to read. Providing extra time is recommended. The interpreter must complete an agreement (found in this manual and in the *Test Coordinator Manual*) on test day.

Keyboard Navigation

Definition: Ability to move to different areas on the screen through keyboard buttons (e.g., tab, arrow keys).

Type: Universal Support for Online Testing

Recommended Usage: Examinees who have difficulty manipulating a mouse, or who use a switch to navigate on a computer

Personal Needs Profile Selection: N/A

Large Print Paper Test (ADE Approval Required)

Definition: Test booklets printed in 18-point font, instead of the standard 10-point font. Test booklets are sized 14" x 18".

Type: Accommodation (requires large print paper test)

Recommended Usage: Examinees with visual impairments

Personal Needs Profile Selection: Large Print

Notes: The large print paper test accommodation requires time for shipment of paper-based materials. All large print tests must be administered within the ACT Aspire paper-based testing window. A large print test booklet and answer sheet are provided. Responses on the large print answer document must be transcribed to a standard print answer document and returned for scoring at the end of the paper-based testing window.

The Large Print kit includes:

- Answer document for each subject
- Regular-print test booklet for each subject
- Large print test booklet for each subject
- Instruction sheet

Magnification/Magnifier

Definition:

- Browser Zoom: Enlarging what is displayed on screen using keyboard shortcuts (e.g., Ctrl+)
- Magnification: Embedded tool to enlarge a section of the screen
- CCTV: Technology to enlarge the test booklet
- Magnifier: A hand-held device (e.g., a magnifying glass or full page magnifier) to enlarge printed text and graphics

Type:

- Universal Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees with visual impairments

Personal Needs Profile Selection: N/A

Notes: When using browser zoom, examinees may need to scroll to view all text and graphics. A larger screen will provide more visual real estate for enlarged text. Examinees should be seated so other examinees in the test room cannot see the enlarged text or screen.

Mark Item for Review

Definition: Flag items to return to them later.

Type:

- Universal Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees who want to go back to a question and verify their answer choice

Personal Needs Profile Selection: N/A

Notification of Time Remaining

Definition: Alternate notification of time remaining, such as note cards.

Type:

- Designated Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees who are deaf or hard of hearing

Personal Needs Profile Selection: N/A

Notes: The method of notification of time remaining should be determined in advance with the examinee.

Preferential Seating

Definition: Specific seat location (e.g., sitting in the front to see sign-language interpreter), or testing in a small group or one-to-one.

Type:

- Designated Support and English Learner Support for Online Testing
- Designated Support and English Learner Support for Paper Testing

Recommended Usage: Examinees with sensory concerns, examinees who are easily distracted, examinees with behaviors that may distract others

Personal Needs Profile Selection:

- Special Seating/Grouping
- Location for Movement
- Individual Administration

Printed Copy of the Verbal Instructions

Definition: Examinees may be provided a printed copy of the verbal instructions (the instructions that are included in the administration manual that the Room Supervisor reads aloud to examinees when administering the test).

Type:

- Designated Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees who have difficulty following the verbal instructions and examinees who are deaf or hard of hearing who need to follow along with what is being said by the Room Supervisor

Personal Needs Profile Selection: N/A

Notes: You may copy the verbal instructions found in the *Room Supervisor Manual* to provide to the examinee to read.

Scratch Paper

Definition: Calculating, writing, or drawing to help determine an answer.

Type:

- Universal Support to Use Test Booklet or Sheets of Scratch Paper for Paper Testing
- Universal Support to Use Sheets of Scratch Paper for Online Testing

Recommended Usage: Examinees who use similar strategies during instruction

Personal Needs Profile Selection: N/A

Notes: Assistive devices are permitted to do scratch work, if needed, and must be selected in the PNP. All examinees may use their student secure testing ticket as scratch paper for online testing. Optionally, they may also receive plain, lined, or graph scratch paper.

Speech-to-Text (ADE Approval Required)

Definition: Software used in conjunction with a word processing program which converts spoken language into written text, used for the writing test and constructed-response questions.

Type: Accommodation (requires paper test)

Recommended Usage: Examinees with motor disabilities which impede their ability to independently write

Personal Needs Profile Selection: N/A

Notes: A paper test is required and must be administered within the ACT Aspire paper-based testing window. Use of a computer with voice recognition software is required for paper testing. Voice recognition software on mobile telephone devices is not allowed. Examinees must be tested one-to-one. Follow the Scribing Procedures described in this manual for how to submit examinee's response for scoring.

Spell Checker (Electronic and External)

Definition: Hand-held device used to correct spelling errors on the writing essay for paper testing. Electronic devices may not have word prediction, a thesaurus, or contain definitions.

Type:

- Accommodation for Online Testing
- Accommodation for Paper Testing

Recommended Usage: Examinees whose spelling errors impact their writing to the point of being incomprehensible to others

Personal Needs Profile Selection: Electronic Spell Checker

Notes: General spelling is not scored. Grammar check must be turned off.

Testing over Multiple Days

Definition: Tests are administered on more than one day.

Type:

- Accommodation for Online Testing
- Accommodation for Paper Testing

Recommended Usage: Examinees with medical conditions which affect stamina

Personal Needs Profile Selection: Breaks: Securely Extend Session over Multiple Days

Notes: Each test may be completed over more than one day, as long as completed questions are not reviewed. One or more tests may be administered in a day. Tests do not need to be administered over consecutive days. 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.

Text-to-Speech

Definition: Converts on-screen test directions and test items into spoken voice output.

Type: Accommodation for Online Testing

Recommended Usage: Examinees with a learning disability in reading comprehension or decoding, or examinees with a visual impairment

Personal Needs Profile Selection:

- English Text-to-Speech Audio (intended for user with ability to see graphics)

Notes: When administered in a small group, each examinee must have their own headphones, unless using one-on-one testing. With text-to-speech, triple time (300%) is built into TestNav; therefore, extra time cannot be selected in PearsonAccess^{next}. Extended time less than 300% must be manually timed by the Room Supervisor and students made aware of the time their test will end.

Translated Verbal Instructions

Definition: Verbal instructions (the instructions that are included in the administration manual that the Room Supervisor reads aloud to examinees when administering the test) are translated into the examinee's native language.

Type:

- English Learner Support for Online Testing
- English Learner Support for Paper Testing

Recommended Usage: Examinees who are not proficient in listening and comprehending verbal instructions in English

Personal Needs Profile Selection: Translated Test Directions (Only)

Notes: The translated verbal instructions, provided locally, must be based as precisely as possible on the English instructions.

Visual Environment

Definition: The test environment is adjusted 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.

Type:

- Designated Support for Online Testing
- Designated Support for Paper Testing

Recommended Usage: Examinees with visual impairments, examinees with migraines

Personal Needs Profile Selection: Visual Environment

Notes: The environment should be adjusted in addition to the general preparation of a test room to remove academic material.

Writer/Scribe to Record Responses

Definition: A qualified individual marks responses for the examinee during testing.

Type:

- Accommodation for Online Testing
- Accommodation for Paper Testing

Recommended Usage: Examinees with motor disabilities which impede their ability to independently write

Personal Needs Profile Selection: Dictate Responses

Notes: Requires the scribe to complete an agreement (found in this manual and in the *Test Coordinator Manual*) 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 is a skill that is developed over time and should not be used for the first time during testing. This must be a one-to-one test administration. Use of a scribe will require authorization of extra testing time.

Interpreter Role and Responsibilities

Individuals who serve as an interpreter must possess the following qualifications:

- Proficiency in English and, if applicable, American Sign Language (ASL), Signed Exact English (SEE), or Cued Speech

Additionally, the interpreter must:

- agree to administer the tests in compliance with ACT policies and procedures.
- not read test items and responses to a group.
- stay in the room throughout the administration.
- read and sign the Interpreter's Agreement for their administration.
- not be a relative or guardian of the examinee.
- not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.

Note: Cued speech, under this definition, means providing visual phonemic access to the sounds of the words using the official set of phoneme signs. This functions like an exact read-aloud because it does not add meaning cues to the communication.

Interpreter Preparation

Ensure that the interpreter's test booklet has the same test form code as the examinee's test booklet.

The interpreter:

- may review test directions found in the administration manual prior to the test to plan a signing strategy.
- must not remove secure test materials from the secure storage area.

Interpreter Appearance

- Wear simple, plain clothing that doesn't distract the examinee or interfere with the perception of the intended sign.
- Hands, facial expression, and body posture should be clearly visible to the examinee.
- The mouth should not be covered while speaking.
- Trim beards or mustaches to allow the ability to read lips.
- Do not wear jewelry.

Scribe Role and Responsibilities

A scribe must:

- assist the examinee in accessing the test and responding to it.
- be familiar with the method of dictation the examinee typically uses for instruction and assessments.
- produce legible text so that the written portion of the text can be scored.
- confirm the examinee's responses before recording the answer within the online answer space.

Scribing Procedures for the Reading, English, Mathematics, and Science Tests

Selected Response Procedure

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

Constructed Response Procedure

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

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

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

Scribing the Writing Test (ADE Approval Required)

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

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

Note: The examinee may use, if also identified in the PNP as an accommodation, an Electronic Spell Checker device.

- For homonyms and often-confused words—such as *to*, *two*, and *too*; *there*, *their*, and *they're*; or *than* and *then*—the examinee must spell or select the spelling of the word each time it is used. If, after careful consideration, it is decided that an examinee needs to have the Writing test scribed, then the following procedure should be followed.

Procedure for Scribing the Writing Test

1. Allow the examinee to provide the entire response without interruption. Do not prompt the examinee in any way that would result in a better essay or response.
2. Follow the step relevant to the dictation method used:
 - **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses; Audio Recorders:** Transcribe a draft of the examinee's response exactly as dictated without including any conventions other than spelling. Do not allow the examinee to view this written transcription.
 - **Audio Recorder:** Play back and transcribe the examinee's recorded response into writing without including any conventions other than spelling. Do not allow the examinee to view this written transcription.
 - **Speech-to-Text Software:** Skip to step 3.

3. Follow the step relevant to the dictation method used:
 - **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses:** Read the draft to the examinee without vocal inflection to indicate punctuation or alert the examinee to possible mistakes.
 - **Audio recorder:** Read the transcribed version to the examinee without vocal inflection to indicate punctuation or alert the examinee to possible mistakes.
 - **Speech-to-Text Software:** Read the displayed or printed version transcribed by the software to the examinee without vocal inflection to indicate punctuation or alert the examinee to possible mistakes. Do not allow the examinee to view this displayed or printed version.
4. Ask the examinee to spell each word in the draft of the written response as follows:
 - The examinee must spell every word in the constructed-response the first time it is used. Subsequent word use does not need spelling.
 - The examinee must spell homonyms and often-confused words such as *to, two, and too; there, their, and they're; and then and than* each time the word is used.
5. Edit spelling as indicated by the examinee.
6. Allow the examinee to view the draft and/or listen as you read the draft of the response without vocal inflection to alert the examinee to mistakes.
7. Ask the examinee to tell you if there are any capital letters or punctuation needed and, if so, where? Insert these, if indicated, exactly as directed by the examinee. Then ask the examinee if any further edits are needed. (Do **not** suggest edits.)
8. Edit the final response exactly as indicated by the examinee.
9. Transfer the final response verbatim onto the examinee's answer document.
10. If there is time remaining, allow the examinee to continue to review and edit the response, following the process above, or have the examinee confirm completion of the response.
11. After the examinee is finished or time has ended, whichever occurs first, return all test materials to the Test Coordinator.

Sign Language Interpretation

Signing is permitted in American Sign Language (ASL) or Signed Exact English (SEE), depending on the sign language chosen in the examinee's Personal Needs Profile (PNP).

Signing Verbal Instructions

Sign interpretation of verbal instructions may be provided for any content area and for multiple examinees at the same time. The interpreter should partner with the Room Supervisor who simultaneously reads the instructions aloud in English.

Signing Test Questions (ADE Approval Required)

Sign interpretation of test items is permitted during the mathematics, science, and writing tests only. The interpreter should partner with the Room Supervisor to provide support for consistency and continuity of interpretation. Two interpreters are advised. Signing test questions requires a paper test, a one-on-one test administration, and ADE approval.

Examinee responses may not be interpreted from ASL for the purpose of recording the examinee answer. Dictation and scribing are permitted only if the examinee responds in the English language (written, oral, or an AAC form of response).

Procedures for Delivery of Test Questions

During the mathematics, science, and writing tests, the examinee may prefer to ask for only specific parts of an item to be interpreted. Establish this preference before testing.

- When two staff partners work together, one person signs (interprets) according to the plan notes as the other staff partner monitors the delivery. As necessary, one interpreter may relieve the other, but all passage-based item sets must be interpreted by the same person. Any interpreter changes must occur at natural break points in the flow of the assessment. Interpreters must never change within an item or item set.
- The interpreter must also voice for the partner interpreter what is signed by the examinee.
- All documented notes created and/or used for the signing plan must be destroyed immediately after the test session.
- Only the actual text or the printed values or labels within an item or within an item's graphics may be signed. Graphic representations may not otherwise be interpreted for any examinee.
- Signs and their associated facial expressions or body postures must be carefully produced so that the examinee is never provided any kind of biasing cue or clue to the item.
- Elaboration or clarification of test items is not permitted. Only the communication of the same information found in the text of the item is permitted. Sign interpretation may only convey the specific content written within the item and no more.
- Mathematical terms for which the sign creates a picture illustrating the concept must be finger-spelled to avoid giving a visual cue or information that is not provided to other examinees.
- Terms that must be finger-spelled include, but are not limited to: parallel lines, perpendicular, perimeter, circumference, and shape names. If finger-spelling is not useful, the only allowable alternative is to simply point to those terms onscreen as they come up instead of signing them. Either way the examinee must recognize the word, in finger-spelled form or in print.
- Interpretations may be repeated, but the interpretation must be done consistently each time.

Cued Speech

Note: Cued speech is permitted only for the mathematics, science, and writing tests. It may not be used to support the reading or English tests. It must be identified in the examinee's PNP.

Cued speech is defined as a formal and systematic way to provide visual phonemic access to the sounds of the words. This support functions much like an oral read-aloud accommodation for qualified users and is used in conjunction with human reader accommodation. Cued speech does not add interpreted meaning to the communication. It is not an interpretation but is a direct manual representation of sound. The only augmentation to the communication is the addition of phonemic (sound recognition) cues.

Procedures for Delivery of Content

- Read test questions accurately, pronounce words correctly, and speak in a clear voice.
- Read test passages, test questions, answer choices, and text in graphics. Don't try to solve problems or determine the correct answer as you read test questions; this may result in an unconscious pause or change in inflection that could be misleading.
- Keep your facial expression neutral. Don't look at the examinee or smile or frown to indicate approval or disapproval.
- Read at a normal pace.
- Pause after reading the question number and before reading the question itself.
- Read each question as clearly and consistently as possible. Give special emphasis to words or phrases printed in bold or italic type, set in all capital letters, or underlined, and tell the examinee that the words or phrases are printed that way. Do not give your own emphasis to words not emphasized in print.
- Be familiar with the specific words, terms, symbols, and signs of the test contents. If you find an unfamiliar word or one that you are not sure how to pronounce, advise the test taker of your uncertainty about the word and spell it.

- If there can be any doubt about the intended word you are reading (as in the case of words with the same pronunciation but different spellings), spell the word after you have pronounced it.
- Spell any words requested by the examinee.
- Pronounce acronyms as words whenever possible (e.g., NASA), then continue by voicing the initial letters (N-A-S-A).
- Do not get into conversation about test questions. Respond to the examinee's questions by repeating the questions, words, or instructions, as needed.
- When reading passages, pay attention to all punctuation marks. Read the passage through once so that the examinee can grasp the content of the passage.
- Some examinees may ask for a passage to be read through a second time with punctuation marks indicated. When this request is made, or if required by the item, indicate all punctuation found within those lines.
- When reading a numbered item, say "question" and the number before each item.
- If the item is a selected-response item, say "choice" and the letter before each option.
- Be particularly careful to equally stress each answer option and read all answer options before waiting for a response. The examinee will record the answer.
- If the examinee chooses an answer before you have read all the answer choices, ask whether you should read the other answer options.
- Allow the examinee to pause before responding. However, if the examinee pauses for a considerable time following your reading of the answer choices, say: "Do you want me to read the question again or any part of it?" In re-reading questions, be careful to avoid any special emphasis on words or phrases not emphasized in the printed copy with bold or italic type, capital letters, or underlines.

Testing with Braille Writer or Speech-to-Text Software

Examinees using a braille writer (e.g., BrailleNote) to record responses, which are then transferred to an answer document by testing staff after the test time expires, may test as a group.

Examinees using speech-to-text software (e.g., dictation software or an Augmentative and Alternative Communication [AAC] device) must test in a one-to-one test environment. Grammar check and spell check features must be turned off. The Room Supervisor must sign a Scribe's Agreement to certify this was done.

Computer-Generated Essays

The essay must be in 12-point type on standard 8 ½ x 11" paper with the following margins:

- Top of page 2"
- Bottom of page 1 ½"
- Both left and right side margins 1"

Prepare the examinee's essay for scoring:

- 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 (Do not use glue.)

Note: If the printed essay is not taped to the answer document, it may not be scored or may delay scoring. Delete the essay from the braille writer or speech-to-text software (including the trash folder).

Braille Procedures

Human Reader

Note: Read aloud of test items is only permitted for mathematics, science, and writing tests. Test directions may be read aloud for all content areas.

A human reader may be allowed to assist examinees taking the Braille test by providing word decoding support in the English language for the printed text and providing general navigation support throughout the test.

With Orienting Description

It is permissible to provide a navigational orienting description to a visually-impaired examinee if needed. Such description must have no relation to content; it functions only to name and roughly locate the parts contained in the item. For example:

“This item has a statement followed by two tables. At the end of the item there is a question followed by four answer choices for you to consider. Be sure to find these in your braille booklet.”

You may state the parts of the item and their physical location so long as you provide no further information.

Procedures for Delivery of the Writing Test

- Read the writing prompt as clearly and consistently as possible.
- Give special emphasis to words or phrases printed in bold or italic type, words set in all capital letters, and words that are underlined, and tell the examinee that the words are printed that way. Do not give your own emphasis to words not emphasized in print.
- You may repeat portions of the writing prompt, as requested.
- Pay attention to all punctuation marks while reading the writing prompt. Read the passage through once so that the test taker can grasp the content of the passage.
- Some test takers may then ask for the passage to be read through a second time with punctuation marks indicated. When this request is made or if required by the item, indicate all punctuation found within those lines.

Procedures for Delivery of the Mathematics and Science Tests

It is permissible to read any text and numbers presented in graphs or tables. If necessary, orient the examinee to the graph or table before reading content. It is not permissible to describe or interpret information contained in the graph or table in any way.

Note: See the ACT Aspire Read-Aloud Math and Science Reference in the Samples and Forms section of the Test Coordinator Manual for several examples of how to read mathematical and scientific terms.

Graphs

1. Read the graph title.
2. Read the values on the x- and y-axes, not the contents of the graph. Read the horizontal axis first, from left to right, and then read the vertical axis, from bottom to top.

Tables

1. Read the table title and indicate how many columns and how many rows are in the table.
2. Read the column headings from left to right.
3. Read the contents of each row from left to right.

Procedures for Managing Large Print or Braille Paper Materials

- Students testing on paper and using the large print test or braille book should record their answers to the test questions on the answer document. Student responses in the test book must be transcribed to a regular answer document prior to returning the materials back for scoring.
- Answer document with Pre-ID label: If you have a Pre-ID label, affix the label to the student's answer document for a student using large print or braille. The student's responses should be recorded or transcribed onto the personalized answer document.
- Answer document without Pre-ID label: When using an answer document without a Pre-ID label, the student's responses should be recorded or transcribed onto the blank answer document.
- If a Pre-ID label is **not** used, follow "Gridding Answer Document Boxes" directions in the *Test Coordinator Manual*.
- **Important!** For students testing on paper, Section D must be gridded with the Test Form Code from the test booklet.

ACT Aspire Signed Interpreter Agreement

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

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

Test Site: _____

Test Date(s): _____ Test Coordinator: _____

Interpreter Name: _____

Examinee Name: _____ Examinee Reference Number: _____

Required procedures for signed interpretation of ACT Aspire tests can be found in the Accommodations and Accessibility Support Guidance section of the *ACT Aspire Test Coordinator Manual*. As a sign interpreter, you are required to review and comply with these procedures.

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

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

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

I certify that I have read, understand, and agree to administer the tests in accordance with ACT policies. I further assure ACT that the signing support provided is a precisely accurate representation of the passages and items as required by the specific signing procedures.

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

Interpreter Signature: _____ **Date:** _____

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

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

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

ACT Aspire Scribe's Agreement

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

Complete this document only if an examinee has been authorized to use a transcriber, braille, computer, or speech-to-text software. Examinees approved for a transcriber or speech-to-text software must test individually. Examinees using computers or braille may test as a group. The transcriber also serves as the room supervisor if they are the only testing staff in the room.

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

Test Site: _____

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

Name of Staff Scribe: _____

Examinee Name: _____ **Examinee Student Identifier:** _____

The ACT Aspire *Accessibility Supports Guide and Test Coordinator Manual* contain the required procedures for local staff who are scribing dictated examinee responses. When administering the Scribe support to a qualified examinee, the ACT Aspire procedures are required and must be followed carefully.

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

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

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

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

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

Scribe Signature: _____ **Date:** _____

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

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

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

ACT Aspire Reader's Agreement

(This document may be photocopied if multiple locally-provided readers are needed.)

Complete this document **if you are providing a local read-aloud of test passages or questions** for an examinee who has been determined by the governing educational authority to be qualified and appropriate for this accessibility support.

Test Site: _____

Test Date(s): _____ Test Coordinator: _____

Reader Name: _____

Examinee Name: _____ Examinee Reference Number: _____

The Accommodations and Accessibility Support Guidance section of the *ACT Aspire Test Coordinator Manual* contains the documented set of required procedures for providing local staff read-aloud. When administering the read-aloud support to a qualified examinee, the procedures described in this manual are required and must be followed carefully.

As a reader, you are required to review and comply with the procedures as documented in the *ACT Aspire Test Coordinator Manual*. The read-aloud support is permitted for qualified examinees **only** during the mathematics, science, and writing tests.

Test Passages and Test Questions

The *ACT Aspire Test Coordinator Manual* contains the required local read-aloud administration procedures.

Test Directions

Specific procedural information regarding the read-aloud of test directions is found in the Accommodations and Accessibility Support Guidance section of the *ACT Aspire Test Coordinator Manual*.

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

I certify that I have read, understand, and agree to administer the tests in accordance with ACT policy. I further assure ACT that the reading support provided is a precisely accurate representation of the passages and items as required by the specific reading procedures.

Reader Signature: _____ Date: _____

Indicate the tests where any portion was read by this reader:

Mathematics _____ Science _____ Writing _____

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

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