Accessibility User's Guide: Summative Testing

Effective January 29th, 2018

ACT® Aspire®

Contact Information and Resources

Contact Information

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Resources

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

Website	URL
ACT Aspire Data Usage Policy	https://www.discoveractaspire.org/legal/data-usage-policy/
ACT Aspire Landing Page	http://actaspire.pearson.com/
ACT Aspire Portal	https://www.actaspire.org/
Avocet	http://actaspire.avocet.pearson.com
TestNav™ Support Site	https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support
Training Management System (TMS)	https://actaspire.tms.pearson.com/

Accessibility and Accommodations

The Avocet website also includes accommodations and accessibility resources. Some examples include:

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

Prepare Your Students

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

- Student Sandbox
- Exemplar Test Question Booklets

For more information, see the Exemplar Items section of the ACT Aspire Landing Page.

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Appendix D: Approved Bilingual Word-To-Word Dictionaries 54

Appendix E: Procedures for Local Delivery of Read-Aloud Support 56

Important Notes

The following information reflects the most current capacity of this system.

1. Stand-Alone Summative Accessibility Guide

This *Accessibility User's Guide: Summative Testing* is a stand-alone user's guide to reflect the most current capacity of the ACT Aspire Summative test system.

2. Braille Options: Available Formats for Summative Testing

Unified English Braille (UEB): The new braille in contracted or uncontracted format is available only for those students who are ***not*** taking a TTS Audio test form. This UEB limitation impacts only the mathematics, science, and writing content tests that are provided in TTS Audio. If a student needs both the new UEB format and a read-aloud, test coordinators should select both a paper format test and the Human Reader option.

English Braille American Edition (EBAE): This traditional braille format is still available for all students as needed, regardless of test format and for all content areas.

- If you are requesting English TTS Audio for users with blindness, you will automatically be prompted to select a companion EBAE form (either contracted or uncontracted version) in the PNP.
- If you are requesting English TTS Audio for sighted users and also request a companion braille document, you will also be directed to choose an EBAE form (either contracted or uncontracted version).

The following chart lists which braille formats are currently available for the Text-to-Speech (TTS) Audio form tests (mathematics, science, and writing).

UEB is fully available in these test conditions:

If TTS Audio Is *NOT* Selected	Paper Format (with any needed supports)	Online Format (No TTS Audio Selected)	Large Print Companion, If Ordered	Braille Companion Options (contracted/uncontracted)	All Session Times are Standard Time unless Extra Time is Selected in PNP (See *Room Supervisor Manual* for session times.)
Reading[1]	Form 2	Form 2	Form 2	**Form 2 EBAE or UEB**	Yes
English[1]	Form 2	Form 2	Form 2	**Form 2 EBAE or UEB**	Yes
Writing	Form 2	Form 2	Form 2	**Form 2 EBAE or UEB**	Yes
Mathematics	Form 2	Form 2	Form 2	**Form 2 EBAE or UEB**	Yes
Science	Form 2	Form 2	Form 2	**Form 2 EBAE or UEB**	Yes

UEB is not available in TTS Audio Testing conditions shaded below:

If TTS Audio *IS* Selected	Online TTS Audio Format Ordered	Large Print Companion, If Ordered	Braille Companion Options (contracted/uncontracted)	Session Time (See *Room Supervisor Manual* for session times.)
Reading – No TTS[1]	Form 2	Form 2	Form 2 EBAE or UEB	Standard unless extra selected[2]
English – No TTS[1]	Form 2	Form 2	Form 2 EBAE or UEB	Standard unless extra selected[2]
Writing – TTS	Form 1	Form 1	Form 1 EBAE only	300% time automatically given
Mathematics –TTS	Form 1	Form 1	Form 1 EBAE only	300% time automatically given
Science – TTS	Form 1	Form 1	Form 1 EBAE only	300% time automatically given

[1] Reading and English tests are the same in both tables above because there is no TTS Audio permitted for these content areas. They are treated as standard forms.

[2] If reading or decoding is difficult for the student, extra time may be needed. Selection of time amount should be based upon local determination of individual student need.

3. Tools with Special Rules of Operation

The tools listed below are currently available to all users in the drop down menu as noted below. These tools are officially "open access" tools but operate at this time like "embedded tools." It is requested but not currently required that any student who uses these tools document their selection in a PNP.

Note: Use of the PNP for these tools is currently a state choice.

- Magnifier Tool: Available to all users in the toolbar like an embedded tool. Documentation in PNP–Requested but Optional.

- Answer Masking Tool: Available for the multiple-choice tests to all users in the drop down menu. Documentation in PNP–requested but optional.

- Color Contrast: Available to all users through the drop-down menu.

Overview

Purpose

The ACT Aspire® *Accessibility User's Guide* has been created to:

- Ensure ACT Aspire assessments are administered in standardized yet accessible ways
- Help educators understand and make appropriate accessibility choices for individual students
- Help educators provide students with the best opportunity to show what they know within the testing experience
- Help test coordinators train room supervisors involved in the administration of accessibility supports

This guide provides procedural information regarding the administration of accessibility supports during ACT Aspire assessments. This guide does not replace the professional expertise and informed judgment of the local educators and others who determine and document the support needs for individual students.

This guide contains information that is universally relevant. The ACT Aspire assessments include accessibility supports that are allowed for all students. This guide familiarizes testing staff with these supports and with the appropriate ways to administer them.

This guide notes some boundaries to accessibility support in ACT Aspire assessments. ACT Aspire does not dictate which accessibility procedures the local governing educational authority must permit; rather, we specify the range within which the assessments may be administered so accurate and valid inferences may be drawn from students' performance on the tests.

Goals

Each section of the *Accessibility User's Guide* has a specific goal:

- **Overview (this section).** Summarizes the purpose of the guide and the goals of each section.
- **The ACT Aspire Accessibility System.** Defines accessibility and the three levels of accessibility support available within ACT Aspire assessments.
- **Accessibility Supports.** Identifies accessibility supports that meet student needs during ACT Aspire assessments.
- **Choosing Appropriate Supports for Testing.** Explains how to create a Personal Needs Profile (PNP) for students who use the accessibility supports. This step documents and officially assigns the supports uniquely needed by an individual student during an ACT Aspire assessment.

- **Administration Procedures for Accessibility Supports.** Defines administration procedures for specific accessibility supports.
- **After Each Test.** Explains what to do at the end of each test session when accessibility supports have been used.
- **Appendices.** Provides the following resources:
  - ~ Appendix A: worksheet to use when completing a PNP
  - ~ Appendix B: response dictation and Writing test scribing procedures
  - ~ Appendix C: sign language (ASL and SEE) interpretation guidelines
  - ~ Appendix D: information about word-to-word bilingual dictionaries
  - ~ Appendix E: procedures for human readers

This Guide and Other Test Administration Manuals

The *Accessibility User's Guide* is dedicated primarily to the appropriate provision of student accessibility supports during assessment. The guide does **not** replace the ACT Aspire *Test Coordinator Manual*, the *Room Supervisor Manual: Online Summative Testing*, or the *Room Supervisor Manual: Paper Summative Testing*. It is a supplement to those manuals and is meant to be used in conjunction with them.

For information about standard test procedures for all students before, during, and after testing; about overall test administration and testing incidents; or about other situations that may arise, please consult the appropriate administration manual.

The ACT Aspire Accessibility System: Levels of Support

All accessibility supports permitted during ACT Aspire testing and described in this guide are designed to remove unnecessary barriers to student performance on the assessments. All the supports fully honor the content, knowledge, and skills the tests measure.

Understanding Levels of Accessibility Support

Why are we using the term *accessibility* instead of *accommodations*? Accessibility is a universal concept that is not restricted to any one group of students. It describes needs we all have regardless of whether or not we have an official diagnostic label. The older and more familiar term **accommodations** describes only one intensive level of support that few students actually need.

Over the last decade in educational research and practice, we have come to understand that all students have tools they need and use every day to engage in the classroom and communicate effectively what they have learned and can do. There are different levels of support that students may need in order to demonstrate what they know and can do on academic tests. ACT Aspire assessments make several possible levels of support available. All these levels of support taken together are called **accessibility supports**. These accessibility supports:

- Allow all students to gain access to effective means of communication that in turn allow them to demonstrate what they know without providing an advantage over any other student

- Enable effective and appropriate engagement, interaction, and communication of student knowledge and skills

- Honor and measure academic content as the test developers originally intended

- Remove unnecessary barriers to students' demonstrating the content, knowledge, and skills being measured on ACT Aspire assessments

In short, accessibility supports do nothing for the student academically that he or she should be doing independently; they just make interaction and communication possible and fair for each student.

The ACT Aspire assessment system is structured to empower educational professionals to exercise professional decision making that is aligned with local values and appropriately informed by research and best practices where this knowledge exists.

The ACT Aspire accessibility system defines four levels of support that range from minor support (default embedded system tools) to extreme support (modifications). Figure 1 shows the architectural structure of ACT Aspire accessibility supports.

ACT Aspire permits the use of those accessibility supports that will honor and validly preserve the skills and knowledge that our tests claim to measure, while removing needless, construct-irrelevant barriers to student performance. The four levels of support in the ACT Aspire accessibility system represent a continuum of supports, from least intensive to most intensive, and assume all users have communication needs that fall somewhere on this continuum. The unique combination of supports needed by a single test taker is called the **Personal Needs Profile (PNP)**. A PNP tells the system which supports to provide for a specific test taker. Many students will not need a documented PNP. When a student's communication needs are not documented in a PNP, the system treats the student as a **default user** whose accessibility needs are sufficiently met through the default test administration represented by the base of the pyramid—that is, without accessibility features other than the basic set already embedded for all test takers (see "Support Level 1. Default Embedded System Tools," Figure 1). The continuum of supports permitted in ACT Aspire results in a personalized performance opportunity for all.
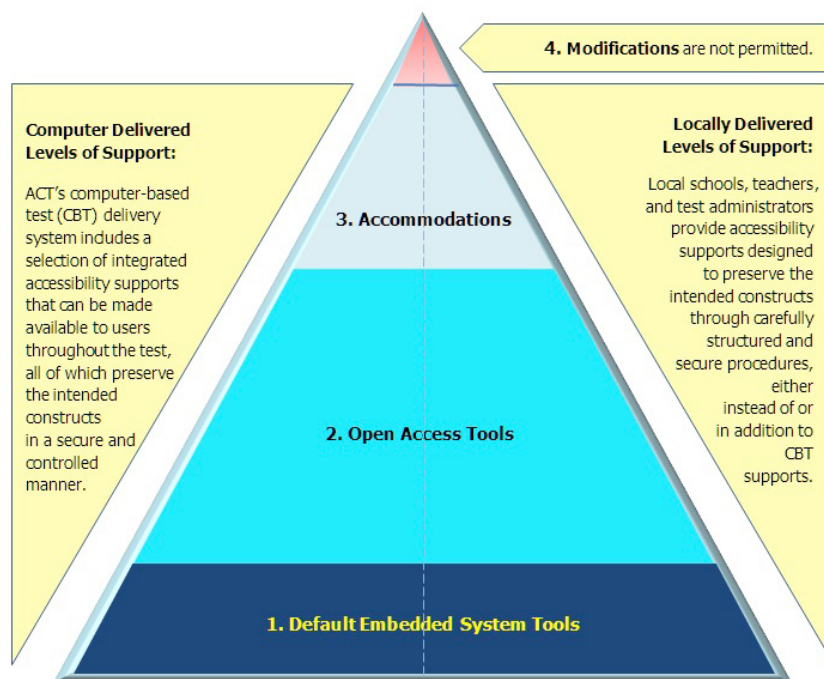
Width of the triangle above shows the proportionate number of students who use that set of accessibility tools.

Figure 1. ACT Aspire levels of accessibility support

Support Level 1: Default Embedded System Tools

The first level of supports is called the **default embedded system tools** (see Figure 2). They are automatically available to a default user whose accessibility needs are sufficiently met through the basic test administration experience.

Default embedded system tools meet the common, routine accessibility needs of the most typical test takers. All students are provided these tools, as appropriate—even students who have no documented PNP. Default embedded system tools include, **but are not limited to**, the following examples in online and paper tests:

- Paper test booklet (paper)
- Answer document (paper)
- Number 2 pencils (paper)
- Erasers (paper)
- Computer keyboard (online)
- Computer screen display (online)
- Mouse (online)
- Cut, copy, and paste functions in a text entry box (online)
- Browser zoom magnification (online)
- Answer eliminator (online and paper)
- Scratch paper (online and paper)
- Personal calculators for mathematics tests (online and paper)
- Mark items for review (online and paper)

These tools are either embedded in the computer test delivery platform or provided at the local level automatically. They are the accessibility tools that nearly everyone uses routinely and assumes will be made available, although we seldom think of them in this way. These tools serve a basic accessibility function for all.
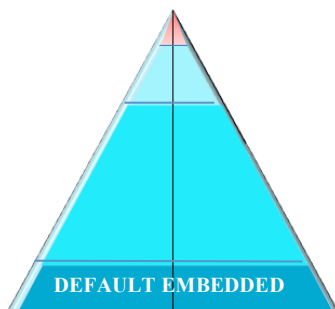

Figure 2. Default embedded system tools are common supports made available to all users upon launch/start of the test. These tools are either embedded in the basic computer test delivery platform or may be locally provided as needed. No advance request is needed for these supports. Students whose needs are met by default embedded tools do not need a PNP.

Support Level 2: Open Access Tools

Open Access tools (see Figure 3) are available to all users. They must be identified in the PNP in advance and planned for locally to ensure proper delivery.

Note: Documenting Open Access Tools in the PNP also functions as a "day-of-testing" data capture for schools and classrooms to identify supports needed across a specified group of students.

The majority of students' unique sensory and communication accessibility needs are predictable and can be met through a set of accessibility features designed into the underlying structure and delivery format of test items. Rather than overwhelm the user with all the possible tools, Open Access tools provide just the tools needed by individual users.

Open Access tools are slightly more intensive than default embedded system tools but can be delivered in a fully standardized manner that is valid, appropriate, and personalized to the specific access needs identified within an individual student's PNP. Some of these require the use of tool-specific administration procedures. In ACT Aspire, Open Access tools include but are not limited to the following examples:

- Large print (paper)
- Color overlay (paper)
- Respond in test booklet or on separate paper (paper)
- Line reader mask (online and paper)
- Dictate responses (online and paper)
- Keyboard or augmentative or assistive communication (AAC) + local print (online and paper)
- Breaks: supervised within each day (online and paper)

- Special seating/grouping (online and paper)
- Location for movement (online and paper)
- Individual administration (online and paper)
- Home administration (online and paper)
- Other setting (online and paper)
- Audio environment (online and paper)
- Visual environment (online and paper)
- Physical/motor equipment (online and paper)

Open Access tools should be chosen carefully and specifically to prevent overwhelming or distracting the student during testing. Remember: routine annual documentation of successful (and unsuccessful) use of accessibility tools through the student's educational experience helps to inform and improve future choices.

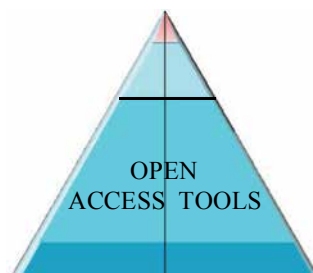**Figure 3.** Open Access tools may be used by anyone, but to be activated they must be identified in advance in the PNP, planned, and selected from the pull-down menu inside the test to activate them (online), or else provided locally. Room supervisors must follow required procedures. Users should be practiced, familiar, and comfortable using these types of tools as well as comfortable using them in combination with any other tools.

Support Level 3: Accommodations

Accommodations are high-level accessibility tools needed by relatively few students (see Figure 4). The ACT Aspire system requires accommodation-level supports to be requested by educational personnel on behalf of a student through the online PNP process. This will allow any needed resources to be assigned and documented for the student.[1]

It is expected and understood that the responsible educational authority will determine for itself any qualifying procedures or formal documentation to be required within that agency to request and receive accommodation-level support during ACT Aspire testing. The only requirement ACT makes is that the request to use accommodation-level supports be made through the online PNP process before testing.

Typically, students who receive this high level of support have a formally documented need for resources or equipment that requires expertise, special training, and/or extensive monitoring to select, administer, and even to use the support effectively and securely. These can include, but are not limited to, the following examples:

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

Decisions about accommodation-level supports are typically made by an educational team on behalf of and including the student. Accommodation decisions are normally based on a formal, documented evaluation of specialized need. Accommodation supports require substantial additional local resources or highly specialized, expert knowledge to deliver successfully and securely.

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[1] Qualifying procedures or formal documentation required to request and receive accommodation-level support during ACT Aspire testing should be set by schools or districts.
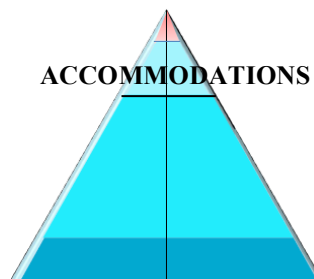
ACCOMMODATIONS

Figure 4. Accommodations are available to users who have been qualified by their school or district to use them. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools. Accommodations must be requested through the online PNP process. Any formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the PNP request process.

Support Level 4: Modifications

Modifications are supports that are sometimes used during instruction, but they alter what the test is attempting to measure and thereby prevent meaningful access to performance of the construct being tested (see Figure 5). Because modifications violate the construct being tested, they invalidate performance results and communicate low expectations of student achievement. Modifications are **not** permitted during ACT Aspire testing.

(Modifications are further discussed in the section "When Instruction and Assessment Supports Differ," page 19)
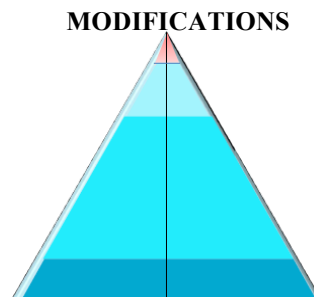
MODIFICATIONS

Figure 5. Modifications are supports that alter what the test is attempting to measure and therefore are not permitted in ACT Aspire tests.

Accessibility Supports

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

Paper Summative Testing

Table 1. Paper Summative Testing Presentation Supports

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Human Reader (English Audio) • Intended for user with ability to see graphics. • Requires: Locally provided; follow procedure in Appendix E • Recommended: Extra time 300%—must separately select.	Accommodation*	—	—	Yes	Yes	Yes
Human Reader (English Audio + Orienting Description) • Intended for user with blindness or low vision. • Requires: Locally provided; follow procedure in Appendix E. Must separately select and use Braille + Tactile Graphics companion. • Allow time for shipping of braille materials. Student will also need response support to record responses in paper form. • Recommended: Extra time 300%—must separately select.	Accommodation*	— (then must use Braille + Tactile Graphics)	— (then must use Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)
Translated Directions • Allowed for all grades. • Requires: Locally provided.	Accommodation*	Yes	Yes	Yes	Yes	Yes
Word-to-Word Dictionary, ACT-Approved • Requires: Locally provided (see Appendix D, page 54).	Accommodation*	—	—	Yes	Yes	Yes

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Table 1 (*continued*)

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
American Sign Language (ASL): Directions Only (English Text) • Requires: Locally provided; follow procedure in Appendix C.	Accommodation*	Yes	Yes	Yes	Yes	Yes
American Sign Language (ASL): Full Translation (English Text) • Requires: Locally provided 1:1 administration; follow procedure in Appendix C. • Recommended: Extra time.	Accommodation*	—	—	Yes	Yes	Yes
Signed Exact English (SEE): Directions Only (English Text) • Requires: Locally provided; follow procedure in Appendix C.	Accommodation*	Yes	Yes	Yes	Yes	Yes
Signed Exact English (SEE): Full Translation (English Text) • Requires: Locally provided 1:1 administration; follow procedure in Appendix C. • Recommended: Extra time.	Accommodation*	—	—	Yes	Yes	Yes
Cued Speech • Requires: Locally provided; follow procedure in Appendix E.	Accommodation*	—	—	Yes	Yes	Yes
Braille, Contracted, American Edition (EBAE) Includes Tactile Graphics • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time.	Accommodation*	Yes	Yes	Yes	Yes	Yes
Braille, Uncontracted, American Edition (EBAE) Includes Tactile Graphics • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time.	Accommodation*	Yes	Yes	Yes	Yes	Yes
Braille, Contracted, Unified English (UEB) Includes Tactile Graphics • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time.	Accommodation*	Yes	Yes	Yes	Yes	Yes

Table 1 (*continued*)

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Braille, Uncontracted, Unified English (UEB) Includes Tactile Graphics • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time.	Accommodation*	Yes	Yes	Yes	Yes	Yes
Large Print • Requires: Time for shipment of materials.	Open Access	Yes	Yes	Yes	Yes	Yes
Magnifier Tool • Requires: Locally provided.	Open Access	Yes	Yes	Yes	Yes	Yes
Line Reader Mask • Requires: Locally provided.	Open Access	Yes	Yes	Yes	Yes	Yes
Color Overlay • Requires: Locally provided.	Open Access	Yes	Yes	Yes	Yes	Yes

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

Table 2. Paper Summative Testing Interaction and Navigation Supports

Interaction and Navigation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Abacus • Requires: Locally provided.	Accommodation*	—	—	—	Yes	—
Answer Masking • Requires: Locally provided.	Open Access	Yes	Yes	—	Yes	Yes
Answer Eliminator • Requires: Locally provided; used in test booklet only.	Embedded	Yes	Yes	Yes	Yes	Yes
Highlighter • Requires: Locally provided; used in test booklet only.	Embedded	Yes	Yes	Yes	Yes	Yes
Scratch Paper • Requires: Locally provided.	Embedded	Yes	Yes	Yes	Yes	Yes
Calculator (Grades 6–EHS) • Requires: Locally provided. • Follow ACT Aspire Calculator Policy; may use accessible calculators.	Embedded	—	—	—	Yes	—

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

Table 3. Paper Summative Testing Response Supports

Response Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Electronic Spell Checker • Requires: Locally provided separate device which must meet specifications provided in Procedures for Administration in Guide.	Accommodation*	—	—	Yes	Yes	Yes
Respond in Test Booklet or on Separate Paper • Requires: Response transcription • Recommended: Extra time.	Open Access	Yes	Yes	Yes	Yes	Yes
Dictate Responses • Requires: Follow procedure in Appendix B. • Recommended: Extra time.	Open Access	Yes	Yes	Yes	Yes	Yes
Keyboard or AAC + Local Print • Requires: Response transcription; original work must be returned. • Recommended: Extra time.	Open Access	Yes	Yes	Yes	Yes	Yes
Mark Item for Review • Requires: Student mark, once made, must be erased thoroughly.	Embedded	Yes	Yes	Yes	Yes	Yes

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

Table 4. Paper Summative Testing General Test Condition Supports

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

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

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed. Automatic assignment of extra time occurs ONLY with TTS audio formats. If using only paper form braille without TTS, extra time must be manually selected in PNP.

Online Summative Testing

Table 5. Online Summative Testing Presentation Supports

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Text-to-Speech (English Audio) • Intended for user with ability to see graphics. • Requires: PNP system automatically assigns extra time 300%.†	Accommodation*	—	—	Yes	Yes	Yes
Text-to-Speech (English Audio + Orienting Description) • Intended for user with blindness or low vision. • Requires: Braille + Tactile Graphics Companion; response support to record responses; time for shipment of braille materials; PNP system automatically assigns extra time 300%.† • PNP system automatically prompts choice of Braille, Contracted or Braille, Uncontracted.	Accommodation*	— (then must use Braille + Tactile Graphics)	— (then must use Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)
Translated Test Directions • Allowed for all grades. • Requires: Must be provided before test launch. • Spanish provided in online system; other languages must be locally provided.	Accommodation*	Yes	Yes	Yes	Yes	Yes
Text-to-Speech (Spanish Audio) Item Translation • **Grades 3–6 only.** • Requires: Online prerecorded format; PNP system automatically assigns extra time 300%.†	Accommodation*	—	—	Yes	Yes	Yes
Word-to-Word Dictionary, ACT-Approved • Requires: Locally provided (see Appendix D, page 54).	Accommodation*	—	—	Yes	Yes	Yes
Cued Speech • Requires: Locally provided (see Appendix E, page 56).	Accommodation*	—	—	Yes	Yes	Yes

Table 5 (*continued*)

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

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

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed. Automatic assignment of extra time occurs ONLY with TTS audio formats. If using only paper form braille without TTS, extra time must be manually selected in PNP.

**See "Important Notes," page v.

Table 6. Online Summative Testing Interaction and Navigation Supports

Interaction and Navigation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Abacus • Requires: Locally provided.	Accommodation*	—	—	—	Yes	—
Answer Masking • Online platform tool.	Open Access**	Yes	Yes	—	Yes	Yes
Answer Eliminator • Online platform tool. • Multiple-choice only.	Embedded	Yes	Yes	Yes	Yes	Yes
Highlighter Tool • Online platform tool.	Embedded	Yes	Yes	Yes	Yes	Yes
Browser Cut, Copy, and Paste • Online only.	Embedded	Yes	Yes	Yes	Yes	Yes
Scratch Paper • Requires: Locally provided.	Embedded	Yes	Yes	Yes	Yes	Yes
Calculator (Grades 6–EHS) • Requires: Locally provided. • Online platform tool. • Follow ACT Aspire Calculator Policy; may use accessible calculators.	Embedded	—	—	—	Yes	—
Toggle Timer • Online only. • Available for all subjects.	Embedded	Yes	Yes	Yes	Yes	Yes

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

**See "Important Notes," page v.

Table 7. Online Summative Testing Response Supports

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

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

Table 8. Online Summative Testing General Test Condition Supports

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

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

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed. Automatic assignment of extra time occurs ONLY with TTS audio formats. If using only paper form braille without TTS, extra time must be manually selected in PNP.

Choosing Appropriate Supports for Testing

Introduction

At specific and predictable points in all students' experience of a test question or task, accessibility is critically important. These are called **access points**. They include the initial presentation of the test question or task, interaction and navigation demands that the question or task makes, and the production of a response (see Figure 6). The general test conditions (i.e., test setting, background
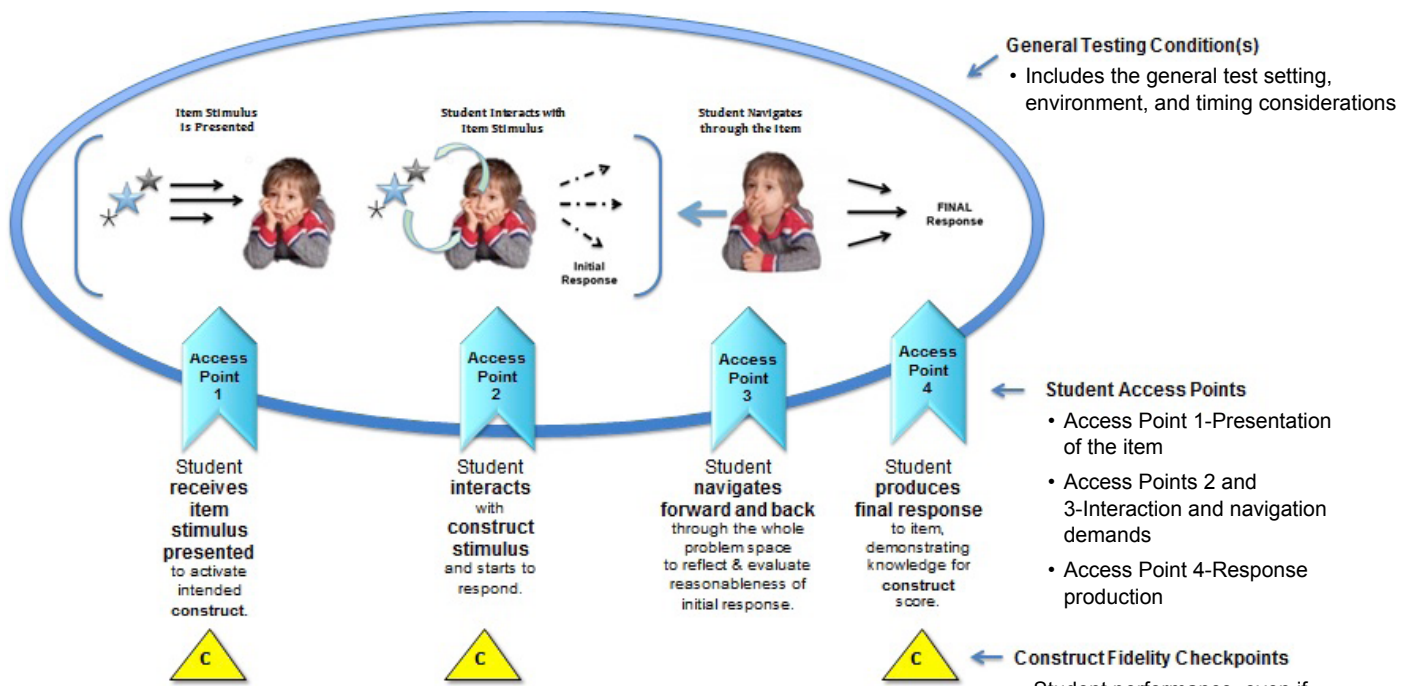

Figure 6. How a student experiences a test item. The figure illustrates schematically how all students cognitively engage with a test when they are trying to solve test items. Critical elements in the student information processing path are shown: the general testing conditions impacting the student throughout the test, critical communication access points that occur repeatedly during the test (item by item), and construct fidelity checkpoints that must be honored to obtain a valid score.

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environment, and timing conditions) serve as a kind of broad, always-present access point as well. General test conditions are illustrated by imagining yourself trying to read for an hour in a dim light, to talk in a loud and chaotic room, or to carefully write your thoughts when someone keeps urging you to write faster. Like access points, general test conditions greatly affect a student's ability to effectively engage and communicate during a testing situation. If an access point does not provide the student with a fair chance to communicate what he or she knows about the construct being tested, then the resulting score will not accurately represent the student's true knowledge.

Every access point is a critical point for ensuring that students have the chance to communicate what they know about what is actually being tested.

Construct fidelity checkpoints (sometimes called *item specifications*) provide defining information that allows us to determine the access supports that can be allowed and whether the testing experience of a student supports a fair and reasonable opportunity for the student to communicate the content that is being measured if he or she knows this material. These checkpoints are also shown in Figure 6. If the construct fidelity checkpoint is violated, it means that communication support is being provided in a way that prevents a student from having any chance to demonstrate the knowledge being tested. This construct violation blocks access to the performance of the content by giving away too much information. Construct violations invalidate test scores.

When Instruction and Assessment Supports Differ

There is an important distinction between instructional accessibility supports and testing accessibility supports. Supports provided at the beginning of the instructional process are designed to help students experience, learn, and practice a new skill. The long-term purpose of instructional supports or other early supports is to help the student learn to become as fluent and independent as possible in performing that skill. For this reason, instructional supports should incorporate a scaffolded fading process that provides more support early in the learning process, when skill acquisition is just beginning. These intensive early instructional supports may at times simplify or even modify the skill the student is learning, helping to guide, shape, and successively approximate the student's behavior to ensure that the student experiences some early success while moving closer to real skill performance. However, the path to student independence must always be kept in mind when planning instructional supports. Later in the instructional process, the need for intensive support should be challenged to see how much control a student can assume.

As a student achieves increasingly high levels of skill independence, the accessibility supports the student receives should be cut back further still until either full independence or the least intrusive accessibility support—that level of support that will allow the student to demonstrate the skill in the most independent manner possible for that student—is achieved.

For example, a student with a certain type of visual processing difficulty may need to use a straightedge to guide visual tracking while reading. This requirement may also initially require that another person hold the tracking tool or read a passage aloud for the student. Eventually, however, the student should learn to perform the actual reading task with full independence to the extent of his or her capability. At the point of testing, the student no longer needs a person to hold the tool or to read the passage aloud; this has become the independent responsibility of the student. Remaining student needs for support may still be met, such as through student-controlled visual tracking support on a computer. Independent use of a visual tracking tool thus becomes the least intrusive accommodation for the student at this point.

Testing accessibility supports should be those accommodations that are the least intrusive supports possible to meet the needs of a student while allowing that student the maximum level of independence possible to give the student a chance to communicate exactly what she or he has independently learned about the content to that point. Testing supports do not necessarily represent the instructional end point, but they do represent a point in time that lies beyond the earliest phases of skill acquisition. Some skill independence should be seen if instruction has been effective.

When choosing and planning instructional supports, teams must remember to carefully consider long-term independence and thoughtfully design the process of fading the supports. The challenge is finding the right balance of supports for a given student and actively, consistently, and constructively supporting the growth of student independence.

How to Create a Local Personal Needs Profile (PNP)

For any student to have ACT Aspire accessibility features at the Open Access or accommodation levels of support, an educator must complete a local PNP for testing situations. There are several ways to evaluate a student's accessibility needs and create a local PNP. The two-step worksheet in Figure 7 illustrates one such method. Use the most appropriate method for your circumstances.

Figure 7. Sample PNP worksheet

Student: Rhett Triever   Age: 11   Grade: 5   Date: 1/23/16

1. Describe Sensory and Communication Strengths and Challenges

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

	Sensory and Communication Skills					
	Visual	**Auditory**	**Physical or motor**	**First language (ELL)**	**Reading or other language process**	**Attention, memory, or focus**
STRENGTH Evidence suggests this skill set is a **strength**.				✓		
NORMAL LIMITS Evidence suggests this skill set is available within **normal limits**.	✓	✓	✓			
CHALLENGE Evidence suggests this skill set is a **significant challenge**. *Describe how this challenge creates a barrier to independent engagement or performance.*	**English Language Arts and Reading**					
					Very slow decoding, needs extra time, has poor visual tracking left to right across page.	Focuses better and less anxious when seated near front of room or in small group.
	Writing					
					Needs extra time to express thoughts. Poor spelling.	Same as above.
	Mathematics					
					Poor decoding interferes with math performance.	Same as above.
	Science					
					Same as math.	Same as above.

Figure 7 (*continued*)

2. Chart the PNP Summary for Testing Situations

For each challenge identified in step 1, decide if it applies to the specific part of the test experience listed in step 2.

For each relevant access point and content area, specify the student accessibility need in terms of an observed alternate identified strength or available skill that allows the student to work around and compensate for a challenge or barrier.

Then consult the ACT Aspire Accessibility Supports list for matching supports or supports consistent with this purpose. **Identify supports for the test format (online or paper) in which the student will be submitting all test responses.**

If the challenge does not apply in a given instance, then leave the cell blank. Blank cells represent standard accessibility needs shared by typical learners. For these access points, the student will use only the default embedded accessibility tools.

Access Point	Reading or English	Writing	Mathematics	Science
Presentation *Note alternate strengths or available skills the student has used successfully to compensate for this barrier to receiving or perceiving content presentation.*	**Alternate Strength**			
	• Decodes more accurately and focuses longer with visual tracking support. • Sometimes uses zoom to enlarge print.	• Performs better when material is presented in auditory form along with visual. • Sometimes uses enlargement.	• Decodes more accurately and focuses longer with visual tracking support. • Performs better when material is presented in auditory form along with visual. • Sometimes uses enlargement.	• Decodes more accurately and focuses longer with visual tracking support. • Performs better when material is presented in auditory form along with visual. • Sometimes uses enlargement.
	Accessibility Support			
	• line reader mask • answer masking • magnifier tool	• English audio • magnifier tool	• line reader mask • answer masking • English audio • magnifier tool	• line reader mask • answer masking • English audio • magnifier tool
Interaction and Navigation *Note what alternate strength or available skill the student has used successfully to compensate for this barrier to interacting with or navigating content.*	**Alternate Strength**			
	Accessibility Support			

Figure 7 (*continued*)

Access Point	Reading or English	Writing	Mathematics	Science
Response *Note what alternate strength or available skill the student has used successfully to compensate for this barrier to responding to content tasks, problems, or questions.*	**Alternate Strength**			
	Accessibility Support			
General Test Conditions *Note what alternate strength or available skill the student has used successfully to compensate for this barrier to general performance task settings, test environments or timed situations.*	**Alternate Strength**			
	• Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus. • Focuses better at front of room or away from visual distractions.	• Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus. • Focuses better at front of room or away from visual distractions.	• Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus. • Focuses better at front of room or away from visual distractions.	• Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus. • Focuses better at front of room or away from visual distractions.
	Accessibility Support			
	• extra time, 150% • special seating/ grouping	• extra time, 150% • special seating/ grouping	• extra time, 150% • special seating/ grouping	• extra time, 150% • special seating/ grouping

Bundling Supports

Typically, once the needed presentation, interaction and navigation, or response supports have been identified, some form of support for general test conditions should be bundled with them to enable the testing session to work properly and securely. Questions to ask when considering which supports to bundle include, but are not limited, to:

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

Think through the whole test experience for the student. Plan for what will be needed while being careful to avoid too many supports. Seek just those few personalized supports that work for the individual student.

How to Create an Online PNP for ACT Aspire Testing

The local PNP illustrated in Figure 7 contains the information that will be used for data entry in the online PNP process for ACT Aspire testing. It also represents an enduring record for local reference. The local PNP should be reviewed and updated each year, as the student's needs develop and change over time.

The entry of local PNP information into the ACT Aspire Portal must be completed to ensure critical supports are made active within the computer system so that the student can use them. Correctly inputted information also allows room supervisors to produce a report listing exactly which students are using which supports during a given test session—a great help in supervising a test session. The Portal also helps to support the collection of data about accessibility supports.

Detailed procedures for using the Portal are found in the *ACT Aspire Portal User Guide* on the Avocet website. The information below is intended as a conceptual overview to help teachers prepare PNP information for entry to the Portal. If you are the person entering the data set for your school or district, refer to the *Portal User Guide*.

Which students must have an online PNP? Only those students who use Open Access or accommodation-level supports require an online PNP. Default embedded-level supports are not recorded in the Portal.

Who enters the PNP into the Portal? This role is locally assigned. This role is usually best filled by someone who uses the Portal frequently and is comfortable with the data entry process. For training resources, see the Avocet website. The person who enters the PNP data must be able to communicate with the local educators who have put together this information and who know the student best.

The ACT Aspire Portal PNP Page

Organization

The data entry menus are organized by access points: Presentation Supports, Interaction and Navigation Supports, Response Supports, and General Test Condition Supports. This structure is illustrated in table 9. It is the same structure used in the local PNP illustrated in Figure 7 and throughout this guide.

Accessibility supports are entered by category. Some support features will request specific content areas be selected in the PNP. Where these checkboxes exist, you must select each content area where the support is needed. This allows a school to provide a support feature only for those content areas where it has been identified to be needed. Features selected here may be activated *only* for those content areas where they do not violate the skills tested. If an accessibility support is not permitted to be used in a specific content area test, then, for that test session only, the online system will **not** activate the feature. That feature also may not be locally provided for that content area test.

Table 9. Available Menus on the Personal Needs Profile Page

Menu	Action in TestNav
Presentation Supports	Considering the student's needs across all content areas, select from menu of Presentation supports.
Interaction and Navigation Supports	Considering the student's needs across all content areas, select from menu of Interaction and Navigation supports.
Response Supports	Considering the student's needs across all content areas, select from menu of Response supports.
General Test Condition Supports	Considering the student's needs across all content areas, select from menu of General Test Condition supports.

Completing the Online PNP

Schools may either load the student PNP information in the individual student profile or perform a PNP extract, fill it out, and import the file. For more detailed procedural information, refer directly to the *Portal User Guide*.

To complete the online PNP for an individual student, go to the Student Profile, then follow these steps:

1. Choose the method by which this student's responses will be submitted for scoring purposes: "CBT (Online) Form" or "Paper Form."

2. Use the appropriate accessibility features chart to identify the supports to be used by the student who will be submitting test responses.

Note: Only enter accommodation and Open Access level supports. Embedded supports are already available and may be provided as needed to all students either locally or via the online platform.

Changing a PNP That Has Already Been Entered

To change or edit a PNP after data entry:

1. Remove the student from all test sessions to which he or she has already been assigned. To view the test sessions the student has been assigned to, click the "Test Sessions" tab on the Student Profile page.

2. Change the PNP data as needed.

3. Place the student into a new test session.

Figure 8. Screenshots of a sample online PNP form. Accessibility support categories in the form are Presentation, Interaction and Navigation, Response, and General Test Conditions—as they are in this guide.

Administration Procedures for Accessibility Supports

Before the Test Session

Reading Test Directions Aloud to Students

There are two kinds of test directions:

- **Common instructions** are read aloud to all students before all tests.
- **Specific instructions** are read for each content area and grade level of a test session.

All test directions are printed in English in the appropriate *Room Supervisor Manual*. All test directions are read aloud to all students in English by the room supervisor before the test session begins. The room supervisor may clarify or answer questions about the directions but may not answer questions about any test item. See the appropriate room supervisor manual for details regarding the standard reading of test directions.

Test Directions in Languages Other Than English

Spanish language test directions for the online Summative test are available in digital audio in the "Spanish Language CBT Forms Test Directions—Audio Files" section of the Avocet website. A student who wishes to use this resource must visit the website prior to testing.

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

How to Download Spanish Test Directions

1. Go to the *Spanish Language CBT Forms Test Directions - Audio Files* on Avocet.
2. Select the directions from the drop-down menu.
3. Select **Play** to start the video.
4. Right-click on the video.
5. Save the video.

It is also acceptable to have the standard English test directions translated into languages other than Spanish; however, all locally provided translation of directions must be prepared in writing ahead of time and based as precisely as possible on the exact standard English directions. Slight adaptations may be used as necessary to communicate the same meaning as that found in the standard form; however, the instructions for reading the directions are the same as those for English

administrations. See the appropriate *Room Supervisor Manual* for details regarding the standard reading of test directions.

Test directions may also be locally provided in American Sign Language or Signed Exact English. For detailed information about the use of sign language with ACT Aspire tests, including preparation and delivery of test directions, see Appendix C.

During the Test Session

Presentation Supports

Text-to-Speech (TTS English Audio)

- Online Summative testing
- Includes 300% extra time for Summative testing only – automatically assigned

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

- Online Summative testing
- When TTS is used with braille or large print or any paper format, school must transcribe original student responses onto paper answer document for scoring.
- Includes 300% extra time for Summative testing only – automatically assigned

Human Reader (English Audio)

- Available for paper Summative testing only.
- Extra time of 300% is strongly recommended for this paper form test support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

Human Reader (English Audio + Orienting Description)

- Available for paper Summative testing only.
- Extra time of 300% is strongly recommended with this paper form test support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

Translated Test Directions

- **Spanish language test directions** (North American Spanish) recorded by a human speaker are available for all grades of online Summative testing. These directions may be used prior to starting the test and are available in the "Spanish Language CBT Forms Test Directions—Audio Files" section of the Avocet website.
- **Languages other than Spanish:** Test directions support may be provided by a room supervisor locally in languages as needed by students (see "Before the Test Session," page 27")
- All student responses **must** be in English.

Text-To-Speech (Spanish Audio) Item Translation

- **Grades 3–6 only**
- Mathematics, science, and writing tests **only**
- Online Summative testing **only**
- Items presented in North American Spanish language text with Spanish audio read-aloud option

- Writing prompt presented in both English and Spanish text presented side-by-side on-screen
- All student responses **must** be in English.
- Includes 300% extra time (automatically). If the student is manually assigned more extra time, the new time will be multiplied to the extra time already assigned by the computer system. Students are not required to sit for the entire extended time period.
- Audio check must be completed prior to starting test.

Word-to-Word Dictionary

- Allowed use of ACT Aspire-approved formats (see Appendix D, page 54)
- Mathematics, science, and writing tests **only**
- Extra time is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

American Sign Language (ASL) Test Directions

- All grades and content areas
- Summative tests: All forms
- Online Summative testing: May be locally provided (see *Room Supervisor Manual: Online Summative Testing*)
- Paper Summative testing: Locally provided for use in conjunction with paper directions (see *Room Supervisor Manual: Paper Summative Testing*)
- Required: A trained interpreter fluent in ASL and able to securely review required implementation procedures in Appendix C and prepare prior to test administration.

ASL Test Items

- All grades
- Mathematics, science, and writing tests **only**
- Paper Summative testing **only**
- Procedure: Test interpreter, upon request of student, carefully translates into ASL all text or problematic words based on the text presented in the paper Summative form.
- Graphics and images may **not** be described, but all text labels inside graphics may be translated as needed.
- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.
- **All** student responses must be in English.
- Required: A trained interpreter fluent in ASL and able to securely review required implementation procedures in Appendix C and prepare prior to test administration.
- No prep notes or test materials may be taken from the secure preparation room prior to testing.

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Signed Exact English (SEE) Test Directions

- All grades and content areas

- Mouth-speak may be used.

- Required: A trained interpreter fluent in SEE and able to securely review and prepare prior to the time of the actual test administration.

- Online Summative testing: May be locally provided (see *Room Supervisor Manual: Online Summative Testing*)

- Paper Summative testing: Locally provided for use in conjunction with paper directions (see *Room Supervisor Manual: Paper Summative Testing*)

- Required: A trained interpreter fluent in SEE and able to securely review required implementation procedures in Appendix C and prepare prior to test administration.

SEE Test Items

- All grades

- Mathematics, science, and writing tests **only**

- Paper Summative testing **only**

- Procedure: Test interpreter, upon request of student, carefully translates into SEE all text or problematic words based on the text presented in the paper Summative form.

- Graphics and images may **not** be described, but all text labels inside graphics may be translated as needed.

- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

- Follow the procedures in Appendix C, page 49.

- All student responses must be in English.

- Required: A trained interpreter fluent in SEE and able to securely review required implementation procedures in Appendix C and prepare prior to test administration.

- No prep notes or test materials may be taken from the secure preparation room prior to testing.

Cued Speech

- Defined as a read-aloud support that provides visual phonemic access to the sounds of the words. Functions like an oral read-aloud accommodation and may be used alone or in combination with oral read-aloud.

- May be used only where TTS or local read-aloud support is also permitted; that is, during writing, mathematics, and science subject tests

- Must follow applicable administration procedures provided in Appendix E

Braille and Tactile Graphics

Ordering

- Order as early as possible prior to test administration. Allow time for shipping.

- Summative testing:

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

~ English Braille American Edition (EBAE) and Unified English Braille (UEB) are available for Summative testing.

~ If ordering late in the testing window, complete the student's PNP and complete an additional order in the Portal. For late orders, delivery will depend upon available supplies and time remaining in the test window.

~ The braille test packet for Summative testing includes a braille test booklet (for the student), a companion standard test booklet, a blank answer document, and an accommodations memo. Braille is available in stand-alone paper form only for Summative testing.

~ To receive the braille paper materials, the user has to complete an additional order in the Portal. When selecting the item on the additional order screen, the user needs to select one of the two braille kits that have **Text-to-Speech ONLY** in the choice.

Administration

- **Extra time of 300% is strongly recommended** with this support but is not automatically assigned unless braille is being used with online audio. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

- **Braille notes** for use by the room supervisor are provided online for download in the "Accessibility & Accommodations" section of the Avocet website.

- **Summative test answer choices.** If you are working with a blind student who is listening to the audio version of the test with the TTS voice, you may notice that the screen will show answer options labeled A–E. However, the audio, braille, and paper forms will all show answer choices with alternating labels A–E and F–K. Although this may seem confusing for the proctor, the student is hearing and feeling the same answer option labels.

- **Response support is necessary** for braille tests; it must be manually selected in the PNP. The student will need an assigned proctor or other certified staff to transcribe responses exactly as provided by the student (using the selected response support) into the standard answer format (paper or online) for scoring purposes.

Large Print

- Paper version available in 18-point font

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

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

Ordering

- Order as early as possible prior to test administration. Allow time for shipping.

- A large print order is automatically completed upon entering PNP information, then placing the student in a paper test session within the Portal.

  Note: Be sure to complete this step before the deadline for the selected test date (see the schedule on Avocet).

Administration

- Extra time of 200% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

- Response support may be needed (see "Respond in Test Booklet or on Separate Paper," page 34). The student will need an assigned proctor or other certified staff to transcribe responses exactly as provided by the student (using the selected response support) into the standard answer format (paper or online) for scoring purposes.

Toggle Timer

- A student may choose to view or hide the timer by selecting the stopwatch icon
- Online testing only
- Available for all subjects

Line Reader Mask

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

Color Contrast or Color Overlay

- A set of preset text and background color combinations
- A locally provided color overlay using a pastel acetate sheet may be placed over the paper test booklet and/or answer document and/or user computer monitor.
- Color contrast tool is now available in the online Summative platform.

Browser Zoom Magnification

- Online **only**
- Integrated part of the local computer browser. User enters keystroke "Control +" (or "Command +" on an Apple computer) to enlarge everything on page, "Control –" ("Command –") to reduce size of everything on page, and "Control 0" ("Command 0") to return to the default font and graphic size.
- Because the browser zoom enlarges both text and graphics, it may cause reflowing of page content.
- Extra time may be needed for students with very low vision.
- Use of this support requires sufficient manual dexterity and range to hold down two separate keys at the same time.

Magnifier Tool

- Online testing: A movable "magnifying glass" tool that enlarges a small part of the screen.
  - ∼ Unlike browser zoom magnification, does **not** cause a reflow of the page content
  - ∼ Lower magnifying power than browser zoom
- Paper testing: Locally provided handheld magnification tool
- Online or paper: Locally provided digital scanning magnification device can be used to produce extremely large magnification. There are some restrictions to use of this tool:
  - ∼ Other forms of magnification, such as the online magnifier tool and browser zoom enlargement, should be considered first.

$\sim$ If the student still needs a local magnification solution that requires some form of digital projection, then any and all associated electronic files related to enlargement **must** be destroyed immediately after the test is completed and the student's responses are recorded. **No copies of any test material may be retained.**

- Magnifier tool enlarges everything (text and graphics) under the selected area of the magnifying glass.
- Extra time may be needed with this support.

Interaction and Navigation Supports

Abacus

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

Answer Masking

- Summative testing: Multiple-choice only.
- Tool that supports memory and focus and helps students eliminate distractions with selected-response questions. Controlled by a mouse click (or selection) response. Once an answer is masked, it cannot be seen unless it is clicked again to unmask it.
- Online testing: Student may use masking tool to cover up or reveal selected-response answer options.
- Paper testing: Student may use pencil to cross out selected-response answer options.
- Typically not used for constructed responses.

Answer Eliminator

- Summative testing: Multiple-choice only.
- Online **only**
- Student may place a wide red X over an answer to eliminate it from consideration.
- Unlike the answer masking tool, the red X does not prevent the user from reading what is underneath.

Highlighting

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

Browser Copy and Paste Functions

- Windows keystrokes: "Control-C" (copy) and "Control-V" (paste)
- Apple keystrokes: "Command-C" (copy) and "Command-V" (paste)
- Use of this support requires sufficient manual dexterity and range to hold down two separate keys at the same time.

Scratch Paper

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

- Online testing: Students may use their Student Authorization Tickets as scratch paper.

- Paper testing: Students do most figuring or other scratch work inside the test booklet.
- Scratch paper in addition to the default is allowed as needed by any student.
- Any size or color of locally provided plain, lined, graph, or raised-line graph paper (not otherwise marked) may be used.
- Collect all scratch paper after testing (see "After Each Test," page 38).
- Augmentative or assistive communication (AAC) devices (such as a braille note taker) are also permitted to do figuring or other scratch work if needed but must be selected in the PNP as "Response Supports."
  - ∼ Printouts of student responses must be considered to be original student work and therefore secure test material (see "Items to Retain or Destroy," page 38).

Calculator

- Grades 6–EHS Mathematics **only**
- May include accessible talking, braille, or large-key calculators; however, all calculators must meet requirements of permitted calculator types as described in the "Use of Calculators on ACT Aspire" section in the *Test Coordinator Manual*.
- Extra time may be needed when using some specialized accessible calculators.

Response Supports

Submit student answers for scoring under the test session (paper or online) in which they were entered (see "After Each Test," page 38).

Electronic Spell Checker

- A device that may be locally provided during writing, mathematics, and science tests
- Device must meet the following criteria. Only the following functions may be used:
  - ∼ Word spelling provided with no definitions, no pictures, no synonyms, or word tense forms.
  - ∼ Grammar check must be turned off.
  - ∼ Device may offer five or fewer word prediction choices per spelling attempt.
  - ∼ Word choices must be predicted from/generated by the approximate spelling provided by the student.
  - ∼ Student must independently identify and select the word he or she wants from choices offered for written response without further support.
  - ∼ May be used in support of writing, mathematics, and science tests only
  - ∼ If using with writing test, must follow Appendix B, Response Dictation Procedure, and indicate in PNP

Respond in Test Booklet or on Separate Paper

- Student responds directly in test booklet or large print test booklet (common for students with low motor control or very low vision) or separate plain sheet of paper (common for students who have limited motor control but are able to write responses on very large or other special paper).
- Original student responses in a test booklet or on a separate paper must be transcribed into a scorable answer format for the purposes of scoring (see "Transcribe Original Student Responses for Scoring," page 38).
- Extra time is recommended with this support.

- Once testing is completed, these 'test booklet or separate paper' responses are treated as original student work and as secure test material (see"After Each Test," page 38).

Dictate Responses

- One-to-one individualized administration **required**
- Student dictates response and trained room supervisor or proctor scribes response exactly as dictated. Includes:
  - ∼ spoken dictation
  - ∼ use of AAC device to dictate responses without voicing (including braille note taking)
  - ∼ word-predicting AAC devices, if the student independently selects the appropriate word (Spelling and grammar check must be turned off. Use of this response support requires use of the specific transcribing procedure. See Appendix B for details.)
- See Appendix B, page 44 for scribing procedures with all tests as well as cautionary advice.
- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

Keyboard or AAC Plus Local Print

- Full physical keyboard response input with local printout, either via local word processing software or through local AAC device.
- Specific transcribing procedure **required**. See "After Each Test," page 38.
- Word spelling provided with no definitions, no pictures, no synonyms, or word tense forms.
- Other spelling and grammar check functions must be turned off.
- Word-predicting AAC devices may be used if the student independently selects the appropriate word.
- Extra time should be provided with this support.

Mark Item for Review

- Allows student to mark an item for later review as he or she continues ahead with the test, planning to return later to work again on those items
- This is a default embedded system tool available to all users of ACT Aspire.

General Test Conditions Supports

Extra Time

- Test coordinator or designee specifies extra time, and room supervisor provides appropriate supervision for the amount of extra time needed.
- Students are not required to sit for the entire extended time period.
- **Before testing**, a decision must be made regarding how much extra time a student will need. Standard time limits for ACT Aspire tests are determined using prior performance data with the goal of ensuring that at least 90% of participating students have enough time to finish within the standard time allowed.
- Local staff **must** plan in advance a suitable location, appropriate staff supervision, and test security for those students who will need extra time.

- Students with the extra time accommodation should be tested either individually or in a group with other students receiving the same amount of extra time.
- Extra time is expressed in terms of percent of time above and beyond standard allowable time (150% standard time, 200% standard time, etc.). If a student normally receives double the normal testing time, then extra time for a 40-minute test would be 40 minutes × 2 (200%), or 80 minutes. The online PNP allows the selection of extra time in the following increments of standard time:
  - ∼ 150%
  - ∼ 200%
  - ∼ 250%
  - ∼ 300%
  - ∼ 400%

Breaks—Securely Extend Session over Multiple Days

- Paper testing **only**
- Room supervisor stops and secures the session to provide unsupervised breaks as needed between securely defined and supervised "mini sessions" in the administration of one test. A mini session allows the student to view and work in only small part—one or two pages, or "chunks" of the test—at a time. Each chunk of the test may be secured shut by clips, staples, or tape. Already-tested mini sessions must be secured similarly and out of the student's view.
- Mini sessions are meant to be used with students who have severe medical problems (e.g., seizures, severe diabetic conditions, fatigue/strength/endurance issues, or other medical issues) that only allow the student to work in a focused way for short periods of time. These sessions thus allow a student with such a medical condition to complete a test in short bursts while also keeping the test secure and the experience fair to all.
- Overnight breaks between mini sessions are allowed, but the student must begin the next session with the next unopened mini session. The student may not return to work on any mini session that has already been seen and worked on.
- Extra time should be provided with this support. The maximum allowable amount of time (400% standard time) is typically requested.

Breaks—Supervised within Each Day

- Test coordinator or room supervisor stops the clock (paper) or pauses the test on the student's screen (online) to provide short, supervised, same-day breaks as needed. Using this support, the student still completes the entire test session within one day.
- During a break, test materials must be properly secured and individual student supervision must be provided. Students may not interact with other students or any academic information or materials during the break.
- For online testing, see the Avocet website for detailed information about how to restart a test session student after a break.
- Extra time may be needed with this support.

Special Seating/Grouping

- Locally provided special or preferential seating or grouping
- Each testing group must have students in the same grade, take the same test, and share the same time constraints. The recommended small group size is six students or less to minimize disruption to students working at a different pace, but a larger group size may be determined locally, as appropriate to the situation.
- Appropriate security and test supervision must be provided.

Location for Movement

- Location provided so student is able to move, stand, or pace during test in a manner where others' work cannot be seen and student is not distracting to others

Individual Administration

- Individual test administration

Home Administration

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

Other Setting

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

Audio Environment

- Locally provided modified acoustic/auditory environment (e.g., student whisper phone, classroom FM system, local acoustic enhancements, or noise-quieting headphones to screen out auditory distractions)
- Personal mobile devices to provide background music are **not** allowed. If the school provides a known and controlled form of background music or white noise, this may be used if it does not permit the student to access any other resources during test administration.

Visual Environment

- Locally provided modified visual/lighting environment (e.g., special room lighting, light box under paper test, study carrel to screen out visual distractions)
- General preparation of a classroom to remove academic material from walls and desks is a general test preparation procedure, **not** a visual environment support.

Physical/Motor Equipment

- Locally provided personalized adaptive furniture; balance or positioning equipment to support student physical interaction, enhance motor control during testing, and/or reduce fatigue; or equipment to provide fine motor interaction support (e.g., large grip pencil, adaptive keyboard)
- AAC devices or procedures are **not** included as physical/motor equipment supports.
- Motor/physical prompting of any kind is **not** included as a physical/motor equipment support.

After Each Test

Transcribe Original Student Responses for Scoring

Any time a student provides a response in a format other than a standard paper answer document or within the standard online platform, the response must be copied (transcribed) exactly as it was originally provided by the student into one of the standard answer formats. This transcription is how it will be submitted for scoring purposes—the original student work cannot be scored in its original form. The following supports will (or may) result in a need for transcription:

- Dictate Responses/Scribing
- Keyboard or AAC and Local Print
- Magnifier Tool (when locally provided digital scanning enlargement is used)
- Respond in Test Booklet or on Separate Paper

Items to Retain or Destroy

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

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

Student: _____ Age: ____ Grade: _____ Today's Date: _____

1. Describe Sensory and Communication Strengths and Challenges

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

Sensory and Communication Skills

	Visual	Auditory	Physical or motor	First language (ELL)	Reading or other language process	Attention, memory, or focus
STRENGTH Evidence suggests this skill set is a **strength**.						
NORMAL LIMITS Evidence suggests this skill set is available within **normal limits**.						
CHALLENGE Evidence suggests this skill set is a **significant challenge**. *Describe how this challenge creates a barrier to independent engagement or performance.*	**English Language Arts and Reading**					
	Writing					
	Mathematics					
	Science					

2. Chart the PNP Summary for Testing Situations

For each challenge identified in step 1, decide if it applies to the specific part of the test experience listed in step 2.

For each relevant access point and content area, specify the student accessibility need in terms of an observed alternate identified strength or available skill that allows the student to work around and compensate for a challenge or barrier.

Then consult the ACT Aspire Accessibility Supports list for matching supports or supports consistent with this purpose. **Identify supports for the test format (online or paper) in which the student will be submitting all test responses.**

If the challenge does not apply in a given instance, then leave the cell blank. Blank cells represent standard accessibility needs shared by typical learners. For these access points, the student will use only the default embedded accessibility tools.

Access Point	Reading or English	Writing	Mathematics	Science
Presentation *Note alternate strengths or available skills the student has used successfully to compensate for this barrier to receiving or perceiving content presentation.*	**Alternate Strength**			
	Accessibility Support			
Interaction and Navigation *Note what alternate strength or available skill the student has used successfully to compensate for this barrier to interacting with or navigating content.*	**Alternate Strength**			
	Accessibility Support			

Access Point	Reading or English	Writing	Mathematics	Science
Response *Note what alternate strength or available skill the student has used successfully to compensate for this barrier to responding to content tasks, problems, or questions.*	**Alternate Strength**			
	Accessibility Support			
General Test Conditions *Note what alternate strength or available skill the student has used successfully to compensate for this barrier to general performance task settings, test environments, or timed situations.*	**Alternate Strength**			
	Accessibility Support			

Accessibility Supports: Online versus Paper

Use table A1 to help identify the appropriate accessibility supports for each student based on the test delivery method. (For permitted content areas, see Summative Testing Support tables 1–8 in this guide.) To use the table, follow these steps:

1. Identify how the student's responses will be submitted for scoring purposes.

2. Select the needed supports from the appropriate response format column.

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

Table A1. Accessibility Supports Allowable by Format

Online	Type of Support	Paper	Type of Support
Presentation Supports			
Text-to-Speech (TTS English Audio)	A	Human Reader (English Audio)	A
Text-to-Speech (TTS English Audio + Orienting Description)	A	Human Reader (English Audio + Orienting Description)	A
Translated Test Directions (locally provided)	A	Translated Test Directions (locally provided)	A
Text-To-Speech (Spanish Audio) Item Translation	A		
Word-to-Word Dictionary (see Appendix D, page 54)	A	Word-to-Word Dictionary (see Appendix D, page 54)	A
American Sign Language (ASL) Test Directions	A	American Sign Language (ASL) Test Directions	A
		ASL Full Translation	A
Signed Exact English (SEE) Test Directions	A	Signed Exact English (SEE) Test Directions	A
		SEE Full Translation	A
Cued Speech (locally provided, follow procedure in Appendix E)	A	Cued Speech (locally provided, follow procedure in Appendix E)	A
Braille—Contracted, American Edition (EBAE) with Tactile Graphics	A	Braille—Contracted, American Edition (EBAE) with Tactile Graphics*	A
Braille—Uncontracted, American Edition (EBAE) with Tactile Graphics	A	Braille—Uncontracted, American Edition (EBAE) with Tactile Graphics*	A
Braille—Contracted, Unified English (UEB) with Tactile Graphics	A	Braille—Contracted, Unified English (UEB) with Tactile Graphics*	A
Braille—Uncontracted, Unified English (UEB) with Tactile Graphics	A	Braille—Uncontracted, Unified English (UEB) with Tactile Graphics*	A
		Large Print	O
Magnifier Tool (in CBT)	O*	Magnifier Tool (locally provided)	O

Note: E = embedded system tool, O = Open Access tool, A = accommodation.

[1] E Support types (Embedded) are not listed in the online PNP but should be locally noted in the student PNP for planning purposes.

*See "Important Notes," page v.

Table A1 (*continued*)

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

Note: E = embedded system tool, O = Open Access tool, A = accommodation.

[1] E Support types (Embedded) are not listed in the online PNP but should be locally noted in the student PNP for planning purposes.

*See "Important Notes," page v.

Appendix B: General Response Dictation and Scribing Procedures

Characteristics of Dictate Response Users

- Students with physical disabilities that impede the motor process of writing
- Students who have a reduced ability to write due to pain, paralysis, loss of function, or loss of endurance, or who have had a recent injury (such as a broken hand or arm)
- Students whose handwriting is indecipherable, resulting in illegible written products (scribbling)
- Students who can write but have a documented disability in the area of written expression that results in a significant interference with their ability to express their knowledge in writing

Definition of Dictate Responses

In ACT Aspire, **dictation** is the alternate communication produced by a student to create a written English message or to provide a written English response to a question (as in a test situation), when the act of writing by hand or by keyboard is not reasonably possible. In every instance of dictation, it is mandatory that the student have authorship control over both the language conventions used and the substance of the communication: the student *must* be the sole author of the communication. A designated responsible scribe transfers ("scribes") the student's communication into the written form exactly as originally communicated by the author. Languages other than English are not permitted. English braille is permitted.

The dictation accommodation allows students with identified need a way to access the ACT Aspire Summative assessment through:

- Dictation of verbal responses to a human scribe
- Dictation to scribe through gesturing, pointing, or eye-gazing to a communication board or other specific communication target
- Dictation of response to a recording device or other augmentative/assistive communication device
- Dictation through an American or English brailling device with scribe transcription to appropriate answer space
- Dictation of responses using a speech-to-text device or application

Additional Requirements for Dictation

- Dictation (Open Access support) must be provided in an individual administration.
- Extra time (accommodation-level support) is recommended for completing dictation.

Scribes

In ACT Aspire, a **scribe** is a certified educational staff member who records precisely and exactly what a student dictates. Only a trained room supervisor or his or her trained assistant may provide this scribing support. The proper use of the dictation/scribing procedure will not invalidate constructs measured on the ACT Aspire assessments.

The scribe should:

- Assist the student in accessing the test and responding to it
- Be as familiar as possible with the method of dictation the student typically uses for instruction and assessments
- Repeat test or task directions to the student as needed
- Produce legible text so that the written portion of the test can be scored

The scribe may **not**:

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

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

Selected Response Procedure

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

Constructed Response Procedure

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

A student using dictation must be given the same opportunity as other students 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 student's response nor helping to improve or alter what the student asks to be recorded. This means that the scribe may, if provided specific direction and dictation by the student, scribe an outline or other writing plan. The scribe may not prompt or cue the student to conduct this step.

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

Dictating and Scribing the Writing Test

Wherever possible, it is preferable for students to produce their responses to the Writing test on paper, word processor, or by another writing communication device that better supports student independence. Scribing the Writing test is considered to be a support of last resort; it should only be used when there is no other option for the student to participate in the Writing test. The reason for this caution is that the procedure necessary to produce a valid and meaningful Writing test response is difficult for both student and scribe. Individual administration is required and significant extra time, effort, and endurance is necessary. Indeed, it is common to find that a student 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 student **must** spell every word in the response the first time the word is used. Except in the case of homonyms (see next item), the student does not need to spell a word on subsequent use. *Note: The student may use, *if also identified in the PNP as an accommodation*, an Electronic Spell Checker device to support the spelling required on the writing test, as long as the device meets the required criteria listed in the Accessibility User Guide under "Administration Procedures for Accessibility Supports" (see "Response Supports," page 34).

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

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

Procedure for Scribing the Writing Test

1. Allow the student to dictate the entire response without interruption. Do **not** prompt the student 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 student's response exactly as dictated without including any conventions other than spelling. Do **not** allow the student to view this written transcription.
   - ~ **Speech-to-Text Software:** Read the displayed or printed version transcribed by the software to the student without vocal inflection to indicate punctuation or alert the student to possible mistakes. Do **not** allow the student to view this displayed or printed version.

3. Follow the step relevant to the dictation method used:
   - ~ **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses:** Read the draft to the student without vocal inflection to indicate punctuation or alert the student to possible mistakes.
   - ~ **Audio recorder:** Play back the recording of the student's response.
   - ~ **Speech-to-Text Software:** Skip to step 4.

4. Ask the student to spell each word in the draft of the written response as follows:

    ~ The student must spell every word in the constructed-response the first time it is used. Subsequent word use does not need spelling.

    ~ The student 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 student.

6. Allow the student to view the draft and/or listen as you read the draft of the response without vocal inflection to alert the student to mistakes.

7. Ask the student 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 student. Then ask the student if any further edits are needed. (Do **not** suggest edits.)

8. Edit the final response exactly as indicated by the student.

9. Transfer the final response verbatim onto the student's answer document.

10. If there is time remaining, allow the student to continue to review and edit the response, following the process above, or have the student confirm that he or she is done with the response.

11. After the student is finished or time has ended, whichever occurs first, return all test materials to the test coordinator.

ACT Aspire Response Scribing Agreement – Summative Testing
(This document may be photocopied if multiple interpreters are needed.)

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

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

School Name: _____

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

Name of Staff Scribe: _____

Student Name: _____ **Student Reference Number:** _____

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

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

If ACT determines that any explanation or additional response information has been provided to or for a student, 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 student'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 the appropriate ACT Aspire *Accessibility User's Guide* scribing procedures and the *Test Administration Manual*. I further assure ACT Aspire that all student responses that I have scribed are a precisely accurate documentation of the original responses provided to me by the student.

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 Aspire.

Appendix C: Guidelines for Sign Language Interpretation

The following policies should be followed whenever sign interpretation of any part of ACT Aspire tests is provided. Signing is permitted in American Sign Language (ASL) or Signed Exact English (SEE), depending on the sign language chosen in the student's PNP.

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

Content Available for Signing

Test Directions

Sign interpretation of test directions may be provided for any content area and any grade.

Test Questions

Sign interpretation of test items is permitted for paper tests (print or braille) during the mathematics, science, and writing tests **only**.

When Signing Is Permitted during ACT Aspire Testing

The following criteria should be used to determine whether a deaf or hard-of-hearing student should be tested in either ASL or SEE:

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

Use of Cued Speech

Cued Speech is a presentation support feature that is permitted during mathematics, science, and writing tests; however, it is not covered in this "sign interpretation" Appendix because we define Cued Speech as a local sound-based read-aloud through sign cues for word sound. This is different than the transadaptation required for sign interpretation. Meaning is not directly conveyed by manually cued speech sounds. For more information on Cued Speech, see Appendix E, page 56.

Who May Deliver Signed Test Interpretation

All sign interpreters must sign the security agreement at the end of this section.

Test Directions

Local interpretation may be provided by a single interpreter. This interpreter may be a local educator, employed by the district, who is fluent in sign, or the interpreter may be a certified ASL or SEE interpreter hired for this purpose. The interpreter is expected to partner with the room supervisor who is simultaneously reading the directions aloud in English.

Test Questions

Signed interpretation of test questions must involve at least one well-trained and experienced ASL or SEE interpreter working with the room supervisor to provide support for consistency and continuity of interpretation. However, national best practice standards for sign interpretation indicate that for lengthy interpretation sessions or highly detailed, intensive sessions, two qualified interpreters are advised, both of whom work with the room supervisor. ACT **strongly** recommends this practice where possible.

Student responses may **not** be interpreted from ASL or SEE or from any other form of sign for the purpose of recording the student answer. Dictation and scribing are permitted only if the student responds in the English language, (whether providing a written, oral, or an AAC English form of response), and if response dictation is also recorded in the student's PNP.

Guidelines for Sign Interpretation

- Sign interpreters may **not** include any relative, guardian, or friend of the student.
- The educational agency where test administration is conducted will be responsible for the selection of a qualified ASL or SEE interpreter(s) and must arrange as necessary to cover any expenses incurred in the hiring of these individuals.
- Test-related materials of any kind—including prep notes—may **not** be removed from the secure preparation area within the test site prior to testing. After testing, any and all prep notes must be turned in to the test coordinator and destroyed.

Preparation for Sign Interpretation

Test Directions

The staff interpreter(s) may review the standard paper form test directions two to three days prior to the test in order to plan a signing strategy for delivering the general test directions. Test directions are available online and in the *Room Supervisor Manual: Paper Summative Testing*. Interpreters working with students who have deaf-blindness and will be planning and providing tactile sign support should, two to three days prior to the day of testing, review the braille form test directions that are provided with the braille version of the test. This will require locating the form that has already been shipped for the student.

> Be sure the interpreter's test booklet is the same test form as the student's test booklet.

Delivery

Test Directions

The interpreter, in selecting and providing signs, must stay precisely consistent with the meaning of the written general directions that are printed on the student booklet. Student questions regarding directions must be answered in such a way that clarification provided remains within the boundaries of the original general information provided in the written directions.

Test Questions

Note: During test administration, the student may prefer to ask for only certain parts of an item to be interpreted and may not need everything presented in sign. Make this determination as soon as possible before testing.

When two staff partners work together, one person signs (interprets) according to the plan notes as the other staff partner monitors the delivery. As necessary, one interpreter may relieve the other, but all passage-based item sets must be interpreted by the same person. Any interpreter changes must occur at natural break points in the flow of the assessment: interpreters must never change within an item or item set.

Important! All documented notes created and/or used for the signing plan must be destroyed immediately after the test session.

- Only the actual text or the printed values or labels within an item or within an item's graphics may be signed. Graphic representations may not otherwise be interpreted for any student.
- Signs and their associated facial expressions or body postures must be carefully produced so that the student 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 students.
  - ~ Terms that must be finger-spelled include, but are not limited to, *parallel lines*, *perpendicular*, *perimeter*, *circumference*, and shape names. If, for some students, finger-spelling is not useful, the only allowable alternative to finger-spelling such visually rich mathematical terms would be to simply point to those terms in the test booklet as they come up instead of signing them. Either way, the student must recognize the word—in finger-spelled form or in print.
- Interpretations may be repeated, but the interpretation must be done consistently each time.

Required Testing Environment and Other Supports

Group and Individual Administration

Sign interpretation of test directions may be done in a group setting. Interpretation of the full test (including test items) must be done in an individualized test setting.

Interpreter Appearance

Persons serving in the interpreter role should wear simple plain clothing that does not distract the viewer or interfere with the perception of the intended sign. The interpreter's hands, facial expression and body posture must be clearly visible to the student. Jewelry can interfere with sign presentation and should not be worn by the sign interpreter. In addition:

- The interpreter should mouth-speak while signing for the student.
- The interpreter's mouth should not be covered when speaking.
- If the interpreter has a beard or moustache, it should be trimmed so as not to obstruct the student's ability to read lips.
- The interpreter must also voice for the partner interpreter what is signed by the student.
- The interpreter should, if needed, remind the student that his or her responses must be given in English.

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Rooms

Lighting should be non-glaring and sufficient to avoid shadowing that could obscure the signs produced. The position of the sign interpreter should be such that the student has a clear, direct, and close view of the communication.

Additional Supports

When a student needs sign interpretation, consider also the likely need for certain additional supports that must be planned for and documented in the PNP and on the student's answer document. For example:

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

ACT Aspire Signed Interpreter Agreement (SEE or ASL Support) Summative Testing

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

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

School Name: _____

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

Interpreter Name: _____

Student Name: _____   **Student Reference Number:** _____

Required procedures for signed interpretation of ACT Aspire tests can be found in Appendix C of the ACT Aspire *Accessibility User's Guide*. As a sign interpreter, you are required to review and comply with these procedures.

In ACT Aspire testing, the sign interpretation support is permitted for qualified students during the mathematics, science, and writing tests **only**. During the English or reading tests, sign interpretation support is **not** permitted.

If ACT determines that any explanation or additional information has been provided to a student, 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 student'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 the appropriate ACT Aspire *Accessibility User's Guide* signing procedures and with the *Test Administration Manual*. I further assure ACT Aspire that the signing support provided is a precisely accurate representation of the passages and items as required by the specific signing procedures.

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

Interpreter Signature: _____   **Date:** _____

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

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

This document is for Local Educational Agency use only. Do not return to ACT Aspire.

Appendix D: Approved Bilingual Word-To-Word Dictionaries

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

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

Test	Yes	No
English		X
Mathematics	X	
Reading		X
Science	X	
Writing	X	

Responsibilities

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

ACT Responsibilities

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

Student Responsibilities

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

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

Testing Staff Responsibilities

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

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

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

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

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

State Educational Authority Responsibilities

- Determine that the dictionary meets the required criteria. (See "ACT Criteria for Approval of Word-to-Word Bilingual Dictionaries" on page 2 of the *ACT-Approved Bilingual Word-to-Word Dictionaries* list.)

- Provide a copy of the dictionary title and ISBN number to ACT.

- Ensure the dictionary is used according to the policies and procedures listed in this manual.

- Support a valid test result after the use of the dictionary.

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

Definition of this Support

For accessibility purposes, a human reader may be allowed to assist test takers with visual or print disabilities by providing word decoding support in the English language for the printed text and, in some situations, by providing general navigation support through the test. When there is clear evidence of student need and when the specific procedures specified below are carefully followed, this support does not compromise the assessment of mathematics, science, or writing skills being tested.

Allowed Content Areas

Read-aloud of test items is permitted for mathematics, science, and writing tests **only**.

As standard practice, test directions are read aloud for all content areas. For specific additional information regarding the read-aloud of test directions, see:

- The *Reading Test Directions Aloud to Students* section of this guide
- ACT Aspire *Room Supervisor Manual: Paper Summative Testing* or *Room Supervisor Manual: Online Summative Testing*

Who May Deliver Human Reader Support

When read-aloud support is locally provided, it must be delivered by an appropriately trained educational staff member. The read-aloud support may not be delivered by a parent, guardian, other relative, or friend of the student being tested.

Individual Test Administration

An individualized test administration (1:1) is needed and very strongly recommended for the administration of all human-delivered read-aloud accommodations. Providing test support through a human reader is not preferred practice and should only be used in those rare occasions when the need is clear and there is no other choice. When read-aloud support is needed, the use of the computer audio reading support is highly preferred and recommended wherever it is possible to accomplish and reasonable for the student.

The procedures outlined in this document are **required** of the local staff to properly implement this support. These procedures require careful staff preparation using this document and significant effort to learn the proper reading procedure for each content area. Specific and detailed reading procedures for each content area are provided later in this document.

Rationale for 1:1 Test Administration

Different students work at different paces. They think about an item in different ways and have different parts of the text that they need repeated at different times. Students are distracted and often disrupted by each other when sitting in any size group where even one person is receiving a human read-aloud support.

If, in a small group, all are receiving this same support from one reader, then all are expected to process the same text stimuli at the same rate with the same number of repetitions, and thereby experience even less control than in the individual administration, where they already are fully dependent upon another person assisting them to read. In a group setting, students are unlikely to ask for or use the support they need (for example, repetition of a section that was already read aloud).

Furthermore, when any student is verbalizing his or her needs aloud for reading support and specifying which sections need to be reread, the student's needs are publicly displayed to all others—including the reader, any teacher, and all peers nearby. This creates a situation where the student who truly requires the support may be embarrassed and discouraged from asking for it or for the natural repetition needed to clearly understand the text. This is a dehumanizing situation.

Data on the use of the read-aloud support show dramatic drops with the age of the student. It is possible that these students all become strong readers as they grow older, but it is more likely that the loss of personal dignity inherent in this support may be one reason for this finding. The combination of humiliation, lack of personal user control, and loss of needed stimulus repetition (automatically available to independent readers), can significantly limit or harm the expression of reading comprehension and analysis skills that are present.

> Individualized test administration of all read-aloud support is strongly recommended.
> **If small group read-aloud cannot be avoided**, the test coordinator may contact ACT Aspire Customer Care to obtain instructions for appropriately matching test booklets.

Benefits of Online Delivery

Online delivery of read-aloud accommodation supports, when headphones are used, provides a powerful solution to virtually all of the concerns that exist with human readers. It also gives the experience of personal control back to the student, resulting in a standardized, cost-efficient, long term solution that is consistent with 21st-century social, academic, and workplace technologies. In online delivery, there is no concern about the delivery of this support to students within large groups, assuming students are using headphones. Online delivery produces a virtual 1:1 experience that is both standardized and of high quality—while providing the user privacy and dignity.

Individualized administration for all human read-aloud support is the best practice recommendation.

For your local administration of human-reader accommodations, refer to the official policy on test administration that is communicated by your governing educational authority. Readers must carefully review and follow the procedures provided in this Appendix.

General Procedure for Providing the Read-Aloud Support

The human reader support is not a substitute for the student interacting with the text; rather, it is a means of facilitating the student's access to the test. The read-aloud accommodation provides support only for decoding of text (word identification), and sometimes for navigation through the text. The read-aloud accommodation does **not** help the reader to comprehend any decoded words or written elements. Prior to administration, the educator should ensure that a student is familiar with the delivery method used by the human reader. The testing situation must not be the first time the student has experienced this kind of support.

All test items must be read exactly as they are printed in the student's test booklet. The student must be instructed to follow along in the test booklet as the reader reads the text aloud. The student may ask for any portion of the mathematics, science, or writing test to be reread as often as necessary within the time allowed for that test. Each time a reread is requested, the reader must read the requested portion of the text exactly as it is presented, with no explanation, no paraphrasing, and no additional information provided to the student through the reading.

All ACT Aspire test questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation could affect what the tests are designed to measure and is therefore not allowed.

These procedures are focused upon the reading of material *within* the test, after the test directions have already been read.

Cued Speech as a Read-Aloud Support

Cued speech is defined as a formal and systematic way to provide visual phonemic access to the sounds of the words. This support functions much like an oral read-aloud accommodation for qualified users and may be used in conjunction with read-aloud. Cued speech does not add interpreted meaning to the communication. It is not an interpretation but is a direct manual representation of sound. The only augmentation to the communication is the addition of phonemic (sound recognition) cues. Cued Speech as defined here is permitted ONLY for those content tests where read-aloud or TTS Audio support is allowed. As noted above, permitted content areas include mathematics, science, and writing tests. Cued speech may NOT be used to support the Reading or English test administration for any student, as it would invalidate one of the essential constructs being measured by these tests (decoding).

Note: If cued speech is used in conjunction with read-aloud, TTS Audio, or a signed presentation, then these supports must also be identified in the PNP to document the full context of this support. Staff who provide cued speech support must be appropriately trained and experienced in providing this support and should, just like staff who provide oral read-aloud support, also sign and locally submit the security statement at the end of this Appendix (where required by the local governing educational authority).

Specific Procedures for Staff Serving as Readers

To maintain test integrity, you, as reader, must understand and follow all appropriate procedures. Review the test format and specific testing procedures prior to test administration.

The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The testing student may require all or portions of the test to be read aloud.

Your task is to read the test passages, test questions, answer choices, and text in the graphics. Do not try to solve problems or determine the correct answer as you read test questions, as this may result in an unconscious pause or change in inflection that could be misleading or disconcerting to the student. The expression on your face should remain neutral. Do not look at the student 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 student 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 student.

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

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

Some students may then ask for the passage to be read through a second time with punctuation marks indicated. When this request is made or if required by the item, indicate all punctuation found within those lines.

Orienting description: If the student has blindness, he or she will also have a companion braille-tactile graphic booklet to use. The student should be tracking along in this companion booklet as the item is read aloud exactly as printed. It is permissible, however, to provide a navigational orienting description to a visually impaired student if needed. Such description must have no relation to content. It functions only to name and roughly locate the parts contained in the item, as shown in the following example: "This item has a statement followed by two tables. At the end of the item there is a question followed by four answer choices for you to consider. Be sure to find these in your braille booklet." You may state the parts of the item and their physical location so long as you provide no further information.

Special Considerations for Selected-Response Tests

When reading a numbered item, say "question" and the number before each item.

If the item is a selected-response item, say "choice" and the letter before each option.

Be particularly careful to equally stress each answer option and read all answer options before waiting for a response. The student will record the answer.

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

Allow the student to pause before responding. However, if the student pauses for a considerable time following your reading of the answer choices, say: "Do you want me to read the question again or any part of it?" In rereading questions, be careful to avoid any special emphasis on words or phrases not emphasized in the printed copy with bold or italic type, capital letters, or underlines.

Specific Procedures for Reading the Writing Test

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

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

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

Some test takers may then ask for the passage to be read through a second time with punctuation marks indicated. When this request is made or if required by the item, indicate all punctuation found within those lines.

Specific Procedures for Reading the Mathematics and Science Tests

It is permissible to read any text and numbers presented in graphs or tables. If necessary, orient the student to the graph or table before reading content (for orienting details, see graph and table information below). It is not permissible to describe or interpret information contained in the graph or table in any way.

Graphs

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

Tables

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

Table E1 gives several examples of how to read mathematical and scientific terms.

Table E1. How to Read Mathematical and Scientific Abbreviations, Expressions, Symbols, and Numbers on ACT Aspire Tests

Description	Example	Read as:
Abbreviations	km, cm, ft, μg	kilometer, centimeter, foot (feet), microgram
Dashes	3–9	three through nine
Date	February 6, 1987	February sixth, nineteen eighty-seven
Ellipses	2, 4, 6, …	two, four, six, pause, dot, dot, dot
Operations with boxes or shapes	$\triangle + 3 = 8$	Triangle plus three equals eight
Parenthesis	(3×7)	open parenthesis, three times seven, closed parenthesis
Decimal Points	0.00897	Zero point zero, zero, eight, nine, seven
Fractions*	$\frac{1}{2}$, $\frac{3}{4}$, 20/35, 1/12	One half, three fourths, twenty over thirty-five, one over twelve
Large whole numbers	12,356	Twelve thousand, three hundred, fifty-six
Exponents	8^2, 4^3, 6^4, 3^{-4}, $2^{-\frac{1}{2}}$	eight squared, four cubed, six to the fourth power, three to the negative fourth power, two to the negative one-half power
Roots	$\sqrt{8}$, $5\sqrt{8}$	the square root of eight, five times the square root of eight
Symbols	°F	degrees Fahrenheit
	°C	degrees Celsius
	+	plus
	−	minus
	=	equals
	>	is greater than
	<	is less than
	≥	is greater than or equal to
	≤	is less than or equal to
	≈	is approximately equal to
	|5|	the absolute value of five
	#	number
	%	percent
	/	or
	×	times
	·	times
	∠	angle
	π	pi
	−7	negative seven
	$4.89	four dollars and eighty-nine cents

* Fraction reading rule: Read common fractions (where the numerator is less than the denominator) by presenting the numerator as the number it represents and the denominator as the ordinal number using two words for the whole presentation. This rule applies to fractions that have a numerator and denominator >0 that is less than or equal to 19. Improper fractions should always be read in the format of "X over Y."

ACT Aspire Reader's Agreement – Summative Testing

(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 a student who has been determined by the local educational authority to be qualified and appropriate for this accessibility support.

School Name: _____

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

Reader Name: _____

Student Name: _____   **Student Reference Number:** _____

The ACT Aspire *Accessibility User's Guide* contains the documented set of required procedures for providing local staff read-aloud (see Appendix E). When administering the read-aloud support to a qualified student, the procedures described in this guide are required and must be followed carefully.

As a reader, you are required to review and comply with the procedures as documented in the *Accessibility User's Guide.* In ACT Aspire testing, the read-aloud support is permitted for qualified students **only** during the mathematics, science, and writing tests. The read-aloud support is **not** permitted and may not be provided for any student during the English or reading tests.

Test Passages and Test Questions

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

Test Directions

Test directions are read aloud to ALL students for all subject areas. This is part of standard practice. Specific procedural information regarding the read-aloud of test directions is found here:

* ACT Aspire *Accessibility User's Guide: Summative Testing* section "Reading Test Directions Aloud to Students"
* ACT Aspire *Room Supervisor Manual: Paper Summative Testing* or the *Room Supervisor Manual: Online Summative Testing*

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

I certify that I have read, understand, and agree to administer the tests in accordance with the appropriate ACT Aspire *Accessibility User's Guide* reading procedures and with the *Test Administration Manual*. I further assure ACT Aspire that the reading support provided is a precisely accurate representation of the passages and items as required by the specific reading procedures.

Reader Signature: _____   **Date:** _____

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

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

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