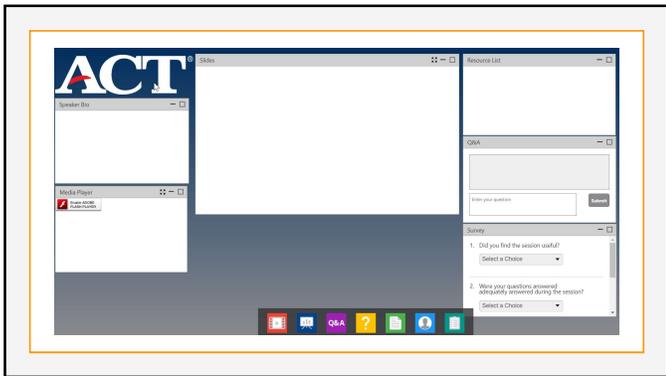




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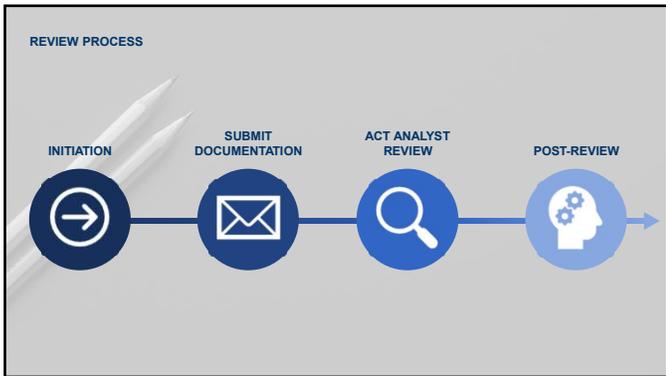


3

Important Dates

-
-
-
-

4



5

INITIATION

IDENTIFY + CONFIRM

Consent to Release Information to ACT

Print the consent form and get name

Parent/Guardian/Student Consent

I hereby consent to the accommodations used in the accommodations and English Exam (ACT) request to request in the Test Accessibility and Accommodations System (TAAS) to ensure the best of my knowledge, I authorize the release to ACT of documents or other information related to this request for school officials, educators, or others sharing such information, if requested by ACT. I understand that any documentation or information provided to ACT will remain with the results related to the request and will not become part of the student's permanent record. If this request is not approved, I understand the student may be required to not attend the requested accommodations or if approved.

Signature of Parent/Guardian/Student: _____ Date: _____

Signature of Student: _____ Date: _____

Telephone Consent

I verify that I am either the student's parent or legal guardian by telephone, and authorized to or have permission to release information to ACT specifically as described above.

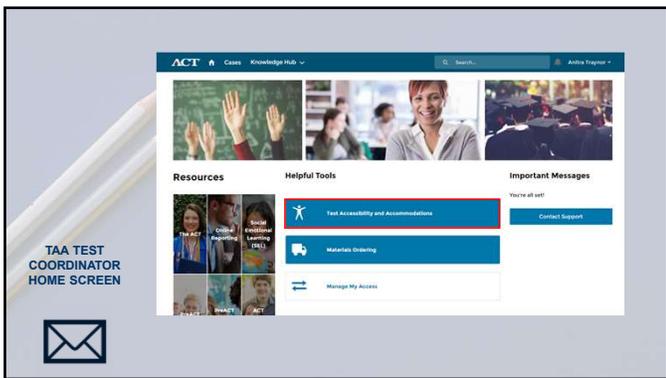
Signature of Student: _____ Date: _____

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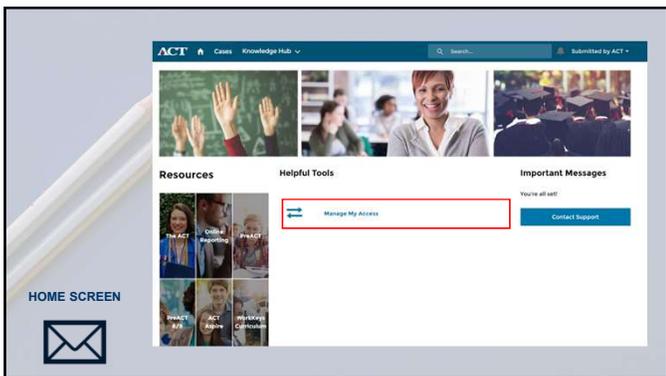
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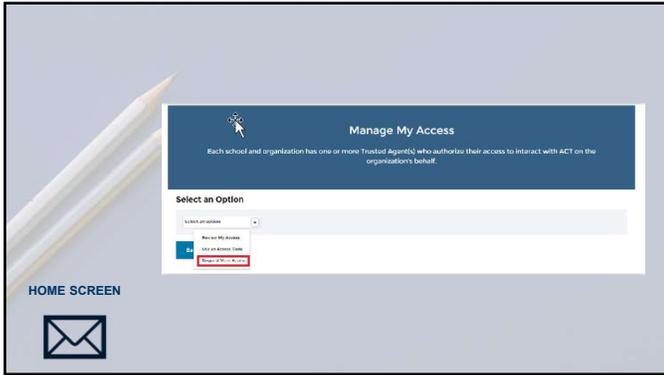
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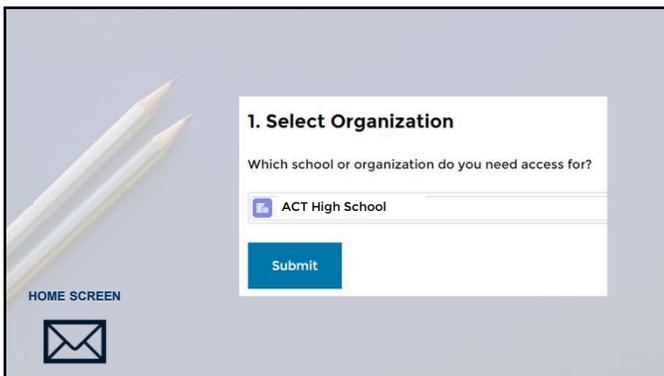
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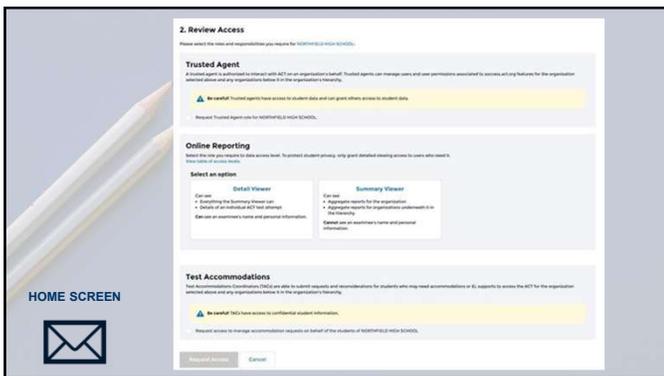
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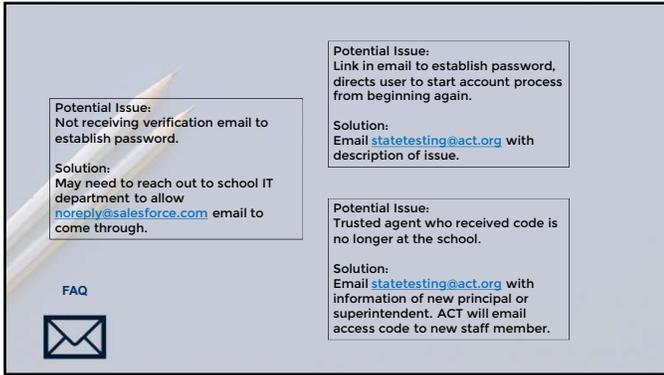
10



11



12



FAQ

Potential Issue:
Not receiving verification email to establish password.

Solution:
May need to reach out to school IT department to allow noreply@salesforce.com email to come through.

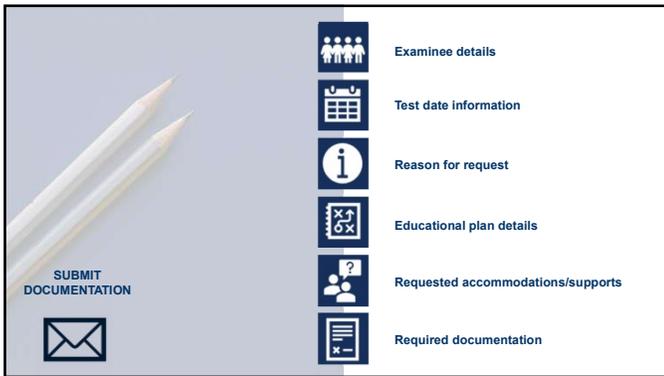
Potential Issue:
Link in email to establish password, directs user to start account process from beginning again.

Solution:
Email statetesting@act.org with description of issue.

Potential Issue:
Trusted agent who received code is no longer at the school.

Solution:
Email statetesting@act.org with information of new principal or superintendent. ACT will email access code to new staff member.

13



SUBMIT DOCUMENTATION

-  Examinee details
-  Test date information
-  Reason for request
-  Educational plan details
-  Requested accommodations/supports
-  Required documentation

14

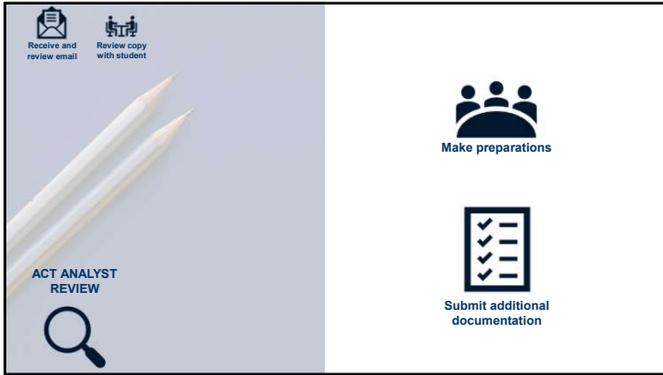


ACT ANALYST REVIEW


Receive and review email

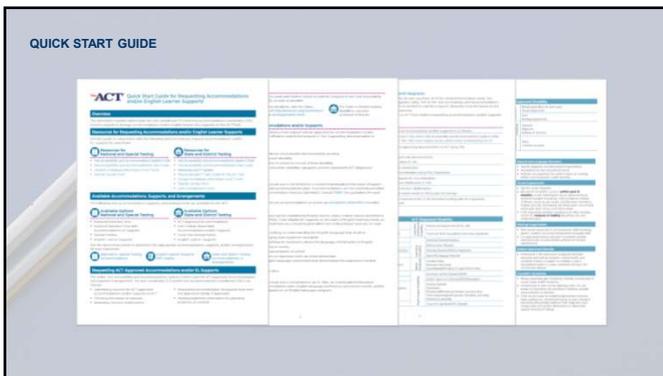

Review Decision Notification from TAA with student

15



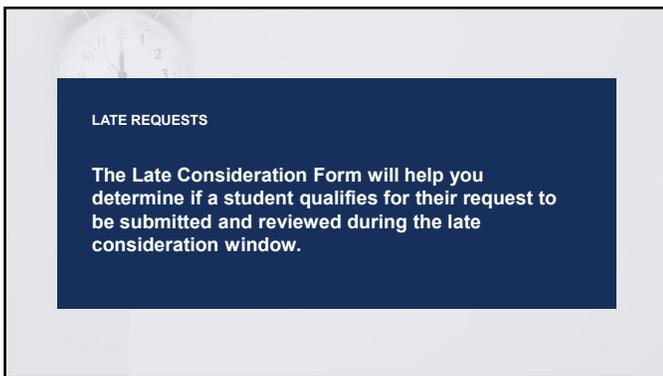
The diagram illustrates the ACT Analyst Review process. It is divided into two main sections. The left section, titled "ACT ANALYST REVIEW", features an icon of an envelope and a person, with the text "Receive and review email" and "Review copy with student". Below this is an image of two pencils and a magnifying glass. The right section contains two steps: "Make preparations" with an icon of three people, and "Submit additional documentation" with an icon of a checklist.

16



The image shows a "QUICK START GUIDE" for international students. It features a grid of four panels, each containing detailed information and instructions. The title "ACT Quick Start Guide for International Students" is visible at the top left of the grid.

17



LATE REQUESTS

The Late Consideration Form will help you determine if a student qualifies for their request to be submitted and reviewed during the late consideration window.

18

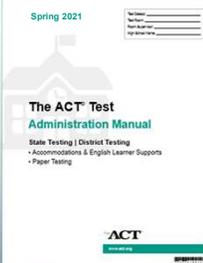


Planning for Test Day

Grouping Students

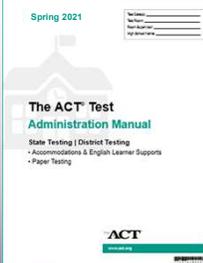
19

Grouping Students

		
<p>Individual testing:</p> <ul style="list-style-type: none"> • Breaks as needed • Reader (Human) • Scribe 	<p>Group Testing:</p> <ul style="list-style-type: none"> • Same timing code with similar accommodations/ supports • Pre-recorded audio or text-to-speech with individual computers and headsets 	

20

Grouping Students - Writing

		
<p>Individual testing:</p> <ul style="list-style-type: none"> • Voice activated software 	<p>Group Testing:</p> <ul style="list-style-type: none"> • Computer (word processing software) • Braille 	

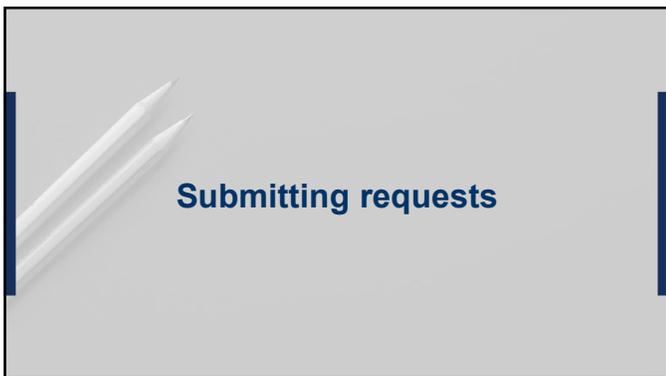
21



22



23



24



What is a disability?
A mental or physical impairment that substantially limits a major life activity when compared to the average person in the general population

25



Students with disabilities
The condition is professionally diagnosed and substantially limits one or more major life activity

26



Students with disabilities
The requested accommodations are appropriate and reasonable for the documented disability

27

ASSOCIATING A NEW TEST DATE

Request History for MATTHEW SMITH

State Student ID [Update State Student ID](#)

OR

ACT ID [Update ACT ID](#)

Assign Test Administration

Associated Test Administrations: The ACT - February 2017 National, The ACT - April 2017 National, The ACT - June 2017
 Test Administration: [Assign Test Administration](#)

Index	Test	Accommodations/Supports Requested	Status	Submitted Date	Submitted By	Action
1	The ACT	None	Approved	11/10/2018	State, Pennsylvania	View

1. Sign In
2. Search
3. Request History Page
4. Add test date
5. Select Assign button

28

STEPS FOR A NEW REQUEST

New Request

1. Examine Details 2. Testing Information 3. Reason for Request 4. Plan Details 5. Accommodations/Support 6. Documentation 7. Review

29

STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES

Select all accommodations and/or supports you would like to request

Setting & Location

- Individual Testing
- Individual Test Admin (Open to S&T)
- Small Group Testing

Response & Navigation

- Computer Based or what answer for Paper Testing only

Timing

- T1 - Standard time (over multiple days)
- T1.5 - Standard time with extra 15 min breaks (over day)
- T2 - Extended time (over multiple days)
- T2.5 - Extended time with extra 15 min breaks (over multiple days)

Other (not listed above)

This may include accommodations that do not appear on the standard accommodations list on the form below. If the requested accommodation appears on the standard list, please do not also enter it in the other section as this will delay processing.

30

STUDENTS WITH DISABILITIES



-  Case-by-case
-  Incomparable
-  ACT may request more information

31

REQUEST TIMING



SUBMIT BEFORE DEADLINE

S	M	T	W	TH	F	S

■ Processing time

32

COMMON MISSTEPS



-  Documentation does not support accommodation
-  Incompatible accommodations
-  Other box

33



ENGLISH LANGUAGE SUPPORTS
 ACT provides supports on the ACT test to US students who are not proficient in English.

34

STUDENTS WITH DISABILITIES



-  Not proficient in English
-  Participates in English Language Acquisition Program
-  Receives supports in school

35

DOCUMENTATION
 EL Supports



Access for ELLs
 ELDA
 ELPA21
 LAS Links
 NYSESLAT
 OTELA
 TELPAS
 TOEFL

36

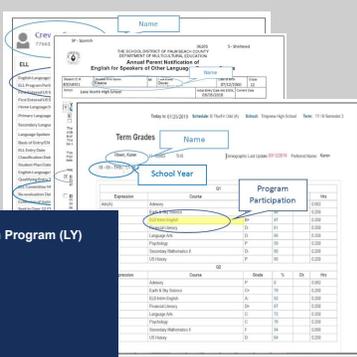
DOCUMENTATION
EI Supports



Participates in English Language Acquisition Program (LY)

Computer print out

- Name
- Status
- Year



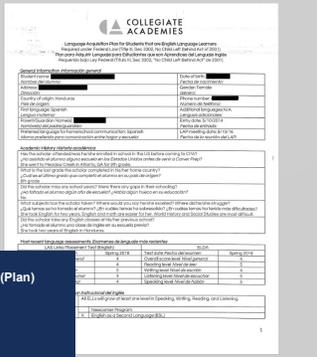
37

DOCUMENTATION
EI Supports



Receives supports in school due to limited English (Plan)

- Name
- Supports
- Year



38

COMMON MISSTEPS

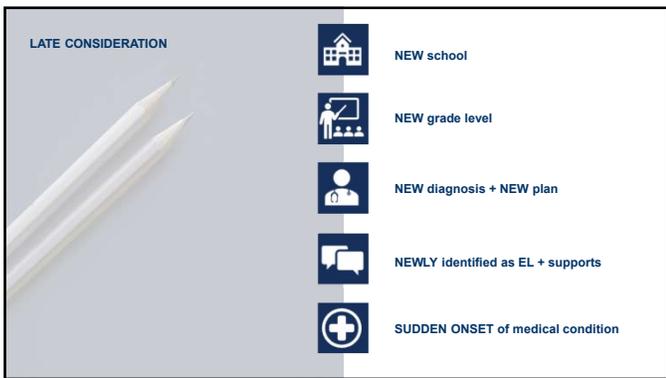


-  Documentation out of date
-  Student is proficient in English
-  Documentation in another language

39



40



41



42

COMMON MISSTEPS



-  **Include form**
-  **SAVE before upload**
-  **Meet criteria**

43



TRANSFERRING ANSWERS

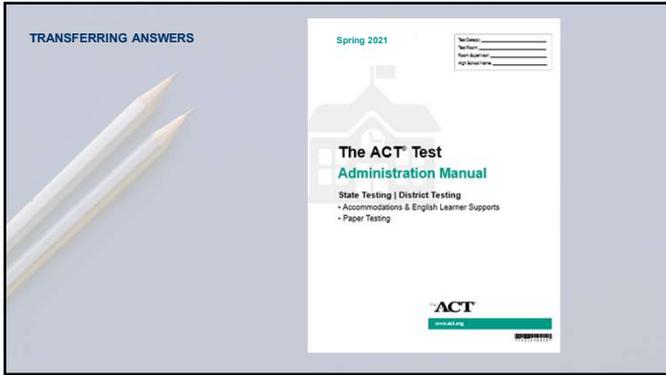
44

TRANSFERRING ANSWERS



-  **Marked answers in test booklet**
-  **Large print answer document**

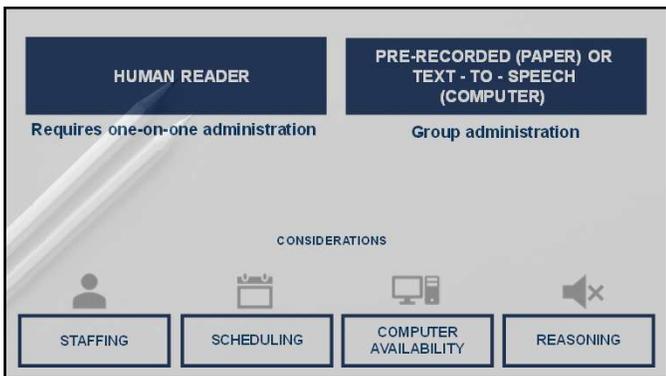
45



46



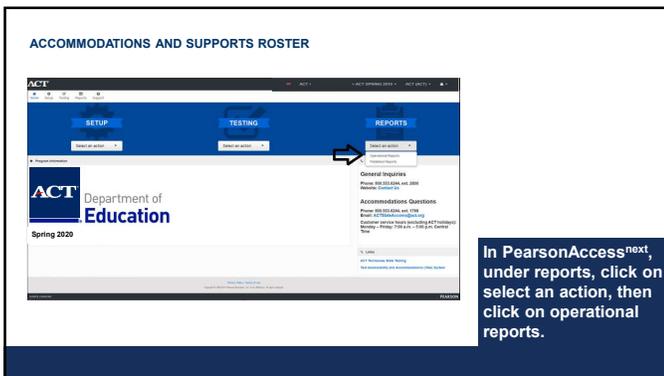
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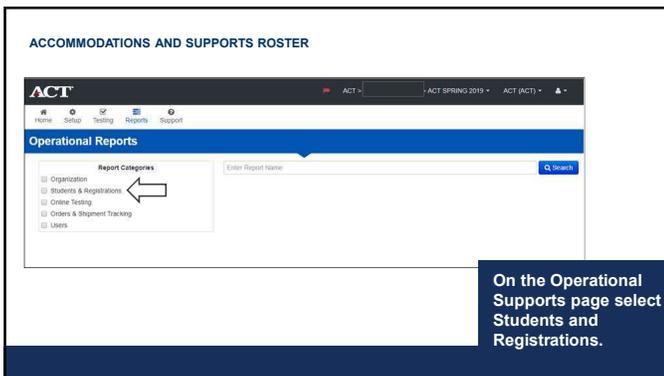
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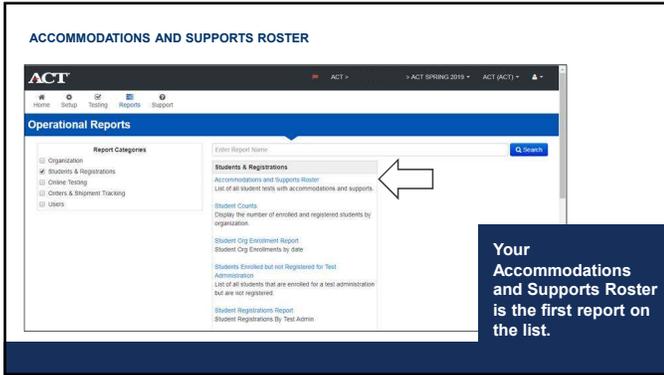
49



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51



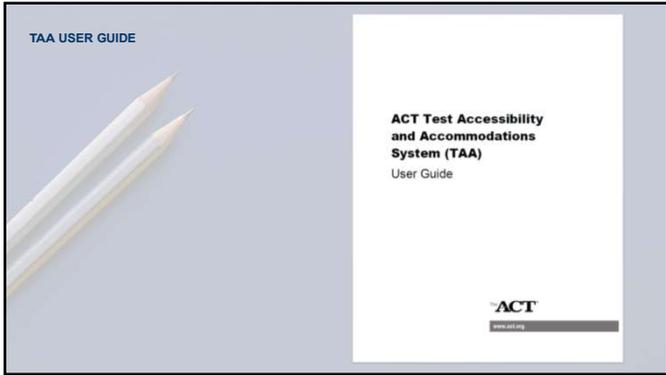
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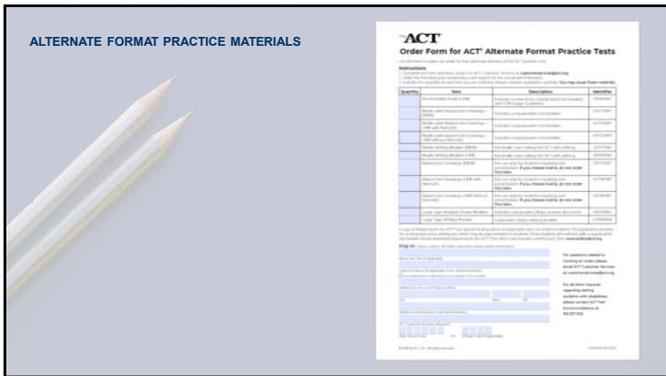
53



54



55



56



57
