

# **ACT Aspire**

## **Accessibility Supports Guide**

### **Summative Testing**

Online and Paper Testing



[www.act.org/aspire](http://www.act.org/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	<a href="https://act.org/content/act/en/privacy-policy.html">act.org/content/act/en/privacy-policy.html</a>
ACT Calculator Policy	<a href="https://act.org/calculator-policy.html">act.org/calculator-policy.html</a>
PearsonAccess <sup>next</sup>	<a href="https://aspire.pearsonaccessnext.com">aspire.pearsonaccessnext.com</a>
TestNav <sup>™</sup> Support Site	<a href="https://support.assessment.pearson.com/">https://support.assessment.pearson.com/</a>

## Accessibility Supports

The ACT-hosted web page includes accessibility resources, including:

- ACT Aspire Accessibility Supports Guide
- Spanish Audio of Verbal Instructions (for examinees)
- Braille Notes (for the room supervisor)
- ACT-Authorized Bilingual Word-to-Word Dictionaries list

These items can be found under **Step 5: Administration** on the ACT-hosted web page.

## Prepare Your Examinees

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

- Student Sandbox
- Exemplar Test Question Booklets - each booklet (one for each subject and grade) describes reporting categories, standards, depth-of-knowledge levels, and correct responses.

These items can be found under **Step 4: Preparation** on the ACT-hosted web page.

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# ABOUT THIS GUIDE

ACT is updating the language of accessibility towards industry standards. This shift will allow for consistency in language across all ACT products.

A quick reference table provides basic information on available supports for ACT Aspire, including the testing mode and content areas.

Terminology consistency:

- **Verbal instructions** refer to the spoken instructions given students by the room supervisor.
- **Test directions** refer to the written directions at the beginning of test sections.
- **Universal Supports** refer to accessibility supports which are available to all students and **do not require additional planning**. These were previously referred to as support level 1, tier 1 or embedded.
- **Designated Supports** refer to accessibility supports which **need to be planned for**. These were previously referred to as support level 2, tier 2 or open access tools.
- **Raised line drawings** is the term for tactile graphics.

The term Personal Needs Profile (PNP) references two aspects of preparation for testing.

- The PNP Worksheet is an optional way to capture accessibility support needs of individual students who may not have their needs identified in a formal educational plan. Not all accessibility supports on the worksheet will be entered in to PearsonAccess<sup>next</sup>.
- The PNP section of PearsonAccess<sup>next</sup> allows for the supports to be active in TestNav. Not all accessibility supports are listed in the PNP section of PearsonAccess<sup>next</sup>.

**IMPORTANT: Updating to the new terminology is an iterative process; therefore, there may be inconsistencies in the language in this guide and the language in PearsonAccess<sup>next</sup>.**

# TERMINOLOGY CHANGES

*Note: An asterisk (\*) indicates a term was updated during the administration.*

## Timing

Previous Name	Updated Name
Extra Time	Extra Testing Time
Breaks: Supervised within Each Day	Breaks as needed
Breaks: Securely Extend Session over Multiple Days	Testing over Multiple Days

## Presentation and Formats

Previous Name	Updated Name
American Sign Language (ASL): Directions Only (English Text)	Interpreter: Sign language interpreter for oral instructions only
Signing Exact English (SEE): Directions Only (English Text)	
Braille, Contracted, American Edition (EBAE) (Including Tactile Graphics)	Braille (EBAE, Contracted)
Tactile Graphics	Braille, Raised Line Drawings
Cued Speech	Cued speech transliteration
American Sign Language (ASL) Test Items (English Text)	Interpreter: Signing Exact English for entire test
Signing Exact English (SEE): Test Items (English Text)	
Large Print	Large Print
Human Reader (English Audio)	Human Reader
Human Reader (English Audio + Orienting Description)	
Text-to-speech (English Audio)	Text-to-Speech
Text-to-speech (English Audio + Orienting Description)	
Color Contrast	Change Background Color
Line Reader Mask	Answer Masking/Custom Masking
Magnifier	Magnification/Magnifier
Browser Zoom Magnification	

## Response

Previous Name	Updated Name
Abacus	Abacus
Custom Masking (Answer Machine)	Answer/Custom Masking
Answer Eliminator	Answer Eliminator
Assistive Devices	Assistive Technology*
Highlighter	Highlighter
Highlighter Tool	
Scratch Paper	Scratch Paper
Calculator	Calculator
Electronic Spell Checker	Spell Checker (Electronic)
Respond in Test Booklet or on Separate Paper	Mark answers in test booklet (No Scantron)
Dictate Responses	Writer/Scribe to record responses*
Keyboard or AAC + Local Print	Computer for writing section response (paper testing) Examinee Responds in an Alternate Method
Mark Item for Review	Mark Item for Review

## Setting and Location

Previous Name	Updated Name
Physical/Motor Equipment	Assistive devices: furniture, AAC, switches, adaptive keyboard or mouse
Audio Environment	Auditory Amplification/FM System
Special Seating/Grouping	Seating/Grouping*
Individual Test Administration	
Location for Movement	
N/A	Food, Drink, and Medication for Individuals with Medical Need
Other Setting	Home/Hospital Testing*
Home Administration	
Test Location	
Seating/Grouping	Preferential Seating*

## English Learner

Previous Name	Updated Name
Translated Test Directions	Translated test directions
Word-to-Word Dictionary, ACT-Authorized	Bilingual Word-to-Word Dictionary (ACT-Authorized)

# TESTING WITH ACCESSIBILITY SUPPORTS

## Types of Accessibility Supports

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

ACT Aspire Summative testing, which includes writing, is delivered online or on paper.

Accessibility supports permitted during testing are designed to remove barriers to examinee access to the test and honor the content the tests measure.

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 or sandbox 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 (online testing only)
- Sheet of scratch paper (online testing only)

### 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<sup>next</sup> 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 a magnifier 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 IEP, 504 Plan, or another accommodations/supports 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 using a Reader's Script, text-to-speech)
- Response supports (e.g., scribe to record responses, speech-to-text software for the writing test)
- Sign language interpreter using a Reader's Script for test items
- Alternate formats (e.g., braille, large print)

## Modifications

Modifications are alterations that are sometimes used during instruction. These change what a test is designed to measure and prevent meaningful interpretation of an examinee's score. Modifications are not permitted for testing.

**IMPORTANT: If a modification is made, the test might not be scored.**



# QUALIFICATION FOR ACCESSIBILITY SUPPORTS

## Authorization

The test coordinator identifies examinees who qualify to test with:

- Accommodations—based on their Individualized Education Program (IEP), 504 plan, or another accommodations/supports plan (e.g., LPAC 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).

Diagnostic documentation is not provided to ACT.

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

# Determining Accessibility Supports Based on Need

Some options for examinees with visual impairments:

- Braille or large-print test form
- Human reader (using a Reader's Script for paper testing), or text-to-speech
- Writer/scribe to record responses
- Extra testing time

Some options for examinees with hearing impairments:

- Interpreter for verbal instructions
- A copy of the verbal instructions for the examinee to read
- Signed Exact English for test items
- Extra testing time

Some options for examinees with learning disabilities:

- Text-to-speech
- Extra testing time
- Writer/scribe to record responses

Some options for examinees with physical disabilities:

- Writer/scribe to record responses
- Extra testing time
- Breaks

*Note: If the examinee responds in an alternate method, testing staff need to carefully transfer responses to be scored. Instructions are included in the Test Coordinator Manual.*

# 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 it is available
- Detailed descriptions of the accessibility supports, which includes:
  - ~ 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.

## Accessibility Supports

Support	Type and Mode	Content Area	Product/Program
Abacus	<ul style="list-style-type: none"> <li>Accommodation for Paper Testing</li> </ul>	Available for math	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Accessible Calculator (not a standard calculator)	<ul style="list-style-type: none"> <li>Accommodation for Paper Testing</li> </ul>	Available for math	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Answer/Custom Masking	<ul style="list-style-type: none"> <li>Universal Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Answer Eliminator	<ul style="list-style-type: none"> <li>Universal Support for Online Testing</li> <li>Universal Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Assistive Technology	<ul style="list-style-type: none"> <li>Accommodation for Online Testing</li> <li>Accommodation for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Audio Amplification/FM System	<ul style="list-style-type: none"> <li>Designated Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Bilingual Word-to-Word Dictionary (from ACT-Authorized list)	<ul style="list-style-type: none"> <li>English Learner Support for Online Testing</li> <li>English Learner Support for Paper Testing</li> </ul>	Available for math, science, and writing	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Braille, Raised Line Drawings	<ul style="list-style-type: none"> <li>Braille is an Accommodation for Paper Testing</li> <li>Raised Line Drawings are an Accommodation for Online Testing</li> <li>Raised Line Drawings are an Accommodation for Paper Testing</li> </ul>	<p>Braille is available for all tests</p> <p>Raised line drawings are available for all tests</p>	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Breaks as Needed	<ul style="list-style-type: none"> <li>Accommodation for Online Testing</li> <li>Accommodation for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>

(continued)

Accessibility Supports (continued)

Support	Type and Mode	Content Area	Product/Program
Color Contrast/Overlay	<ul style="list-style-type: none"> <li>Universal Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Countdown Timer	<ul style="list-style-type: none"> <li>Universal Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Examinee Responds in an Alternate Method	<ul style="list-style-type: none"> <li>Accommodation for Online Testing</li> <li>Accommodation for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Extra Testing Time	<ul style="list-style-type: none"> <li>Accommodation and English Learner Support for Online Testing</li> <li>Accommodation and English Learner Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Food, Drink, and Medication for Individuals with Medical Need	<ul style="list-style-type: none"> <li>Designated Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Highlighter	<ul style="list-style-type: none"> <li>Universal Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Home/Hospital Testing	<ul style="list-style-type: none"> <li>Designated Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Human Reader	<ul style="list-style-type: none"> <li>Accommodation for Paper Testing</li> </ul>	Available for math, science, and writing	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Interpreter	<ul style="list-style-type: none"> <li>Accommodation to Translate Verbal Instructions for Paper Testing</li> <li>Accommodation to Translate Test Directions and Test Items for Paper Testing</li> </ul>	Available for math, science, and writing	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Keyboard Navigation	<ul style="list-style-type: none"> <li>Universal Support for Online Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Large Print	<ul style="list-style-type: none"> <li>Accommodation for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Magnification/Magnifier	<ul style="list-style-type: none"> <li>Universal Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>

(continued)



Accessibility Supports (continued)

Support	Type and Mode	Content Area	Product/Program
Mark Answers in Test Booklet	<ul style="list-style-type: none"> <li>Accommodation for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Mark Item for Review	<ul style="list-style-type: none"> <li>Universal Support for Online Testing</li> <li>Universal Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Notification of Time Remaining alternative method to verbal notification	<ul style="list-style-type: none"> <li>Designated Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Preferential Seating	<ul style="list-style-type: none"> <li>Designated Support and English Learner Support for Online Testing</li> <li>Designated Support and English Learner Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Printed Copy of Verbal Instructions, Provided Locally	<ul style="list-style-type: none"> <li>Designated Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Speech-to-Text	<ul style="list-style-type: none"> <li>Accommodation for Paper Testing</li> </ul>	Available for writing	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Spell Checker (Electronic and External Spell Check Device)	<ul style="list-style-type: none"> <li>Accommodation for Online Testing</li> <li>Accommodation for Paper Testing</li> </ul>	Available for math, science, and writing	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Testing over Multiple Days	<ul style="list-style-type: none"> <li>Accommodation for Online Testing</li> <li>Accommodation for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Text-to-Speech	<ul style="list-style-type: none"> <li>Accommodation for Online Testing</li> </ul>	Available for math, science, and writing	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Translated Verbal Instructions in Native Language, Delivered as a Printed Copy, Provided Locally	<ul style="list-style-type: none"> <li>English Language Support for Online Testing</li> <li>English Language Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Translated Verbal Instructions in Spanish Audio, Provided by ACT	<ul style="list-style-type: none"> <li>English Language Support for Online Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Visual Environment	<ul style="list-style-type: none"> <li>Designated Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>
Wheelchair Accessibility	<ul style="list-style-type: none"> <li>Designated Support for Online Testing</li> <li>Designated Support for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>Aspire Summative</li> </ul>

(continued)

Accessibility Supports (continued)

Support	Type and Mode	Content Area	Product/Program
Work on Scratch Paper	<ul style="list-style-type: none"> <li>• Universal Support to Use Sheets of Scratch Paper for Online Testing</li> <li>• Designated Support to Use Sheets of Scratch Paper for Paper Testing</li> <li>• Universal Support to Use Test Booklet as Scratch Paper for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>• Aspire Summative</li> </ul>
Writer/Scribe to Record Responses	<ul style="list-style-type: none"> <li>• Accommodation for Online Testing</li> <li>• Accommodation for Paper Testing</li> </ul>	Available for all tests	<ul style="list-style-type: none"> <li>• Aspire Summative</li> </ul>

# Detailed Description of Supports

The following detailed description of supports topics contain 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

**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

**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 can not 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 (as requested by student)

Definition: Assistive technologies are specialized tools which allow access to the test. These include adaptive keyboards, 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 with hearing impairments 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 one-to-one. ACT does not promote or provide guidelines for Bluetooth usage.

## 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

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 may be used: <https://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf>

## Braille, Raised Line Drawings

Definition: Braille is a form of written language in which characters are represented by patterns of raised dots that are felt with the fingertips.

English Braille American Edition (EBAE) was used as the braille code until Unified English Braille (UEB) was adopted. UEB is used internationally for English braille.

Nemeth is a code developed in the United States for mathematics and science notation. EBAE is used in conjunction with Nemeth. UEB has its own mathematics and science notation.

Graphics for braille are called raised line drawings. Charts, graphs, maps, diagrams, models, and symbols are translated into raised line drawings using multiple line heights, dashes, and textures to be felt by the fingertips. Raised line drawings often use labels to assist in understanding the tactile representation.

Raised line drawings are used in conjunction with:

- text-to-speech for online testing
- a human reader for paper testing

Type: Accommodation

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

Personal Needs Profile Selection:

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

Notes: It is important that the test coordinator provide the correct braille format for the examinee. Transcription of responses in braille must be translated and transcribed to be scored. 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 the requested grade level and subject
- Regular-print test booklet for the requested grade level and subject
- Braille test booklet for the requested grade level and subject
- Instruction sheet

## Breaks as Needed

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

**Type:** Accommodation

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

**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 when taking a break. There may be a time limit for breaks as needed listed in the administration manual. 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.

## 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, such as examinees who are deaf

**Personal Needs Profile Selection:** N/A

## Examinee Responds in an Alternate Method

**Definition:** Examinee indicates answers on paper or in the test booklet. This includes but is not limited to eye gaze, braille responses, pointing with a finger/arm, and circling response in the test booklet. Responses are transcribed in to the testing platform TestNav to be scored for online testing. Responses are transcribed on the answer document to be scored for paper testing.

**Type:** Accommodation for Paper Testing

**Recommended Usage:** Examinees with visual impairments, examinees with fine motor control concerns, examinees with a broken hand or arm who do not use a scribe

Personal Needs Profile Selection: Respond in Test Booklet or on Separate Paper

Notes: Examinee responses must be transcribed at school in order to be scored. Extra testing time is recommended.

## 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

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<sup>next</sup>. The time may be extended, if necessary, after the timer stops by 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

**Definition:** Allowing 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 concerns, anxiety, or other 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

**Definition:** The room supervisor reads aloud to one examinee using the provided Reader's Script in English.

**Type:** Accommodation

**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:** Recommend examinees authorized for a human reader are also assigned triple time (extra testing time), as that is the length of time required to orally present the test. Requires time for shipment of materials. The human reader must sign an agreement (found in the Test Coordinator manual) on test day. The examinee must be tested one-to-one.

## Interpreter

**Definition:** A qualified individual who orally (or visually) translates for the examinee.

**Type:**

- Designated Support when orally (or visually) translating the verbal instructions using American Sign Language (ASL), Signing Exact English (SEE), and cued speech
- English Learner Support when translating the verbal instructions into the examinee's native language
- Accommodation when translating the test directions and test items using Signed Exact English (SEE), American Sign Language (ASL), and cued speech following the Reader's Script

**Recommended Usage:**

- Examinees with a hearing impairment who use sign language as their primary mode of communication
- Examinees identified as English learners



#### Personal Needs Profile Selection:

- American Sign Language (ASL): Full Translation
- American Sign Language (ASL): Directions Only
- Signing Exact English (SEE): Full Translation
- Signing Exact English (SEE): Directions Only
- Cued Speech

#### Notes:

When authorized to sign the entire test, the interpreter follows the Reader's Script verbatim, without adding explanation using Signing 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 administration. For examinees with hearing impairments, you may copy the verbal instructions found in the Room Supervisor administration manual to provide to the examinee to read. Recommend providing extra time. Requires the interpreter to sign an agreement (found 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

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

Definition: Test booklets printed in 18-point font, instead of the standard 10-point font.

Type: Accommodation

Recommended Usage: Examinees with visual impairments

Personal Needs Profile Selection: Large Print

Notes: Requires time for shipment of paper-based materials. 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 for scoring.

The Large Print kit includes:

- Answer document for the requested grade level and subject
- Regular-print test booklet for the requested grade level and subject
- Large print test booklet for the requested grade level and 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 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 with a hearing impairment, including examinees who are deaf

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 with a hearing impairment 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 administration manual to provide to the examinee to read.

## Speech-to-Text

**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

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

**Personal Needs Profile Selection:** N/A

**Notes:** 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 instructions in the Test Coordinator 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

**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

**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. Orienting descriptions tell examinees where they are on the screen.

**Type:** Accommodation

**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)
- English Text-to-Speech Audio + Orienting Description (intended for user with blindness or low vision; requires braille + tactile graphics companion and response support to record responses)
- Spanish Text + Audio

**Notes:** When administered in a small group, each examinee must have their own headphones, unless using one-on-one testing. Text-to-speech, triple time (300%) is built into TestNav; therefore, extra time cannot be selected in PearsonAccess<sup>next</sup>. Extended time less than 300% must be manually timed by the room supervisor and students made aware of the time their test will end. Requires time for shipment of orienting description materials.

## 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 for all examinees in the test room, delivered as a printed copy.

**Type:** English Learner Support

**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 printed copy of translated verbal instructions, provided locally, must be based as precisely as possible on the English instructions.

## Translated Verbal Instructions in Spanish

**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 available in Spanish audio.

**Type:** English Learner Support

**Recommended Usage:** For examinees who are not proficient in listening and comprehending verbal instructions in English

**Personal Needs Profile Selection:** Translated Test Directions (Only)

**Notes:** Examinees who wish to use the Spanish audio Verbal Instructions, test coordinators must download it from the ACT Aspire web page prior to testing. Examinees listen to the downloaded verbal instructions. If testing in a room with both English and Spanish instructions, the examinee should use headphones to hear the verbal instructions in Spanish. If the entire room uses Spanish, they may be played from one device for the entire room.

## 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.

## Work on Scratch Paper

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

**Type:**

- Universal Support to Use Test Booklet as Scratch Paper for Paper Testing
- Universal Support to Use Sheets of Scratch Paper for Online Testing
- Designated Support to Use Sheets of Scratch Paper for Paper 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 authorization testing ticket as scratch paper for online testing. Optionally, they may also receive one sheet of scratch paper.

## Writer/Scribe to Record Responses

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

**Type:** Accommodation

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

**Personal Needs Profile Selection:** Dictate Responses

**Notes:** Requires the scribe to sign an agreement (found 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, unless it is due to an unforeseeable circumstance, such as a broken hand or arm. This must be a one-to-one administration. Use of a scribe will require authorization of extra testing time.

# ORDERING ACCESSIBILITY SUPPORTS

Most accessibility supports are available by editing the Personal Needs Profile (PNP) in PearsonAccess<sup>next</sup>. Some accessibility supports require that an additional order be placed in order to receive all necessary materials to test the student. See the *ACT Aspire Test Coordinator Manual* for instructions on creating and submitting an additional order. See the table below for guidelines on these supports.

*Note: The delivery mode will need to be paper if the PNP is on paper.*

W=Writing | E=English | R=Reading | M=Math | S=Science

## Ordering Accessibility Supports

If a student is testing...	Then...
TTS Audio + Orienting Description	<ul style="list-style-type: none"> <li>In the PNP, mark the student as TTS Audio + Orienting Description and select either EBAE or UEB Braille for W, M, S and leave delivery format as online – respond online.</li> <li>Place an additional order for Braille (EBAE or UEB, matching your selection for W, M, and/or S above) for E and R – respond on the paper answer document.</li> </ul>
Human Reader, English + Orienting Description	<ul style="list-style-type: none"> <li>In the PNP, mark the student as English TTS Audio + Orienting Description and select either EBAE or UEB Braille for W, M, S and leave delivery format as online – respond online.</li> <li>Place an additional order for Braille (EBAE or UEB, matching your selection for W, M, and/or S above) for E and R – respond on the paper answer document.</li> </ul>
ASL or SEE Full Translation	<ul style="list-style-type: none"> <li>In the PNP, mark the student as Human Reader, English for W, M, S.</li> <li>For E and R mark the student as American Sign Language (ASL) directions only.</li> </ul> <p><i>Note: E and R test items are not allowed to be administered ASL due to the construct of the test.</i></p>
Human Reader Kits when placing an additional order	<ul style="list-style-type: none"> <li>Order the same form that you received in the initial shipment of paper materials (e.g., 01A).</li> </ul>

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