English Learner Supports Guide

ACT®

How to Contact ACT

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English Learner Supports Overview

In This Section

This guide will provide examinees and testing staff with information about requesting and using English learner supports for ACT testing.

In this section, you will find information on:

- English learner needs
- English learner supports
- Using approved English learner supports

English Learner Needs

English learners currently make up 10% of today's public school enrollment and that is expected to increase to 25% within the next decade. ACT acknowledges the need for test offerings to support this growing population and is offering English learner supports to meet this need.

English Learner Supports

The goal of providing English learner supports is to ensure that the test scores earned by English learners accurately reflect what they have learned in school. The use of English learner supports results in college-reportable test scores if approved by ACT.

Our English learner supports include:

- Extended time testing—Timing Code 6 (50% time extension, single session)
- Use of an approved word-to-word bilingual dictionary
- Use of test directions in the native language
- Testing in a familiar environment or small group

Our English learner supports do not include:

- Translated test questions
- Translated verbal instructions and/or the use of an interpreter
- Translated pre-recorded audio
- Translated reader's scripts
- Printed translations for languages outside of those that are offered
- Use of an electronic translation device

Using Approved English Learner Supports

For successful test administrations, examinees and testing staff should review the following policies and procedures for using approved EL supports.

Extended time testing: Extended time testing is offered as a support for examinees with English learner needs. The extended time offering is Timing Code 6, which is time and a half in a single session on one day. This provides EL examinees with additional time to read and comprehend instructions and test items, and to use an approved word-to-word bilingual dictionary.

Testing staff should refer to the *ACT Administration Manual National Testing Extended Time* for more information on administering extended time testing.

Word-to-word bilingual dictionary: EL examinees may use an approved word-to-word bilingual dictionary. 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.

ACT Responsibilities

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

Examinee Responsibilities

- Examinees must bring their own dictionary to use on the test and should check that their dictionary is on the approved dictionaries list before arriving at the test site. Dictionaries will not be provided and examinees will not be permitted to use an unapproved dictionary.
- All dictionaries brought into the test room must be free of writing and highlighting. It is the examinee's responsibility to ensure his or her dictionary does not contain any notes, markings, or highlighting before arriving at the test site.
- Examinees may not write notes or make any kind of markings in their bilingual dictionaries.

Testing Staff Responsibilities

- Testing staff must check that the examinee's dictionary is from the approved list prior to the start of testing. If an examinee is found using an unapproved dictionary during testing, staff dismisses the examinee and voids the test.
- Testing staff will check the dictionary for writing and highlighting before and after testing. If writing or highlighting is found prior to testing, staff will inform the examinee that the dictionary cannot be used and instruct that it be stored out of sight.
- Staff monitors examinees for prohibited behavior. If an examinee is seen writing in his or her dictionary during testing or if writing is found in the dictionary before the examinee leaves, staff dismisses the examinee and voids the test.

Use of test directions in the native language: Examinees may use printed test directions translated into their native language. The translated test directions are currently offered in the following languages.

Arabic	German	Somali
Chinese (Simplified)	Haitian Creole	Spanish
Chinese (Traditional)	Korean	Tagalog
French	Russian	Vietnamese

ACT Responsibilities

- Print and ship translated test directions with the test materials shipment for any examinees approved for the use of this support.
- Answer questions from examinees or testing staff about the use of the translated test directions.

Examinee Responsibilities

- Examinees use these translations as a supplement to the test booklet. The translations are a direct interpretation of the directions in the test booklet.
- Examinees may not write notes or make any kind of markings in their translated test directions.

Testing Staff Responsibilities

- Testing staff passes out the translated test directions with the ACT test booklet and instructs examinees to write their names on the cover of the translated directions.
- Testing staff collects translated test directions back at the end of testing and does not dismiss examinees until all translations are accounted for.
- Staff monitors examinees for prohibited behavior. If an examinee is seen writing in the translated test directions, staff dismisses the examinee and voids the test.

Translated test directions are also available on the test preparation section of www.act.org to be used with test prep materials.

Testing in a familiar environment or small group: Examinees will test in small groups of examinees testing with the same accommodations and/or supports.

Requesting English Learner Supports

In This Section

By default, ACT test materials are provided in English. If an examinee needs English learner supports for a test date, he/she must request and be approved for EL supports before they can be provided.

In this section, you will find information on:

- English learner status criteria and supporting documentation
- Requesting English learner supports on the ACT® test
- Requesting English learner supports in conjunction with ACT-approved accommodations
- English learner support materials

English Learner Status Criteria

ACT follows criteria outlined in federal law for establishing English learner status, mainly criteria identified in the Every Student Succeeds Act (ESSA). To be eligible for supports on the basis of English learning needs, an examinee must provide proof of enrollment at a school located within the United States* and one or more of the following:

- Difficulties in speaking, reading, writing, or understanding the English language that result in:
  - ~ An inability to meet challenging state academic standards
  - ~ An inability to successfully achieve in classrooms where the language of instruction is English
  - ~ An inability to participate fully in society
- Enrollment in an English Language program at school
- Receipt of the requested supports on classroom tests via a formalized plan
- Results from an appropriate English language assessment that demonstrate the examinee's limited language proficiency

*Includes US territories and Puerto Rico

Supporting Documentation

Supporting documentation may include but is not limited to: an EL Plan, official support or accommodations plan, English language proficiency assessment results, and/or confirmation of eligibility or participation in an English language program.

Note: English language proficiency screeners do not confirm eligibility or participation in an EL program. These types of assessments are tools schools can use to determine English learner status.

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Requesting English Learner Supports on the ACT Test

The examinee must work with a school official to submit a request for supports in the Test Accessibility and Accommodations System (TAA). Only school officials can access TAA by going to: https://readiness.act.org. Please note that registration and support request deadlines apply.

The Test Accessibility and Accommodations System (TAA) is used for approved accommodations and supports management. A school official who serves as the test coordinator and/or test accommodations coordinator accesses TAA for:

- Submitting requests for ACT-approved accommodations and English learner supports to ACT
- Checking the status of requests
- Reviewing decision notifications
- Requesting reconsideration of requests that were not approved initially, if applicable
- Viewing examinee information for planning purposes, as needed

For step-by-step instructions on requesting EL supports in TAA, see the *Test Accessibility and Accommodations System User Guide*.

Requesting English Learner Supports in Conjunction with ACT-Approved Accommodations

ACT-approved accommodations are available to English learners who are also identified with a disability. English learner supports may be requested on their own or in conjunction with any ACT-approved accommodation. When requesting accommodations and/or supports in the TAA system, you may choose to request only accommodations, only EL supports, or both accommodations and EL supports. Options for each category will appear based on your selections.

For step-by-step instructions on requesting accommodations and/or supports in TAA, see the *Test Accessibility and Accommodations System User Guide*.

English Learner Support Materials

Translated test directions will be included in your shipment for any examinees approved for the use of this EL support.