



Accessibility Supports Guide

ACT[®] WorkKeys[®]



How to Contact ACT

For questions regarding test administration, additional materials, report forms, and security of test materials:

Address

ACT WorkKeys Operations
301 ACT Drive
PO Box 168
Iowa City, IA 52243-0168

Hours of Operation

Use the table below to determine when ACT staff are available.

If you are calling on ...	Then the hours are ...
Monday – Friday	7:00 a.m. – 7:00 p.m.

Note: All hours of operation are central time and subject to change at ACT's discretion.

Phone

Use the table below to determine how to contact ACT for general inquiries or test day assistance.

If you are in ...	Then call ...	Or fax ...
United States or Canada	800.967.5539	319.337.1467

Note: Emergency support is available by following the recorded instructions.

Email

For questions: **workkeys@act.org**

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Accessibility Supports

Introduction

This Accessibility Supports Guide includes supports allowed or provided during testing. These supports may be used either with or without accommodations.

Test Administration and Accessibility Levels of Support

All examinees have tools they need and use every day to communicate effectively what they have learned and can do. There are different levels of support that examinees may need in order to demonstrate what they know and can do on academic tests. The ACT® WorkKeys® National Career Readiness Certificate® (ACT® WorkKeys® NCRC®) assessments make several possible levels of support available. All these levels of support taken together are called accessibility supports. These accessibility supports:

- Allow all examinees 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 examinee
- Enable effective and appropriate engagement, interaction, and communication of examinee knowledge and skills
- Honor and measure academic content as the test developers originally intended
- Remove unnecessary barriers to examinees demonstrating the content, knowledge, and skills being measured on the assessment

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

This assessment permits the use of only those accessibility supports that validly preserve the skills and knowledge that the assessment claims to measure, while removing needless, construct irrelevant barriers to examinee performance. There are four levels of support available for examinees. They range from minor support (default embedded system tools) to extreme support (modifications). Figure 1, page 2, shows the structure of ACT WorkKeys NCRC assessments accessibility supports.

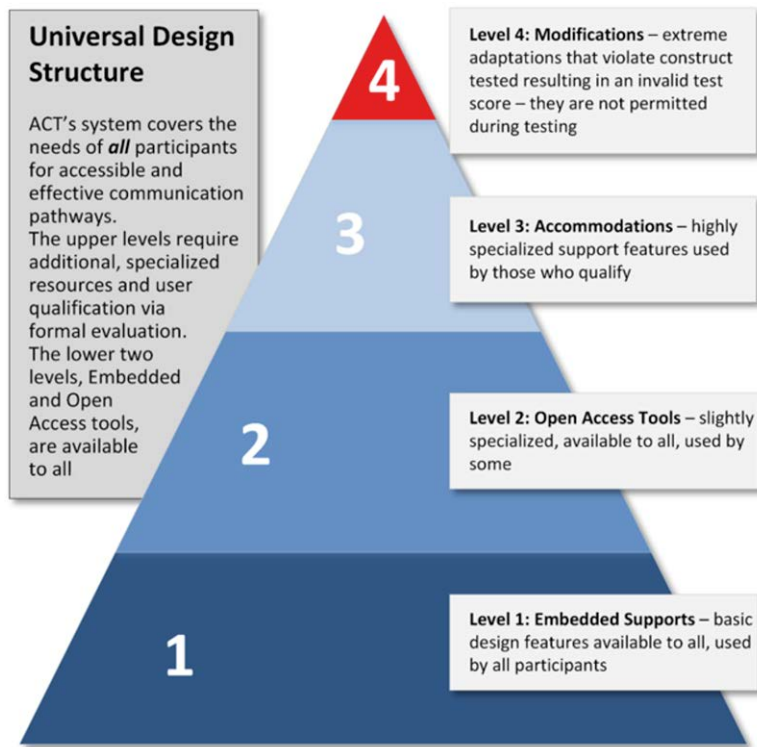


Figure 1. Structure of accessibility supports for ACT WorkKeys NCRC

Level 1 Supports: Embedded System Tools

The first level of supports is called the embedded system tools. See Level 1 of the pyramid in Figure 1. They are automatically available to all users. Embedded system tools meet the common, routine accessibility needs of most typical test takers.

All examinees are permitted these basic tools as needed, (even examinees who have no documented support or accommodation plan).

Embedded system tools are the most basic, common supports made available to all users upon launch or start of the test; 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 are either embedded in the basic computer test delivery platform, or they may be locally provided as needed. No advance request is needed for these supports.

Examples of Level 1 embedded system tools include:

- English Test Directions Available on Demand (Printable)
- Magnifier Tool, provided by examinee
- Full Page Magnification, provided by examinee
- Answer Eliminator
- Highlighter (Online-use highlighter tool. In paper form, for this purpose, a standard pencil must be used instead of a pen)
- Scratch Paper
- Calculator (includes accessible) – (for Applied Math Test only) provided by examinee
- Proctor Ability to add Extra Time (in event of specified Test Administration Incident)
- Mark Item for Review

Level 2 Supports: Open Access Tools

Open access tools, (see Level 2 of the pyramid in Figure 1), are also **available to ALL examinees, must be identified in advance and coordinated with the test site, planned for and provided locally**. Most open access tools/supports are provided by the local test site. A few are brought in by the examinees (blank index card for use as a line reader (tracker), answer masking, or custom masking). There are security requirements and procedures for checking open access tools personally provided by examinees.

Open access tools are slightly more intensive than embedded system tools but can be delivered in a fully standardized manner that is valid, appropriate, and personalized to the specific access needs identified for an individual examinee. Some of these require the use of tool-specific administration procedures.

Examples of Level 2 open access supports include:

- Line Reader
- Color Contrast (Color Overlay locally provided)
- Translated Verbal Directions **only** (locally provided)
- American Sign Language, Directions **only** (locally provided)
- Signed Exact English, Directions **only** (locally provided)
- Answer Masking
- Custom Masking
- Dictate Responses
- Respond in Test Booklet or on Locally Provided Separate Paper
- Audio Indicator of Time Remaining
- Audio Indicator of 5 Minute Warning
- Break: Supervised within Each Day, Stop the Clock
- Individual Administration (not at home)
- Location for Movement
- Other Setting (not at home)
- Physical/Motor Equipment (includes Wheelchair accessibility and other motor support)
- Special Seating/Grouping
- Visual Environment (enhanced lighting)
- Audio-Acoustic Environment (hearing aids, FM system, hearing supports)

Open access tools should be chosen carefully and specifically to prevent the examinee from becoming overwhelmed or distracted during testing. Room supervisors and proctors must follow required security procedures. Prior to the testing experience, examinees should become familiar and comfortable using these types of tools and supports as well as using them in combination with other tools.

Level 3 Supports: Accommodations

Accommodations are high-level and relatively intense accessibility tools needed by relatively few examinees. (See Level 3 of the pyramid in Figure 1.) Examinees who use this level of supports **must be qualified** to use them. Such examinees must have successful experience with the supports and have the expertise to use the supports. For example, a person who does not have experience and skill in sign language should not use Signed Exact English (SEE) to take this test. Accommodation-level supports must be requested through a documentation process to establish that the individual is qualified to use this level of support, (e.g., has a previously established need for, knowledge of, and experience using the requested support). The accommodations **must be identified in advance, coordinated with the test site, planned for and then provided locally**. Accommodations use often requires advance ordering of specialized paper materials from ACT. The advance planning process allows any needed resources to be assigned appropriately and documented for the examinee.

Examples of Level 3 accommodation supports include:

- Signed Exact English (SEE): Test Items
- Cued Speech
- English Pre-Recorded Audio
- English Audio Reader Script
- Word-to-Word Bilingual Dictionary, ACT approved
- Braille EBAE, contracted, includes tactile graphics
- Braille UEB with Nemeth, contracted, includes tactile graphics
- Abacus, provided by examinee
- Accessible Keyboard or AAC Device, locally provided, with local print/staff transcription
- Extra Time
- Break: Securely Extend Session over Multiple Days

Qualification for Use of Level 3 Supports

Decisions about qualification for accommodation-level supports are typically made by:

- An educational team on behalf of, and including, the examinee, or, depending upon the individual situation, such decisions may be made by a team
- A classroom teacher
- An English Learner program team, teacher, or coordinator
- Vocational or employment training staff
- An employer
- A government service administrator (within the military or other government organization)

Proof of a documented need is a required element of documentation. Need and qualification are verified by the examinee providing (showing) a documented copy of an official accommodation plan from any of the following five sources: 1. Public or Private School district personnel; 2. English Learner teacher, team or coordinator; 3. Vocational or Employment Training staff; 4. an Employer; or 5. a Government Service Administrator.

Qualifying Out-of-School/Out-of-Work Examinees for Level 3 Supports (Accommodations)

Sometimes examinees who are not currently affiliated with any particular school, training program, employer, or government service branch will request to use Level 3 Supports (Accommodations). These examinees MAY document qualification by providing a written affidavit specifically stating that they have been approved for, and have used the requested accommodation in prior school, English learner teacher, employment training, employment or government service settings.

The Examinee Affidavit form required to establish qualification for use of accommodation-level supports in this ‘non-affiliated’ case is provided in the [ACT WorkKeys Administration Manual for Paper Testing](#). All other examinees seeking qualification for use of Accommodation-level Supports must provide (show) a copy of an official accommodation plan to the Test Site Administrator so that the Test Site Administrator can verify the documented qualification. (See also: Documentation of Qualification for Using Accommodation-level Supports in the [ACT WorkKeys Administration Manual for Paper Testing](#).)

Note: All listed allowable accommodation-level supports have been reviewed by content designers and are confirmed to produce valid, score-able, and nationally reportable test results. Use of any support by any examinee that is NOT listed by ACT as allowable for this test will result in a non-valid, non-reportable score. For supports not listed as allowable, see: Level 4 Supports: Modifications.

Level 4 Supports: Modifications

Modifications are supports that are sometimes used during instruction, but when used in a testing situation, they alter the construct that the test is designed to measure. While they may provide an individual with the experience of taking ‘a test’, Modifications provide so much support that they actually prevent the examinee from having meaningful access to performance of the construct being tested. (See the top, Level 4 of the pyramid in Figure 1, page 2.) Because modifications violate the construct being tested, they invalidate performance results and communicate low expectations of examinee achievement. Modifications are not permitted during ACT WorkKeys NCRC testing, and if found to be used by any examinee, would invalidate the resulting test score. Use of any support not specifically listed as an allowable ACT WorkKeys NCRC Support will be assumed to be a modification of the test and will result in a score invalidation.

Valid Test Scores and Equal Benefit for All Examinees

ACT ensures that all examinees may benefit equally from this test. Allowed embedded, open access, and accommodation-level supports administered under these standardized conditions will result in a valid and fully reportable ACT WorkKeys score.

Use of any accessibility supports that are not allowed by ACT or not properly administered will violate what the test is designed to measure and will therefore result in a score that is invalid and non-comparable for the stated purposes of the test. It is exactly those scores that were produced in such a way that they result in an invalid and non-comparable score for the stated purpose of national reporting that are treated as “ineligible” scores. This is true for any and all examinees who produce a score that in some way violates the constructs the test is designed to measure and therefore will be nationally non-comparable for the intended uses. If accessibility supports other than those specifically listed as allowable ACT WorkKeys NCRC Accessibility Supports are used, the resulting scores are ineligible for an ACT WorkKeys National Career Readiness Certificate (ACT WorkKeys NCRC). These ineligible scores are not reported to examinees or to the testing site.

ACT WorkKeys English Learner Supports

English learners are supported in the same way all other learner populations are supported. English learners, as may all other examinees, may make use of embedded and open access-level supports as needed. English learners may also request use of accommodation-level supports by providing the documentation of qualification as described in the section Written Documentation in the [ACT WorkKeys Administration Manual for Paper Testing](#).

Translation of test directions

An interpreter may be locally arranged to translate any verbal instructions into the examinee's native language, provided the following apply:

- Translation is provided only for verbal instructions. Translation of test items is not allowed.
- The translator is not a relative or guardian of the examinee.
- All responses to the test are provided in English.

American Sign Language (ASL) and/or Signed Exact English (SEE) may also be locally provided for the verbal instructions.

ACT-Approved Bilingual Dictionaries

The dictionary must be one from the ACT-Approved Bilingual Dictionaries List. The dictionary can only provide word-to-word translations and must not contain any definitions. Examinees must bring their own dictionaries 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.

The ACT-Approved Bilingual Word-to-Word Dictionaries List can be found at <http://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf>.

Allowable Accessibility Supports

Presentation Supports and Procedures

Table 1. Presentation Supports

	Support Level	Workplace Documents	Applied Math	Graphic Literacy	Applied Technology*	Observation*
Test Directions Available on Demand (Printable)	Embedded	Yes	Yes	Yes	Yes	Yes
Magnifier Tool	Embedded	Yes	Yes	Yes	Yes	Not Avail
Full Page Magnification	Embedded	Yes	Yes	Yes	Yes	Not Avail
Line Reader	Open Access	Yes	Yes	Yes	Yes	Not Avail
Color Contrast (Color Overlays)	Open Access	Yes	Yes	Yes	Yes	Not Avail
Translated Verbal: Directions and Verbal Instructions only (locally provided)	Open Access	Yes	Yes	Yes	Yes	Yes
American Sign Language (ASL) Directions Only	Open Access	Yes	Yes	Yes	Yes	Yes
Signed Exact English (SEE): Directions** Only	Open Access	Yes	Yes	Yes	Yes	Yes
Signed Exact English (SEE): Test Items	Accommodation	Yes	Yes	Yes	Yes	Not Avail
Cued Speech (Directions, Verbal Instructions, and Test Items)	Accommodation	Yes	Yes	Yes	Yes	Not Avail
English Pre-Recorded Audio**	Accommodation	Yes	Yes	Yes	Not Avail	Not Avail
English Audio Reader Script**	Accommodation	Yes	Yes	Yes	Yes	Not Avail
Word-to-Word Bilingual Dictionary, ACT approved	Accommodation	Yes	Yes	Yes	Yes	Yes
Braille EBAE, contracted, includes tactile graphics	Accommodation	Yes	Yes	Yes	Yes	Not Avail
Braille UEB with Nemeth, contracted, includes tactile graphics	Accommodation	Yes	Yes	Yes	Not Avail	Not Avail
Large Print Test Booklet	Accommodation	Yes	Yes	Yes	Yes	Not Avail

*Ending 2018.

**Designed for examinees with or without blindness.

Table 2. Presentation Supports Procedures

		Administration Code	Location for Testing*
Test Directions Available on Demand (Printable)	Must be locally provided	No code needed	All
Magnifier Tool	Must be locally provided	No code needed	All
Full Page Magnification	Must be locally provided	No code needed	All
Line Reader	Examinee may use answer document as a masking tool or may bring a blank index card to use for answer masking. Test supervisor must check index card to ensure it is blank.	No code needed	All
Color Contrast (Color Overlays)	Transparent color acetate overlay must be locally provided	No code needed	All
Large Print Test Booklet	Must be ordered in advance from ACT If examinee is also using a large print answer document, see Response Support Procedures in Table 6, page 11.	400 – Standard Time 130 – Time-and-a half 235 – Double Time 291 – Three Hours	Examinees using this accommodation may not test in a standard testing room.
Translated Verbal: Directions and Verbal Instructions only (locally provided)	Must be locally provided Verbal and/or written directions (the verbal instructions) provided in the examinee’s native language and/or clarified for the examinee. Translator may also translate any questions from the examinee to testing staff and translate the staff responses to the examinee.	No code needed	All
American Sign Language (ASL) Directions and Verbal Instructions Only	Must be locally provided Use of ASL (American Sign Language) for directions only - Seat an examinee using an interpreter at the front of the room. The interpreter, who must not be a relative, will sign all verbal instructions. The interpreter may also translate any questions from the examinee to testing staff and sign the staff responses to those questions. However, the interpreter may not translate or sign the test questions or answer any test questions for the examinee.	No code needed	All
Signed Exact English (SEE): Directions and Verbal Instructions Only	Must be locally provided	No code needed	All
Signed Exact English (SEE): Test Items	Accommodation: Qualification required. Must be locally provided Signed Exact English is a sign language interpreter using the Reader Script to interpret test directions, passages, and items for an examinee. This is an accommodation.	293 – Three Hours	Examinees who use a reader or interpreter for test items must test in an individual administration to avoid distraction to other examinees.

*All examinees testing in the same room must test with the same timing. In addition, any examinees being tested with any of the accommodated test administration codes may NOT test in a standard time room.

**Designed for examinees with or without blindness.

(Table continued on next page)

Table 2. Presentation Supports Procedures (continued)

		Administration Code	Location for Testing*
Cued Speech (Directions, Verbal Instructions, and Test Items)	<p>Accommodation: Qualification required. Must be locally provided</p> <p>Use of Cued Speech under this definition means providing visual phonemic access to the sounds of words using the official set of phoneme signs. This functions like an exact read-aloud (although it is silent) because it does not add meaning cues to the communication.</p> <p>Cued Speech interpreter uses the Reader Script to interpret test directions, passages, and items for an examinee. This is an accommodation.</p>	293 – Three Hours	Examinees who use a reader or interpreter for test items must test in an individual administration to avoid distraction to other examinees.
English Pre-Recorded Audio**	<p>Accommodation: Qualification required.</p> <p>Must be ordered in advance from ACT</p> <p>Examinee may work up to three hours if needed, but may finish sooner if done.</p> <p>Headphones may be needed to avoid distracting other examinees.</p>	294 – Three Hours	<p>Examinees using pre-recorded audio may all test in the same room as long as they wear headphones and as long as each is in control of his or her materials and machine.</p> <p>Examinees who use a reader or other audio presentation format without headphones must test in an individual administration to avoid distraction to other examinees.</p>
English Audio Reader Script**	<p>Accommodation: Qualification required.</p> <p>Must be ordered in advance from ACT</p> <p>Examinee may work up to three hours if needed, but may finish sooner if done.</p>	293 – Three Hours	Examinees who use a reader or other audio presentation format without headphones must test in an individual administration to avoid distraction to other examinees.
Word-to-Word Bilingual Dictionary, ACT approved	<p>Accommodation: Qualification required.</p> <p>Must be locally provided and must also meet requirements outlined at www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf. Dictionaries with word definitions are prohibited. The examinee must supply the word-to-word dictionary, and the test coordinator must examine it prior to and after the test administration to ensure it does not contain notes or other testing aids.</p>	<p>400 – Standard Time</p> <p>150 – Time-and-a half</p> <p>200 – Double Time</p> <p>300 – Three Hours</p>	Examinees using this accommodation may not test in a standard testing room.
Braille EBAE, contracted, includes tactile graphics	<p>Accommodation: Qualification required.</p> <p>Must be ordered in advance from ACT</p> <p>Accommodation: Examinee must be qualified and qualification document completed.</p>	292 – Three Hours	Examinees using this accommodation may not test in a standard testing room.
Braille UEB with Nemeth, contracted, includes tactile graphics	<p>Accommodation: Qualification required.</p> <p>Must be ordered in advance from ACT</p> <p>Accommodation: Examinee must be qualified and qualification document completed.</p>	296 – Three Hours	Examinees using this accommodation may not test in a standard testing room.

*All examinees testing in the same room must test with the same timing. In addition, any examinees being tested with any of the accommodated test administration codes may NOT test in a standard time room.

**Designed for examinees with or without blindness.

Interaction & Navigation Supports and Procedures

Table 3. Interaction & Navigation Supports

	Support Level	Workplace Documents	Applied Math	Graphic Literacy	Applied Technology*	Observation*
Answer Eliminator	Embedded	Yes	Yes	Yes	Yes	Not Avail
Highlighter (Online-use highlighter tool. In paper form, for this purpose, a standard pencil must be used instead of a pen)	Embedded	Yes	Yes	Yes	Yes	Not Avail
Scratch Paper (See procedure in Table 4)	Embedded	Yes	Yes	Yes	Yes	Yes
Calculator (includes accessible) See: www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf for allowable devices	Embedded	No	Yes	No	No	Not Avail
Answer Masking	Open Access	Yes	Yes	Yes	Yes	Not Avail
Custom Masking	Open Access	Yes	Yes	Yes	Yes	Not Avail
Abacus	Accommodation	No	Yes	No	No	Not Avail

*Ending 2018.

Table 4. Interaction & Navigation Support Procedures

		Administration Code	Location for Testing*
Answer Eliminator	Examinee crosses out answer options in test booklet to focus. Any stray marks made on the answer document, other than the intended answer choice, must be fully erased.	No Code Needed	All
Highlighter	(Online-use highlighter tool. In paper form, for this purpose, a standard pencil must be used instead of a pen)	No Code Needed	All
Scratch Paper	In paper form testing, examinees are expected to use the space provided in the test booklet as scratch paper. For examinees who have writing or motor control limitations and cannot effectively use the space provided in the test booklet, additional scratch paper will be provided by the test site. Blank paper provided by the test site for note taking during testing, must be collected and destroyed immediately upon test completion.	No Code Needed	All
Calculator (includes accessible) See: www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf for permissible devices	May only be used during Applied Math test. Use during any other test is prohibited. Examinee may bring and use personal calculator if it meets permissible device requirements.	No Code Needed	Examinees who use a talking calculator must use headphones to avoid distracting others or must be tested individually.

*All examinees testing in the same room must test with the same timing. In addition, any examinees being tested with any of the accommodated test administration codes may NOT test in a standard time room.

(Table continued on next page)

Table 4. Interaction & Navigation Support Procedures (continued)

		Administration Code	Location for Testing*
Answer Masking	Examinee may use answer document as a masking tool or may bring a blank index card to use for answer masking. Test supervisor must check index card to ensure it is blank.	No Code Needed	All
Custom Masking	Examinee may use answer document as a masking tool or may bring a blank index card to use for answer masking. Test supervisor must check index card to ensure it is blank.	No Code Needed	All
Abacus	Accommodation: Qualification required. May only be used during the Applied Math test. Provided by examinee locally.	400 – Standard Time 150 – Time-and-a half 200 – Double Time 300 – Three Hours	Examinees using this accommodation may not test in a standard testing room.

**All examinees testing in the same room must test with the same timing. In addition, any examinees being tested with any of the accommodated test administration codes may NOT test in a standard time room.*

Response Supports and Procedures

Table 5. Response Supports

	Support Level	Workplace Documents	Applied Math	Graphic Literacy	Applied Technology*	Observation*
Mark Item for Review requires examinee mark once made must be erased thoroughly	Embedded	Yes	Yes	Yes	Yes	Yes
Dictate Responses**	Open Access	Yes	Yes	Yes	Yes	Yes
Respond in test booklet or on separate paper**	Open Access	Yes	Yes	Yes	Yes	Yes
Accessible Keyboard or AAC device, locally print**	Accommodation	Yes	Yes	Yes	Yes	Yes
Large Print Answer Document **	Accommodation	Yes	Yes	Yes	Yes	Yes

* Ending 2019.

** Requires assistance in recording responses (scribing or transcribing original responses to scorable format).

Table 6. Response Support Procedures

		Administration Code	Location for Testing*
Mark Item for Review	Examinee marks in test booklet or on answer document to indicate an item to be reviewed at a later time during test session. All marks made must be fully erased to prevent scoring misinterpretation.	No Code Needed	All
Large Print Answer Document	Test site staff must, in examinee’s presence, transfer responses to a standard answer document for scoring. Transfer responses only after all tests are completed.	400 – Standard Time 130 – Time-and-a half 235 – Double Time 291 – Three Hours	Examinees using this accommodation may not test in a standard testing room.

**All examinees testing in the same room must test with the same timing. In addition, any examinees being tested with any of the accommodated test administration codes may NOT test in a standard time room.*

(Table continued on next page)

Table 6. Response Support Procedures (continued)

		Administration Code	Location for Testing*
Dictate Responses	Testing staff may mark the answer document as the examinee indicates the responses.	No Code Needed	Examinees who use any spoken dictation or audio AAC format must test in an individual administration to avoid distraction to other examinees.
Respond in test booklet or on separate paper	The examinee may record the responses in the test booklet, with testing staff transferring responses to the answer document after time has expired. The test coordinator must arrange to transfer the responses to an answer document in the examinee's presence after testing.	No Code Needed	All
Accessible Keyboard or AAC device, locally print	<p>Accommodation: Qualification required.</p> <p>If the examinee uses a typewriter or computer to provide responses, spell check and grammar check tools must be disabled.</p> <p>After test time has expired, testing staff must, in the examinee's presence, transfer responses to a standard answer document for scoring.</p>	400 – Standard Time 150 – Time-and-a half 200 – Double Time 300 – Three Hours	Examinees who use any spoken dictation or audio AAC format must test in an individual administration to avoid distraction to other examinees.

**All examinees testing in the same room must test with the same timing. In addition, any examinees being tested with any of the accommodated test administration codes may NOT test in a standard time room.*

General Test Conditions and Procedures

Table 7. General Test Conditions

	Support Level	Workplace Documents	Applied Math	Graphic Literacy	Applied Technology*	Observation*
Proctor ability to add Extra Time (in event of test admin incident)	Embedded	Yes	Yes	Yes	Yes	Yes
Audio Indicator of Time Remaining	Open Access	Yes	Yes	Yes	Yes	Yes
Audio Indicator: 5-minute warning	Open Access	Yes	Yes	Yes	Yes	Yes
Break: Supervised within each day (stop the clock)	Open Access	Yes	Yes	Yes	Yes	Yes
Individual Administration	Open Access	Yes	Yes	Yes	Yes	Yes
Location for movement	Open Access	Yes	Yes	Yes	Yes	Yes
Other setting (secure administration)	Open Access	Yes	Yes	Yes	Yes	Yes
Physical/Motor equipment	Open Access	Yes	Yes	Yes	Yes	Yes
Special seating/grouping	Open Access	Yes	Yes	Yes	Yes	Yes
Visual Environment	Open Access	Yes	Yes	Yes	Yes	Yes
Audio -Acoustic Environment	Open Access	Yes	Yes	Yes	Yes	Yes
Extra time (Time-and-a-half, Double Time, or Three Hours)	Accommodation	Yes	Yes	Yes	Yes	Yes
Break: securely extend session over multiple days	Accommodation	Yes	Yes	Yes	Yes	Not Avail

* Ending 2019

Table 8. General Test Conditions Procedures

		Administration Code	Location for Testing*
Proctor ability to add Extra Time (in event of test admin incident)	This is determined by the Test Supervisors and is locally provided as needed.	No code needed	NA
Audio Indicator of Time Remaining	Audio indicator is often a loudly spoken announcement of time remaining at various intervals. You may also pair this audio indicator with a visual indicator. For example, you may prepare Visual notification (e.g., index cards with “Start,” “X minutes remaining,” and “Stop” printed.	No code needed	All
Audio Indicator: 5-minute warning	The 5 minute warning is often a loudly spoken announcement given at the point where 5 minutes remain before testing must stop. You may also pair this audio warning with a visual warning. For example, you may prepare visual notification index cards with “5 minutes remaining,” and “Stop” printed on them) or otherwise visually signal the examinee to 5-minutes-remaining, and stop times.	No code needed	All
Break: Supervised within each day (stop the clock)	In addition to the session breaks provided for all examinees, examinees may receive additional breaks as an open access support.	No code needed	These examinees should test separately to avoid disturbing other examinees.
Individual Administration	This support includes all requests for a secure individual administration as well as those situations where not providing a 1:1 testing would cause disturbance to other examinees. Examples of where others may be disturbed could include: when access to food, drink, and medication for examinees with medical needs is provided; or when a talking calculator is used during the Applied Math test but no headphones are available.	No code needed	These examinees should test separately to avoid disturbing other examinees.
Location for Movement	The examinee would test in a location that would allow for movement (i.e. pacing, standing, kneeling).	No Code needed	These examinees should test separately to avoid disturbing other examinees.
Other setting (secure administration)	This can include testing in a controlled secure custody location, or hospital. Must be conducted by a trained test coordinator staff.	No code needed	As specified at left.
Physical/Motor equipment	Includes wheelchair access and all motor support equipment, such as balance or positioning supports, pencil grips, special seat cushions- any motor or mobility supports.	No code needed	Any setting.
Special seating/grouping	This may include special assigned seating at the front of the room to better see or hear the verbal instructions or achieve focus. Small groups of examinees may be clustered if they have the same language, timing and break requirements.	No code needed	As specified at left.

**All examinees testing in the same room must test with the same timing. In addition, any examinees being tested with any of the accommodated test administration codes may NOT test in a standard time room.*

(Table continued on next page)

Table 8. General Test Conditions Procedures (continued)

		Administration Code	Location for Testing*
Visual Environment	Enhanced lighting or otherwise adjusted lighting	No code needed	Separate if needed only to avoid distraction.
Audio -Acoustic Environment	Testing in an audio enhanced, sound amplified, or in a quiet environment. This also includes use of hearing aids or FM devices to enhance hearing.	No code needed	Separate if needed only to avoid distraction.
Extra time	<p>Accommodation: Qualification required.</p> <p>The following options are available:</p> <ul style="list-style-type: none"> • Time-and-a-half • Double Time • Three Hours <p>Examinees may not need the entire allotted time. If an examinee finishes early they must wait quietly for others to finish. If all examinees in a room complete a test before time is called, the proctor may begin the next test or may dismiss them if it is the last test of the day.</p>	<p>400 – Standard Time</p> <p>150 – Time-and-a half</p> <p>200 – Double Time</p> <p>300 – Three Hours</p> <p><i>NOTE: If Extra Time is used with any of the following supports, see and use the codes required for those specific supports: Large Print, Braille, Pre-Recorded Audio, Reader Script, Cued Speech, Signed Exact English, Test Items</i></p>	Examinees using this accommodation may not test in a standard testing room.
Break: Securely extend session over multiple days	<p>Accommodation: Qualification required.</p> <ul style="list-style-type: none"> • Mini-sessions are meant to be used with examinees who have severe medical problems (e.g., seizures, severe diabetic conditions, fatigue/strength/ endurance issues, or other medical issues) that only allow the examinee to work in a focused way for short periods of time. These sessions thus allow an examinee with such a medical condition to complete a test in short bursts while also keeping the test secure and the experience fair to all. • Room supervisor stops the clock 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 examinee 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 paper clips, staples, or tape. Already-tested mini sessions must be secured similarly and out of the examinee’s view. • Overnight breaks between mini-sessions are allowed, but the examinee must begin the next session with the next unopened mini-session. The examinee 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 is typically requested. • See the ACT WorkKeys Administration Manual for Paper Testing for detailed information about how to restart a test session examinee after a break. 	<p>400 – Standard Time</p> <p>150 – Time-and-a half</p> <p>200 – Double Time</p> <p>300 – Three Hours</p>	These examinees should test separately to avoid disturbing other examinees.

*All examinees testing in the same room must test with the same timing. In addition, any examinees being tested with any of the accommodated test administration codes may NOT test in a standard time room.

Testing with Embedded or Open Access Supports

Testing with embedded or open access supports only (without using any accommodation-level supports) is a regular, standard-time test administration.

Embedded and open access supports are listed in the Allowable Accessibility Supports tables above. These tables show that no special administrative code is needed for these supports.

Note: Extra time is an example of a commonly used allowable accommodation support that is often combined with embedded and/or open access supports. Once any accommodation-level support is requested (in any combination with other supports), the test is an accommodated test form and requires an administration code.

Written Documentation

Table 9. Documentation Responsibilities

Who	Does What
Test coordinator	<ul style="list-style-type: none">• Must collect proper documentation of qualification as defined below.• Document the nature of the documentation that was collected (Case A or Case B documentation).
The examinee, or the school on behalf of the examinee	<ul style="list-style-type: none">• Provides all documentation provided under Case A to the coordinator.• If needed, the examinee must complete the Affidavit to document Case B.

Documentation of Qualification for use of Accommodations

Note: These procedures apply to all examinees requesting accommodations or accommodation-level English learner supports that require qualification.

ACT is committed to ensuring that official ACT WorkKeys scores reported for the ACT WorkKeys NCRC are valid and comparable in all forms of ACT testing involving standardized conditions. Such conditions also include those ACT-specified and approved accommodations and accessibility supports that meet both of the following qualifications:

1. Have been determined to honor the constructs being tested
2. Are implemented according to the required controlled administration procedures

Valid Test Scores and Equal Benefit for All Examinees:

In this way ACT ensures that all examinees may benefit equally from this test. Accommodations and accessibility supports administered under these standardized conditions will result in a valid and fully reportable NCRC score. Use of any accessibility supports that are not specified by ACT or not properly administered will violate what the test is designed to measure and will therefore result in a score that is invalid and non-comparable for the stated purposes of the test.

Case A: Governing Educational Authority Document of Accommodation Plan is Available

Approval for accommodation-level supports requires that the local governing educational or other similar authority determine who meets the qualifications required. The governing authority is often the state education agency but in certain states this authority is delegated to the local district level. ACT honors and respects the professional integrity and authority of the local governing educational agency to make decisions regarding which examinees qualify for use of certain accommodation-level supports. Local governing authorities that may provide such documentation of qualification for use of accommodations include a current or prior:

- School or school district
- Employer
- Vocational training or employment support agency
- Federal government agency, such as the military or other service organization

Case A: Required Documentation

To qualify for requested allowable accommodations under Case A, the examinee must provide:

- A copy of the current or the most recent accommodation plan used by the examinee and approved for use by a school, by a place of employment, by a vocational training facility or other employment support agency, or by a federal government agency (for example through a branch of the military or other government service agency).

Case B: Governing Educational Authority Document is NOT Available

This circumstance represents a situation where:

- The individual routinely did (or still does) receive and use the allowable accommodations being requested at a school, at a vocational training site, at an employer's workplace, or while serving in the military or other government service,
Or
- The individual had a prior school accommodation plan, or a transition plan specifying accommodations needed,
And
- In either situation above, they no longer have a copy of this plan, or the document is not available.

Case B: Required Documentation

To qualify for requested approved accommodations under Case B, the examinee must provide:

- In lieu of the most recent plan, the required ACT WorkKeys NCRC Assessments Examinee Affidavit attesting to the fact that the requested ACT allowed accommodations were previously identified as needed by this examinee, were personally used by the examinee, and were approved for use by either a prior school, a prior employer, by a vocational training or employment support agency, or by another federal government agency, such as the military or other service organization.

Test Coordinator Guidance

For accommodation-level supports to be used effectively -

1. Examinees who use accommodation-level supports must have prior experience using these intensive tools. Test coordinators should speak with examinees to confirm this experience.
2. The test coordinator must obtain the required documentation described in “Documentation of Qualification for use of Accommodations,” page 16. This documentation verifies that the use of the support matches an identified need and is deemed to be effective for the individual examinee.
3. Collected documentation (i.e., accommodation plans and/or affidavits) must be kept securely and confidentially on file by the test site for at least one year. Do not return to ACT. No diagnostic material is required.

Documentation Example 1: An English learner who is new to US schools may not yet know how to read English well. This examinee may need to use an approved bilingual word-to-word dictionary and extended time during certain tests that are not measuring knowledge of English, and may even request additional allowed accommodations. (Note: If the learner has a copy of a plan then Case A applies; if learner has had or is using this accommodations but has no written plan, then Case B applies.)

Documentation Example 2: A student participating in a local Response to Intervention (RTI) program may have no identified disability but has a locally documented accommodation plan to receive extended time or additional allowed accommodations. (Case A applies.)

Documentation Example 3: An adult with dyslexia who is enrolled in a vocational technical training program has a transition plan that permits the use of audio presentation of information as well as extended time (both are allowed accommodations). (Case A applies.)

Documentation Example 4: An adult with writing difficulties who is currently or was employed who received writing accommodations within his workplace environment, but has no written plan – and never did, but was treated by his employer as if he qualified for the use of these supports. (Case B applies.)

Determining who qualifies for intensive (but ACT-allowed) accommodation-level supports requires well informed educational judgment and documentation, as defined above, of a personalized accommodation plan, transition plan, or by signing an affidavit attesting that they have, in fact, been treated as if such a need exists by other governing educational authorities (as listed). An examinee who requests ineligible supports not specifically listed as allowed may not receive them under any circumstance.

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