

Examinees requesting ACT-authorized accommodations or English learner (EL) supports who do not currently have a formal education plan at school are required to submit this *Exceptions Statement Form*. In addition to this completed form, diagnostic documentation and documentation to support the need for the requested accommodation must be submitted.

Examinee Name: \_\_\_\_\_ ACT ID: \_\_\_\_\_

**Select the reason the examinee requires an exceptions statement.**

- Examinee is no longer in school
- Examinee is homeschooled
- Examinee receives accommodations and/or EL supports in school not documented in writing on an individualized official plan

**Select the option(s) that most closely match the examinee’s accommodations and/or supports history.**

- Previously on an official accommodations and/or EL supports plan
- Currently receives unofficial accommodations
- Has never received accommodations and/or EL supports

Accommodations and/or EL Supports Provided			
Specific Accommodations and/or EL supports provided	Length of Time Provided (Years, Months)	Setting (e.g., classroom instruction)	Rationale (As it pertains to length of time, setting, and the ACT test)

**I attest that the information provided above is true. (This section is required.)**

Name: _____	Relationship to Examinee: _____
Title: _____	Institution: _____
Signature: _____	Date: _____

Examinees without a formal educational plan at school must submit documentation to substantiate their need for accommodations on the ACT.

The following guidance is provided to help clarify the documentation ACT requires to be submitted in support of a request for accommodations and/or EL supports. This information would normally be included in a formal educational plan.

In addition to current diagnostic documentation the follow documentation must accompany the accommodation/EL supports request.

**Non-student examinees**

For examinees who are no longer enrolled in school, please provide:

- a) The most recent IEPs, 504 plans, or other school-based plans;
- b) A recommendation for testing accommodations from the diagnosing or testing professional, with rationale given for each requested item and;
- c) A brief personal statement regarding the request for testing with accommodations that includes any previously granted accommodations in school, and an explanation of why these specific accommodations are needed at this time.

**Note: English learner supports are not available to examinees who are not currently enrolled in an educational setting.**

**Homeschooled examinees**

For homeschooled examinees, provide a statement from a homeschool teacher, co-op, or consortium that indicates:

- a) What accommodations and/or EL supports are provided;
- b) How often and under what conditions they are used; and
- c) The length of time for which the accommodations and/or supports have been provided.

**Note: Accommodations should be reflective of the diagnosis. A rationale must be provided of why accommodations were provided prior to a diagnosis if applicable.**

**Examinees with unofficial accommodations and/or EL supports**

For examinees who receive accommodations or EL supports at school that are not formally on an individualized written plan, include a statement, on school or district letterhead, from a qualified professional on staff at the school or school district who has reviewed the examinee's file to indicate:

- a) Under what circumstances accommodations and/or EL supports are permitted for this examinee in the school including but not limited to how often they are used;
- b) The basis for providing those accommodations and/or supports;
- c) Why accommodations and/or EL supports necessary for the examinee to access learning are not documented on a formal education plan and;
- d) The rationale on why the requested accommodations and/or EL supports should be allowed for the ACT.

**Note: Generally, school wide practices and policies do not indicate an individual need for accommodations and/or EL supports.**