

## Overview

This document contains information for school officials, including the test coordinator and the test accommodations coordinator (TAC). It explains how to request accommodations for a student taking the ACT® International.

## Resources for Requesting Accommodations

Use this guide together with the following resources to help you request accommodations.

### Available Resources

- *Test Accessibility and Accommodations (TAA) System*
- *Test Accessibility and Accommodations (TAA) User Guide*
- *Accessibility Supports Guide for the ACT – International Testing*
- *Consent to Release Information to ACT Form*

## Available Accommodations

A full listing of available accommodations can be found in the *Accessibility Supports Guide for the ACT – International Testing*. The following are common test accommodations available for the ACT International.

### Example Options

- Extra testing time
- Breaks as needed
- Wheelchair accessible room
- Sign language interpreter for verbal instructions
- Magnification/zoom
- Human reader or scribe
- Color contrast/overlay
- Highlighter
- Preferential seating
- Small group or one-to-one testing
- Assistive device/technology

## Test Accessibility and Accommodations (TAA) System

Use the TAA system to request accommodations for the test. The TAC or other school official uses TAA for:

- Submitting requests for accommodations
- Checking the status of requests
- Checking Decision Notifications
- Requesting more information on requests that were denied, if applicable
- Viewing student information to plan for test day

### Deadlines

The deadline for requesting accommodations is the testing registration deadline. You should submit requests for your student(s) in the TAA system as early as possible. Please do not wait to ask for accommodations. The deadlines can be found at: <https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration.html>.

## Eligibility for Accommodations

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Accommodations may be available to students with a disability. Students must ask for and receive authorization to use accommodations from ACT. If ACT does not approve an accommodation, then a student may not use it on the test. The TAC must upload supporting documents into the TAA system to make the request.

See Table 1 for a list of diagnosed disabilities that fall into recognized ACT disability categories.

## Information to Have Ready to Submit Requests






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Before you log into TAA to submit requests, be sure you have all the needed information ready in English. See Table 2 for details on what information is needed to submit a request.

You must have a *Consent to Release Information to ACT Form* on file before requesting accommodations.

## Request Process

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- 1** 
    - If the school official does not already have access to the Test Accessibility and Accommodations (TAA) system, they must create an account at [success.act.org](https://success.act.org) and request access to the TAA system.
  - 2** 
    - The school official submits requests and supporting documents to ACT using the TAA system.
  - 3** 
    - ACT receives and reviews requests and documents.
    - ACT provides a Decision Notification in the TAA system.
  - 4** 
    - The school official reviews each Decision Notification and tells the student about ACT's decision.
    - If denied, the school official can change the request or provide additional documents using the TAA system. The Decision Notification tells the school official what information is needed.
  - 5** 
    - ACT provides an updated Decision Notification in the TAA system, if applicable, and tells the school official where the student will take the test.
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**Table 1.** Diagnosed Disabilities

Special Education Eligibility Categories	General Category	ACT Disability Categories
Cognitive Impairment or Intellectual Disability	Cognitive/ Intellectual Disability	Intellectual Impairment (FSIQ ≤ 85)
Traumatic Brain Injury/Post Concussive Syndrome		Traumatic Brain Injury Post Concussive Syndrome
Specific Learning Disability - Reading	Learning Disability	Reading Disorder/Dyslexia
Specific Learning Disability - Mathematics		Math Disorder
Specific Learning Disability - Writing/Written Expression		Disorder of Written Expression
Speech and Language Disorder		Speech/Language Disorder
Physical Impairment, Orthopedic Impairment, Orthopedic Disability, or Severe Multiple Impairment: Physical or Health	Motor Disability	Cerebral Palsy Muscular Dystrophy Quadriplegia/Paralysis of Upper Extremities
Other Health Impairment: ADHD or ADD	Psychological Disability	Attention Deficit Disorder (ADHD)
Autism or Autism Spectrum Disorders		Autism Spectrum Disorder
Emotional Impairment, Emotional Disability, Emotional Disturbance, Serious Emotional Disturbance, or Emotional/Behavioral Disabilities		Anxiety Disorder Depression Emotional/Behavioral Disorder (school team)
Tourette's Syndrome		Tourette's Syndrome/Tic Disorder
Visual Impairment or Severe Multiple Impairment: Visual (Blindness) or Deaf-Blindness		Sensory Disability
Hearing Impairment, Hard of Hearing, or Severe Multiple Impairment: Hearing (Deafness) or Deaf-Blindness	Deaf Hearing Impairment	
Other Health Impairment: Diabetes Other Health Impairment: Migraines Other Health Impairment: Epilepsy	Physical/ Motor Disability	Diabetes Migraines Epilepsy/Seizures
Other Health Impairment including but not limited to: asthma, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia	Other Disability	Other

**Table 2.** Documentation by Disability Category Overview (refer to [www.act.org/the-act/accomms](http://www.act.org/the-act/accomms) for complete documentation guidelines)

### Learning Disabilities

- **Complete** test/subtest results, with **standard scores** and percentiles from:
  - An intellectual test given in student's primary language
  - An achievement test given in student's primary language
- Evidence that other explanations were considered and rejected

### ADD/ADHD

- Evidence of early impairment
- Evidence of current impairment
- Evidence that other explanations were considered and rejected
- Results from valid, standardized, age-appropriate assessments
- Number of DSM-IV or DSM-5 criteria and how they impair the individual

### Psychiatric Conditions

- Specific diagnosis, including when it started and how it progressed
- Psychological tests used
- History of treatment for the disorder
- Treatment including medication and/or psychotherapy
- How the impairment affects student performance in school and out of school
- Current (**within the past year**) documents for the qualified treating professional

### Traumatic Brain Injuries (TBI) or Post Concussive Syndrome (PCS)

- Evidence of **current**, continued educational impairment relating to requested accommodations, **supported by objective data** (psychological or neuropsychological testing, observations, rating scales, etc.)
- Date of incident/accident
- Diagnosis when the student entered the hospital
- Length of hospital stay
- Discharge date, review of type and outcome of outpatient therapy (occupational therapy, physical therapy, speech therapy), if applicable
- Current (**within the past year**) documents from the qualified treating professional

### Speech and Language Disorders

- Specific diagnosis, including presenting problems
- Developmental and educational records
- Evidence of a current impact on reading, writing, or learning

### Visual Impairments

- Specific ocular diagnosis
- Complete, current (**within the past year**) ocular examination by an optometrist or ophthalmologist including:
  - Chief complaint
  - History of illness
  - Visual acuity
  - Ocular motility exam (versions, tropias, phorias, stereopsis)
  - Slit lamp exam
  - Visual field
  - Pupil, optic nerve, and retina exam
- Treatment for the disorder, including:
  - Evaluations or therapy notes (e.g. vision therapy, occupational therapy, physical therapy)
  - A statement about whether the condition is stable or progressive
  - A statement about whether the examinee needs extended testing time or the opportunity to take vision breaks during testing
- If the condition affects reading, provide results from a reading test measuring reading rate, decoding, and comprehension skills

### Hearing Impairments

- Diagnostic results from a full hearing test performed by a qualified professional within the past three years
- Medical records about hearing loss, including date of hearing loss
- Specific diagnosis
- Description of functional limitation (with and without any hearing aids or assistive devices or treatments)
- Related educational history, including information regarding reading and language skills
- Specific recommendation for accommodation(s) and reasons

### Autism Spectrum Disorder

- Original diagnosis (e.g. date/age/grade, diagnosing professional, symptoms/impairment, course of treatment)
- Current and prior psychoeducational or neuropsychological evaluations
- A history of special education interventions (e.g. specialized instruction, self-contained classrooms or schools, one-to-one aides, exemptions from proficiency or graduation exams)
- Current information regarding adaptive behavior, attention, executive functioning, language skills, and mental health
- Reason for using the accommodations

### Tourette's Syndrome

- History regarding type, frequency, intensity, and duration of motor, visual, and/or verbal tics
- If medicine makes the student's condition worse, send documents of this
- If tics cause problems for the student's learning, provide tests showing this